A qualitative evaluation of a cross-cultural training program for individuals travelling abroad.

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UMI®
A QUALITATIVE EVALUATION OF A CROSS CULTURAL TRAINING PROGRAM FOR INDIVIDUALS TRAVELLING ABROAD

by
Giselle Kovary

A Thesis
Submitted to the Faculty of Graduate Studies and Research through the Department of Communication Studies in Partial Fulfillment of the Requirements for the Degree of Master of Arts at the University of Windsor

Windsor, Ontario, Canada

1998

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ABSTRACT

Cross-cultural interactions are rapidly increasing. Globalization and culturally diverse communities are lending themselves to daily intercultural exchanges. With greater diversity, we require greater open-mindedness, tolerance and sensitivity. Those in direct contact with out-groups and culturally different members are in greater need of such skills, and often require training to become cross-culturally effective.

Cross-cultural training program for individual going abroad, address such issues and prepare participants to work and live overseas. This thesis consists of a qualitative evaluation of a pre-departure training program for Canadian youth traveling abroad. It analyzes to extent to which the chosen program adheres to the academic literature concerning cross-cultural communication theories, cross-cultural training models and adult learning theories. A thorough analysis of all stakeholders’ program goals and objectives is included in order to assess the program’s “success” in meeting both organizational and participant goals. Finally, program design recommendation are suggested for the design and content of future cross-cultural training programs.
DEDICATION

This thesis is dedicated to all those friends and family who have believed in me and my abilities throughout my academic career. Without your constant support, encouragement and understanding this road would have been much more difficult. In particular I would like to thank my parents, Andy and Germaine Kovary, for their unwavering belief in me and love throughout the years. Your deep belief in the value of education for education’s sake, has given me the ground work from which to build a life dedicated to the pursuit of academic knowledge and understanding. Thank you. To my sister Andrea, I thank you for always understanding and tolerating me during my “moods”. And especially to my Bo, without whom this thesis would surely have never been completed, thank you. Your ability to simplify my problems and help put them into perspective has guided me throughout my university career and prepared me well for the challenges of this project. Your support, encouragement and belief in me has always been felt, even 500 kilometers away.

Finally, I would also like to thank those people who doubted me and who attempted to discourage my choices. It was this cynicism and skepticism that fueled my fire and continued to pushed me forward. This thesis is a testament to the fact that my achievements are limited only by my desires, and my desires alone! The best has yet to come.
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To Sandy and Ann, thank you for your help with all the small but crucial tasks, your friendly voices on the other line always calmed my nerves.

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Chapter 1: Introduction

Problem Statement

In the advent of increased globalization, extensive international travel, and the rise of culturally distinct communities within our country, cross-cultural communication has become a daily activity. Cross-cultural training programs have been used in a wide variety of social institutions including the armed forces, student exchange programs and within the fields of international business and international development (Kealey, 1990; Bennett, 1986; Mendenhall, Dunbar & Oddou, 1987). Each of these areas have specific needs regarding cross-cultural training programs. Koester and Olebe (1988) note that the study of intercultural communication effectiveness has been hampered by a lack of practical tools for its evaluation and measurement. It has also been suggested that the effectiveness of cross-cultural training programs is an area that has not yet received adequate attention from researchers and practitioners in the field (Albert, 1986). This thesis will focus on the effectiveness of cross-cultural training programs as they relate to organizational goals, participants’ needs and cross-cultural communication theories.

Throughout the research a cross-cultural training program will be defined generally as a program which aims to teach individuals cultural, social and political aspects of a particular culture, with the intent of increasing the likelihood of effective cross-cultural communication, cultural understanding and sensitivity. This will be accomplished by instructing trainees about the complex role communication plays in intercultural experiences, the differences between North American culture and their host nation, as well as addressing the skills necessary to cope with cross-cultural experiences and subsequently function effectively in a new culture.
Description of Research

The purpose of this study will be to evaluate the components of a 5 day pre-departure cross-cultural training program adopted by the Centre for Intercultural Learning (CIL), using qualitative research methods. This pre-departure program is administered to participants within the Youth Internship Program (YIP) sponsored by the Canadian International Development Agency (CIDA). Both a goal-based and theory-based evaluation will be used to evaluate this program relative to all participating organizations' goals as well as according to what the theoretical literature stipulates is required for effective cross-cultural training. An outcome-based evaluation will be employed in order to assess the CIL's training program's effectiveness in meeting participants' needs and organizational goals.

The CIL cross-cultural training program has been chosen for investigation because it is a not-for-profit project, designed to help development workers in the adaptation process to living overseas. The Centre for Intercultural Learning has been selected as the main organization for this cross-cultural program evaluation because of its relationship with other international development organizations, providing access to these organizations.

Four different organizations are involved in the decision to implement this cross-cultural training program, each with its own unique position and role in assuring that this training session meets its organizational needs. These organizations are CIL, Canadian International Development Agency (CIDA), World University Service of Canada (WUSC) and People Development Inc. Each organization's role in implementing this pre-departure training program will be investigated in this thesis. In addition, Net Corps, a coalition of five non-government organizations (NGO's) is also involved in supporting the Youth Internship Program, including this pre-departure training program. However, these NGO's will not be included in this evaluation due to their diversity in organizational goals and objectives for this training program. Furthermore, since a number of
participants attending the training session will be from the “Net Corps group,” they too will not be part of this study due to their distinct alliances with the different NGO’s.

An outcome-based evaluation will be used in order to assess the program’s effectiveness in meeting participants’ needs and organizational goals. The research in this study will be inductive and qualitative. This thesis is not designed to “prove” a set of facts or statements, but to investigate and examine the extent to which a particular cross-cultural training program is successful in meeting the needs of its participants, other organizations, and the theoretical framework provided by the literature. This research will not be deductive, nor will it require the researcher to understand all the components of the CIL program prior to data collection. Instead, this research will be the result of a process of inquiry, whereby the pieces of the CIL training program will be discovered, rather than proven, and will evolve and emerge throughout the research design. This research will be conducted with the intent of evaluating and learning about cross-cultural training programs in general, and more specifically the CIL’s training program. The results of this thesis will serve to enhance the CIL’s understanding of its training program, while providing a basis from which this organization and others can begin to evaluate, modify and implement better cross-cultural training programs for individuals traveling abroad.

**Significance**

The significance of this research is its contribution to the area of qualitative program evaluations as well as cross-cultural training program design. Not only could this research be of use to organizations in developing more effective cross-cultural training programs, but it could also benefit multinational corporations, educators, sojourners and the research area of cross-cultural communication effectiveness. Along with these benefits, it is hoped that this research will encourage a concept of respect and open-mindedness among those involved in cross-cultural relations and program development, by promoting cultural knowledge, appreciation, and
sensitivity. The replication of the procedures applied and methodological framework used in this research will enable other researchers to evaluate programs against organizational goals, participants’ goals and several theoretical frameworks. The benefits of this research will make this thesis significant and valuable in its contribution to the academic areas of qualitative evaluations, cross-cultural training programs and the application of instructional design and adult learning theories.

**Thesis Statement**

This research will focus specifically on an evaluation of the Centre for Intercultural Learning’s (CIL) cross-cultural pre-departure training program for individuals traveling abroad, by examining one such training program, through qualitative research methods in order to gather relevant data. I will ask whether the CIL training program has integrated three different theoretical frameworks within its design and examine its ability to achieve the goals of its participants and other organizations involved in the development, design, and implementation of this training program. This thesis will demonstrate the extent to which the CIL’s training program succeeded in meeting its goals and the goals of those involved. It will provide recommendations concerning program design and implementation of cross-cultural training programs for individuals traveling abroad. Through an in-depth analysis of all relevant instructional material, stated organizational objectives and participants’ interviews this thesis will provide the reader with an understanding of how “successful” the CIL has been in meeting the pre-established criteria.

**Discussion of Problem**

Since the focus of this thesis is on a specific pre-departure cross-cultural training program for youth going abroad, an analysis of intercultural issues in general is essential in understanding the literature that frames cross-cultural training programs as well as the academic language that guides this area of study. Cross-cultural communication theories are incorporated into cross-
cultural pre-departure training programs to help individuals effectively function overseas. Cross-cultural concepts are used to explain, understand and identify the experiences of individuals living and working overseas.

Culture is the blueprint for who we are and what we become. It is shared, through a social concept, learned by being socially transmitted, and is unconscious. Culture is unconscious in that much of what we do and believe is embedded in our cultural approach that is developed in us gradually since our birth.

Culture is defined as a collective programming of the mind. Every culture provides the individual with a sense of identity, regulation of behavior, understanding of one's place in the scheme of things, and the opportunity to transmit this knowledge to subsequent generations. Culture is predominantly in our minds, not something external to the human beings with an existence of their own. Culture is the sum of everything we have learned as part of our environments...Culture teaches what behavior is approved and disapproved, which needs are emphasized, what we believe and how we believe and how we behave. Every person alive is the product of culture (Ruch, 1989 p.12).

Thus, while we may all be different, living in different parts of the world, each one of us is a representation of the impressions that our culture has imprinted on us.

Culture consists of the rules and expectations that come into play when human beings interact, it is more or less an agreed-upon set of rules for living. Some of the ingredients of culture include: etiquette, values, language, traditions and customs, food, dress, musical tastes, belief systems and world views (Theiderman, 1991). It is by observing, being conscious of differences, and being open-minded to other cultural perspectives that one can develop respect for different cultures and thus enhance one's intercultural communication skills.

Cultures are complex, they involve both explicit and implicit rules and regulations concerning acceptable behavior in a variety of different social settings. Because culture is so deeply embedded in our social consciousness, values and beliefs cannot not be easily identified. How we behave is inherent simply because those around us also behave similarly, making it very difficult to identify the impact of cultural upbringing on patterns of behavior. However difficult,
an analysis of one's own culture is beneficial because through a better understanding of the culture in which one lives one can begin to explore the "hidden underworld" of our cultural unconsciousness. Once this analysis is accomplished, intercultural communication and interaction are easier because of a heightened awareness of how a different culture influences the actions and behavior of its citizens.

Everything that man (or woman) is and does is modified by learning and is therefore malleable. But once learned, these behavior patterns, these habitual responses, these ways of interacting gradually sink below the surface of the mind and like the admiral of a submerged submarine fleet, control from the depths. The hidden controls are usually experienced as though they were innate simply because they are not only ubiquitous but habitual as well (Hall, 1977 p. 42)

Leaving one's home land to live in another culture for an extended period of time can be quite frightening. Add the differences in religious beliefs, attitudes, language and climate from one's own culture, and the prospect of being away from home may seem almost unbearable.

Nevertheless, there are unquantifiable pleasures that come from experiencing the day-to-day practices and procedures of another culture, even if only in hindsight. Gudykunst and Kim (1992) explain how a foreigner is perceived in an outside culture by extending the concept of the stranger. This term stranger is used to describe "the other" in a culture. The stranger can be one from different societal cultures than our own, or people from a different race or ethnic group. Typically the stranger is viewed as unknown and unfamiliar but need not necessarily be from outside our own culture. Strangers can also include members of subcultures, races and ethnic groups within our culture.

Several other definitions of the stranger are used by Simmel (1950) and Shack (1979). Wood (1934) broadened the meaning of the term:

We shall describe the stranger as one who has come into face-to-face contact with the group for the first time... For us the stranger may be... a potential wanderer who comes today and goes tomorrow, or he [or she] may come today and remain with us permanently. The condition of being a stranger is not... dependent upon the future duration of the contact, but it is determined by the fact that is was the first
fact-to-face meeting of individuals who have not known one another before (as cited in Gudykunst and Kim, 1992, p.19-20).

Wood, sees strangers as newly arrived outsiders; thus a North American living and working overseas will be a stranger as defined by the host cultural groups, while at the same time a foreigner from another culture visiting North America will also be viewed as a stranger to this culture. “Our use of the term stranger...refers to those relationships where there is a relatively high degree of strangeness and a relatively low degree of familiarity” (p.21).

Gudykunst and Kim's (1992) notion of the stranger can apply to intercultural communication as well as intracultural communication. They state "by communicating with strangers we mean communicating with people who are unknown and unfamiliar, including people from another culture and people from our own culture or subculture who are in an environment new to them" (p.17). With this notion of the stranger, both expatriates and local citizens in any culture can feel uncomfortable communicating with the "other"--that which is outside our cultural framework.

Our cultural framework is established and reinforced through our socialization process. While we are members of a large cultural group, we also hold memberships in a variety of in-groups. Our in-groups are groups with which we identify and which are important to us. When we interact with others we categorize them either as members of our in-group or as part of an out-group. Out-groups are members of any group of which we are not members because of differences in heritage, race, colour, religion, social class or occupation (Gudykunst and Kim, 1992). We experience more uncertainty and anxiety when we communicate with members of out-groups than when we communicate with members of in-groups because we are uncertain of how to predict or explain their behavior.

From the socialization into our in-groups, we learn that the "other" should be avoided. "The groups we are taught to avoid are referred to as out-groups. The groups of people with
whom we are taught to associate, in contrast, are referred to as in-groups" (Gudykunst et al., 1992, p.66). The formation of in-groups and out-groups creates the tendency for us to assume that other members of our in-group will behave and think similarly to the way we do. In addition, we have the tendency to place our in-groups in a more favorable light when compared with out-groups, thus influencing the way we categorize strangers.

When living in another culture our rules of cultural behavior are challenged because we are removed from our "home world", which is linked to family and familiar surroundings, and placed in an unfamiliar culture which is out of harmony with our understanding of reality. While each sojourner living in another culture will gradually experience some levels of adaptation, a complete transformation of one's basic values is extremely rare. Research suggests that only role behavior that can be transformed through a cultural adaptation process not the values which underlie role requirements (Gudykunst et al., 1992). True resocialization into another culture is unlikely to occur for adults. Resocialization occurs over a period of time and in different stages. "It normally begins with a conflict, a struggle between the desire to retain old customs and habits and to keep the cultural traditions and the identity of the group on hand, and the desire to adopt new ways more in harmony with the changing environment on the other" (Gudykunst et al., 1992, p.216).

At the core of cultural adaptation is change – both for the newcomer and the host culture. Not only do strangers attempt to change to suit the environment, but they also try to change portions of the environment to suit their needs. Nevertheless, the burden of change and adaptation is much greater on the stranger than on the host environment. A stranger's influence on the mainstream culture is relatively insignificant in comparison to the influence the foreign culture will have. The dominant power of the host culture controls the day-to-day functioning of strangers, thus pressuring them to adapt, resocialize and integrate within the mainstream. The temptation or persuasion offered by the dominant host society is often very luring for many sojourners, so luring
in fact that some strangers actually "go native", rejecting their own cultural values and beliefs in
order to fully adopt the host culture. However, for most overseas travelers, complete adaptation,
change, or assimilation is a lifelong process, with individual levels of adaptation varying
significantly. "Thus, the adaptation of strangers should properly be thought of as falling at some
point on a continuum ranging from minimally adapted to maximally adapted" (Gudykunst et al.,

Part of one's adaptation process is the ability to observe the host culture for clues
regarding appropriate behavior, culturally accepted roles and proper usage of language. Storti
(1990) notes "unprejudiced observations are the key to adjustment, awareness is the key to these
observations" (p.61). Many of our own cultural biases encourage us to maintain stereotypes about
other cultures and therefore hinder our ability to be open-minded.

A first step in being open-minded towards another culture is learning and seeking out
information about another culture. However, doing so runs the risk of developing a false sense of
security. Storti (1990) reminds us that simply reading or hearing about a culture cannot prepare us
for the experience of actually encountering it. While it may keep us from being judgmental about a
culture, it gives travelers a false sense of security, in that they believe that their experiences in
another culture can be logically predicted. The limitation of understanding a culture intellectually
is that one actively denies one's inability to control many of one's emotional reactions. It is often
the emotional responses to an unusual or confusing situation that take precedent over our calm and
collected intellect.

We speak of cultural adjustment, but in fact it is not to culture that we speak but
to behavior. Culture, a system of beliefs and values shared by a particular group
of people, is an abstraction which can be appreciated intellectually, but it is
behavior, the principle manifestation and most significant consequences of culture,
that we actually experience. To put it another way: it is culture as encountered in
behavior that we must learn to live with (Storti, 1990 p.14).
When people live in another culture they often find themselves alienated and distant from the larger society. This occurs due to frustration and confusion regarding practices that were simple at home, but complex when placed in another culture. Storti (1990) explains these conditions as normal, since we all attempt to avoid stress and anxiety, but are often unable to do so when living abroad. "It's only natural, therefore, that if we find our encounters with the local culture stressful and otherwise unpleasant, we will begin to pull back from it. And by withdrawing and isolating ourselves from the culture, we are seriously undermining any possibility of meaningful adjustment..." (p. 28). It is this withdrawal that is most dangerous, for it leads to ignorance and serves to reinforce any negative stereotypes held by the expatriate. "To be ignorant of a foreign culture is, in the end, to fear—and therefore dislike—it" (Ibid. p.43).

A very natural reaction to the stress encountered living in a foreign culture is a withdrawal or complete removal from the host culture. Often sojourners create an expatriate subculture which provides a safe and familiar surrounding during a time when so much seems to be different. As Storti (1990) suggests, the expatriate subculture offers a safe harbor, and while it is "intended as no more than a place to catch one's breath, (it) evolves quickly enough into a permanent home" (p.33). Expatriate subcultures are dangerous in that they are very comfortable, safe places to avoid the host culture. Without interaction between the stranger and the foreign culture, sojourners miss the opportunity to work out or confront any negative feelings they may have about the culture. By removing themselves from the host culture, often one's understanding and comprehension of the culture are inaccurate since it is based largely on discussions with other expatriates who have also chosen to withdraw from the host nation.

While the process of living, working and consciously interacting with another culture can be difficult, the experience of being "the stranger" can help us develop a greater respect and consideration for those within our own culture who are members of out-groups and strangers to us. The process of understanding what culture is, how it is divided into different groups and the
process through which one can adapt to are essential in understanding how we begin to educate, learn and "train" ourselves how to successfully travel abroad.

The remainder of this thesis will investigate how various approaches to intercultural communication, cross-cultural training models and education theories combine to formulate a basis for effective pre-departure cross-cultural training programs for individuals going abroad.

This thesis will consist of a literature review pertaining to the areas of cross-cultural communication, adaptation and training in addition to an analysis and evaluation of stakeholders' program objectives and their abilities to effectively meet these goals. This thesis will conclude with a summary of the effectiveness of the CIL's pre-departure training program and program design recommendations.
Chapter 2: Literature Review

Section 1
Research Methodology

The literature concerning evaluation research methods, and more specifically qualitative evaluations, indicates that while evaluative research has taken place for some time, qualitative evaluations are still emerging as an alternative to the traditional quantitative experimental research methods. “Many of the studies of the past two decades have employed something other than classical randomized experimental design” (Rossi & Wright, 1991, p. 92). It was from a need for evaluations to be carried out by technically unsophisticated persons that a strong interest in qualitative approaches to evaluation emerged. In addition, qualitative methods appeared to have three advantages for evaluation purposes, including being inexpensive to conduct, timely and responsive to administrators’ needs. Thus, the appeal for qualitative approaches to evaluation was originally founded upon this approach’s potential to be “sensitive to the nuances of ill-defined and constantly evolving program goals” (Rossi et al., 1991, p.90).

Qualitative research emerged out of the social sciences, primarily sociology, and specifically within that discipline the “Chicago School”, since Chicago had the first sociology department in the United States. Values inherent in the qualitative paradigm are: interpretation; primacy of subject matter; emergence and portrayal; pluralism; rationality, serendipity and intuition; and personal involvement and partiality. Thus the teleos of the qualitative paradigm is to portray, interpret and understand human behavior (Schwandt, 1989, p.398). Qualitative methodology refers to research procedures that produce “soft” data, data which are much less
adaptable to statistical procedures and richer in descriptive detail than quantitative data. The qualitative approach to research is conducted in human settings, so that research subjects are, “not reduced to isolated variables or to hypotheses, but rather an attempt is made to look at it in context, from a comprehensive perspective” (Bogdan, 1972, p.1).

According to the literature in research methodology, research inquiries are found in three distinct areas; basic research, applied research and evaluation research. “Basic research seeks new knowledge needed to understand social phenomena; applied research hopes to provide useful knowledge that can be applied to a pressing problem; and evaluative research strives to give a social accounting of ongoing action programs” (Miller, 1991, p.3).

This research encompasses both applied and evaluative research in that it can be applied practically to the understanding, design and implementation of pre-departure cross-cultural training programs for individuals traveling abroad, while also providing the organizations involved in the CIL training program with a detailed assessment and evaluation of this program’s ability to satisfy and meet certain criteria. Therefore, since both applied and evaluative research deal with the “practical” realm of society, this research is able to be both a source of knowledge concerning a social issue – cross-cultural interactions and how to effectively prepare for them, as well as providing a social accounting of a government sponsored program in order to increase program effectiveness and hence maximize the use of public funding.

Nevertheless, despite this research’s applied nature, the methodology used in this thesis is best described as evaluative research since this type of research is designed to “measure the effects of a program against the goals it set out to accomplish as a means of contributing to subsequent decision making about the program and improving future programming” (Weiss, 1972, p.4). Since evaluative research can be applied to all facets of society and thus is used to describe relationships between variables and trace the casual sequences of those relationships, evaluators must employ a number of different research methodologies in order to gather their data. Interviews,
questionnaires, observations, content analysis of documents and tests of knowledge and skill can all be used in evaluative data collection (Weiss, 1972).

Evaluative research is comprised of two different processes whereby evaluations are either conducted for the purpose of improving programs, by collecting information which can be used primarily for ongoing program improvements and development – *formative evaluation*, or are done for the purpose of making decisions about the effectiveness of a program and whether or not the program should be continued or terminated – *summative evaluation* (Patton, 1980, p.71).

Despite some emphasis on program effectiveness, this evaluative research is primarily formative, in that it is designed to gather information for the purposes of analysis and improving the CIL’s current pre-departure training program. According to Patton (1980), formative evaluations employ a process evaluation strategy which focuses on identifying and elucidating the strategies and weaknesses of a program. This thesis is designed to elicit such information in an attempt to expand CIL’s understanding of its training program’s effectiveness, through a discussion of its strengths and weaknesses. The importance of qualitative research methods in this process is made clear by noting that formative evaluations gather descriptive information about the “…quality of program activities and outcomes, not just levels or amounts of attainment. Formative evaluations are aimed at improving program quality. Judgments about quality often require data of considerable depth and detail – qualitative data” (Patton, 1980, p.73).

Throughout qualitative research and more specifically qualitative evaluations, *participant observations* have been used as one method of collecting data. This term refers to “research characterized by a prolonged period of intense social interaction between the researcher and the subjects, in the milieu of the latter, during which time data, in the form of field notes, are unobtrusively and systematically collected” (Bogdan, 1972, p.3). The participant observer spends an extended period of time in the program participants’ environment, gets to know those in that environment by interacting with them and observing them interact with others. S/he keeps detailed
observation notes. Her goal is “to see the world as the subjects conceive it” (Bogdan, 1972, p.3). The purpose of this methodology is to develop a better understanding of complex relationships and social settings. Thus, this methodology can be used to test hypotheses and test theory; however, is more commonly used to generate theory, better understand organizational frameworks, and study social change (Bogdan, 1972). Similar to evaluative research, Bogdan (1972) notes that participant observers may also draw on other research methods in order to supplement their data. Interviews, as well as collection and examination of official documentation may be used to enhance the participant observer’s understanding of a social setting.

Despite its obvious relevance to qualitative research, some opponents of the participant observer methodological approach argue that the potential biases of the participant observer will introduce themselves into the research and thus, since the observer is the sole instrument of data collection, they may act as a sieve through which only selective data are collected and analyzed, raising doubts about the reliability of the data collected (Bogdan, 1972). While this argument is a strong one, it has been suggested by some that “all forms of research manipulate subjects in situations or use instruments that undoubtedly affect behavior as much as an observer who is in the field” (Bogdan, 1972, p.6). Therefore, in order for any research, be it qualitative or quantitative to eliminate researcher biases, it would have to deny the fact that research is conducted by researchers, who despite attempts at objectivity, influence the data they collect, the methods through which they collect those data, and the subsequent conclusions drawn from data analysis.

This thesis used participant observation is its data collection and made every attempt to minimize researcher biases and influence on the collection and analysis of the data, as later discussed in chapter 3.
Section 2

Theoretical Framework

The theories that will be used in this research are cross-cultural communication theories, cross-cultural training models and adult learning theories. Cross-cultural communication theories will encompass Communication Effectiveness, The Concept of the Stranger, The Nature of Mindfulness, Uncertainty and Anxiety and Attribution Theories. Cross-cultural training models will encompass culture-general / culture-specific, the intellectual model, area training, self-awareness training and cultural-awareness training. Principles of Andragogy will be addressed in an analysis of adult learning theories.

Cross-cultural Communication Theories

Cross-cultural communication theory suggests that there are a variety of concepts that one must understand and be aware of in order to effectively function overseas. While several of the criteria necessary to function overseas may be difficult to teach to travelers, pre-departure training programs are typically designed to at least subtly hint at the concepts addressed in this field of study, and attempt to reinforce the cognitive and emotional skills necessary for effective cross-cultural experiences.

Frequently, when living abroad, sojourners are not aware or conscious of their communication behavior, since much of our communication is habitual, relying on pre-established scripts within our culture. Thus, we may not be aware of what we are doing or saying when interacting within our culture and can therefore become “mindless”. In order to differentiate stimuli in another culture one must be mindful of their thought processes.
**Mindfulness**

Lack of mindfulness occurs when we categorize individuals, since categorization is essentially a thoughtless process. In order to engage in particularization only, "the process whereby stimuli are separated or differentiated from members of a category" (Gudykunst and Kim, 1992, p. 24) we must be conscious of our thoughts. And since we vary in the degree to which we are mindful of our communication, we may possess the qualities of mindfulness. Langer (1989 as cited in Gudykunst et al., 1992) states that there are three qualities to mindfulness: creation of new categories; openness to new information; and awareness of more than one perspective. Langer argues that being mindful involves making more distinctions about strangers’ behavior, thus providing more categorization for individuals instead of grouping all members of a larger category together.

Our communication behavior often works subconsciously when communicating with members of our own culture or in-groups. Thus, it can be inferred that "we are more aware of our behavior when communicating with strangers than we are when communicating with people who are familiar" (Gudykunst et al., 1992, p.26). Despite one’s heightened levels of awareness when interacting with strangers, most of us misinterpret stranger’s behavior and are not conscious of our inaccuracies because of our socialization in our own culture" (Gudykunst et al., 1992, p.26).

In order to ensure that experiences abroad are positive, expatriates need to be conscious of their own cultural prejudices and ethnocentric views. Since people are less aware of non-verbal behavior than verbal behavior, we often interpret violations to our expectations from our own frame of reference (Gudykunst, 1992). Thus, the potential for positive interactions is limited to their cultural context.
Uncertainty

In order to manage our cognitive and emotional reactions to strangers’ behavior we must first attempt to reduce the uncertainty and anxiety involved with communicating with “the other”. “Uncertainty refers to our cognitive ability to predict and/or explain strangers’ feelings, attitudes, values and behavior. Anxiety, in contrast, involves our affective or emotional reaction to communicating with strangers” (Gudykunst and Kim, 1992 p.107) Uncertainty is reduced in North America (or by North Americans) by trying to obtain information about others’ attitudes, feelings, and beliefs. (p.143) This attempt to acquire information about a host culture is used to increase one’s ability to predict strangers’ communication behavior.

Predictive and explanatory uncertainty are involved when we communicate with strangers. “Predictive uncertainty involves the degree to which we can predict strangers’ attitudes, beliefs, feelings, values and behavior. Explanatory uncertainty, in contrast, involves the degree to which we can accurately explain why they behave the way they do.” (Gudykunst et al., 1992, p.108) When we perceive that the strangers’ group is similar to our own, our predictive uncertainty is able to be reduced, however, it is knowledge of the actual similarities and dissimilarities between two cultural groups which is necessary to reduce our explanatory uncertainty.

The desire to establish interpersonal relationships with the other culture will contribute to the reduction of predictive uncertainty. However, simply being physically or socially attracted to the strangers’ group is not enough to reduce our explanatory uncertainty regarding strangers’ behavior. Furthermore, the more we understand about the other culture’s language and the more knowledge we have of their cultural behaviors, the more our uncertainty will be reduced. Thus, while the participants in the CIL training program may be more likely to have reduced predictive uncertainty, due to their obvious interests in the host country by choosing to participate in such an internship program, they will still need to be conscious and careful about their explanations of strangers’ behavior due higher levels of explanatory uncertainty.
When we reduce uncertainty about others and ourselves, understanding is possible. Understanding involves obtaining information, knowing, comprehending and interpreting. Three levels of understanding can be differentiated: description, prediction, and explanation. Description involves specifying what is observed in terms of its physical attributes (i.e., drawing a picture in words). Prediction involves projecting what will happen in a particular situation, while explanation involves stating why something occurred (Gudykunst et al., 1992, p.10).

Stereotypes help us reduce uncertainty when interacting with strangers. “The more well-defined our expectations are, the more confident we will be regarding predicting strangers’ behavior” (Gudykunst et al., 1992, p108). However, it is only accurate information regarding the other culture, and the individual with whom we are interacting, which will aid in reducing our explanatory uncertainty. “If we do not actively try to reduce our uncertainty regarding strangers’ behavior, we rely on our categorizations of strangers to reduce our uncertainty and guide our predictions…this often leads to misunderstanding.” (p.27)

Anxiety

The amount of anxiety we experience when interacting with strangers is directly related to the amount of contact we have had with stranger’s groups, as well as the conditions under which that contact was made. Should one’s prior interactions have been negative, or should strangers’ group’s economic or political interest not coincide with our own, we are likely to experience greater levels of anxiety than when we communicate with our in-groups. “The important intergroup cognitions…are our knowledge of the stranger’s culture, our stereotypes, our prejudices, our ethnocentrism, and our perceptions of in-group-out-group differences. The less knowledge we have of strangers’ groups, the more anxiety we will experience.” (p110)

According to Stephan and Stephan (1989 as cited in Gudykunst and Kim, 1992) during structured situations, pre-established norms provide the guidelines for one’s behavior, and thus reducing our anxiety. However, the more unstructured the situation is, the greater our anxiety. Situations in which we cooperate with strangers involve less anxiety than situations in which we
compete with others from another culture. In addition, should our in-group have higher status than the strangers' groups we will experience less anxiety.

A typical behavioral reaction to high levels of anxiety includes avoiding strangers because it reduces our anxiety. Should it be impossible for one to avoid strangers, “we will terminate our interaction as soon as we can.” (Gudykunst et al., 1992, p.110). Avoidance is linked to the development and sustainment of an expatriate subculture.

There are a number of reactions to anxiety, however, one of the most damaging is our tendency to amplify our evaluative reactions to strangers, resulting in a situation where the more anxious we are, the more likely we are to evaluate strangers negatively. In addition, when our anxiety is too high, we tend to communicate according to our cultural norms and rules of communication, thus interpreting stranger’s behavior according to our own cultural frame of reference.

Attribution
The question of how we use information about strangers to reach conclusions about their behavior is linked with both explanatory and predictive uncertainty. While we attempt to reduce our uncertainty about strangers by acquiring information about them, we also engage in attributions about strangers in order to explain their behavior. The attributional process is one in which we attempt to interpret the behavior of others, however, there is an increased likelihood that we will make incorrect attributions about the behavior of strangers. Typically, when interacting with strangers we attribute their behavior to their cultural background or group membership, whereas we attribute our own behavior to situational factors. Thus, we are less likely to attribute the behavior of someone who is part of our own membership group as “cultural” since we are also members of that culture, however, since strangers come from outside our culture or ethnic group
we often see their origin or background as a plausible explanation for their behavior (Gudykunst & Kim, 1992).

Social attributions—looking at the influence of group membership—are concerned with how members of one social group explain the behavior of their own members as well as members of other social groups. Social attributions are usually based on social stereotypes we hold or ethnocentric views. We attempt to explain the behavior of strangers by referring to our social stereotypes about that person’s group membership. The nature of our attributions are important since they can affect whether or not our relations with members of other groups are positive or negative. For example, when members of different groups work together on a project and it is unsuccessful, members of the in-group frequently blame the out-group for the failure. Attributions such as these can lead to poor intergroup relations with negative experiences for both membership groups. However, if in-groups are somehow prevented from blaming the out-group for the failed task, cooperation that results in a failure does not increase the bias against the out-group (Gudykunst & Kim, 1992).

Brake, Walker and Walker (1995) note that often when we witness behavior that is different from our normal expectations, we try to make sense of it by attributing a cause. Unfortunately, usually our attributions are false since they are based on limited knowledge about another culture and its cultural practices. Often we fill in the blanks for unfamiliar behavior by inserting our own meaning rather than digging for additional information to provide a more accurate attribution of different cultural behavior.

Considering the attribution process is one of relative subjectivity, those living abroad are likely to make attributional errors about the behavior of those in the host culture. The fundamental attribution error, defined by Kelley (1967), is attained because,

First we have a tendency to overestimate the influence of personal, dispositional characteristics (e.g. personality traits) and underestimate the influence of situational factors when we make attributions...Second, we
tend to see your own behavior as normal and appropriate (the egocentric bias). We, therefore, explain others’ behavior that is different as a function of their personal dispositions (e.g. their personal qualities). Third, we tend to attribute our success to personal dispositions and our failures to situational factors (the ego-protective bias)” (as cited in Gudykunst & Kim, 1992, p.139).

A number of different factors influence how and why we make attributions about strangers. While it has been noted that we are more likely to attribute the behavior of others to cultural characteristics rather than situational factors, we are also more likely to refer to our social stereotypes or ethnocentric views in order to explain the behavior of others. The dangerous effect of relying on stereotypical or ethnocentric views is that “a high level of ethnocentrism leads to misperceptions of members of out-groups; this misperception causes us to make inaccurate attributions about stranger’s behaviors...leads us to interpret stranger’s behavior using our own cultural frame of reference, thereby possibly distorting the meaning of the stranger’s behavior” (Gudykunst et al., 1992, p.97).

According to Brake et al. (1995) there are a number of ways in which sojourners abroad can avoid being ethnocentric, particularly regarding their interactions with individuals from culturally diverse backgrounds. They suggest that when experiencing a new culture one should try to be curious, keep judgments to a minimum and at all times retain a sense of humor (see Appendix A).

Gudykunst et al. (1992) note “we are programmed to think, feel and behave as though anyone whose behavior is not predictable or is peculiar in any way is strange, improper, irresponsible, or inferior. In this sense, all of us have a natural tendency to be ethnocentric as a result of our very inseparable relationship to our culture” (p.248).

The ultimate attribution error, linked with the fundamental attribution error, is defined as “a systematic patterning of intergroup misattributions shaped in part by prejudice” (Pettigrew, 1979, p.464, as cited in Gudykunst et al., 1992, p.139). It is our tendency to attribute behavior to dispositional characteristics rather than situational ones that causes use to make such
misattributions. As noted by Kelley (1967) this process of attribution leads to the fundamental attribution error. However, it is further enhanced when members of an out-group engage in negative behavior. In contrast, when members of out-groups perform what is deemed as positive behavior, our tendency is to treat the stranger as an “exception to the rule” by discounting dispositional explanations for the individual’s behavior and attributing the behavior to situational factors. Thus, exhibiting the ultimate attribution error.

**Culture Shock**

With the compounded effects of high levels of uncertainty and anxiety, the stress of living overseas causes each sojourner to experience some degree of culture shock while trying to adapt to their new environment. Culture shock can be characterized by a three stage U curve where initially there is optimism and elation in the host country, followed by a dip in the level of adaptation, and finally a gradual recovery to higher levels. This prediction of cultural adaptation was further extended to the W-curve, where the reentry phase of the sojourn experience was incorporated (Gudykunst et al. 1992).

If one traces the sojourners' level of adjustment, adaptation and well-being over time, a U-shape occurs such that satisfaction and well-being gradually decline but then increase again. The W-curve...found that once sojourners return to their home country they often undergo a similar re-acculturation process, again in the shape of a U, hence the double U, that is W'' (Furnham et al., 1986 p.131-132).

Finally, the effects of culture shock can be diminished if sojourners are aware of the different stages one experiences when in a new culture. Those working abroad should undergo training that encourages flexibility, which can help them to deal with the reality of new environments and ultimately reduce the effects of culture shock (Hannigan, 1990).

**Skills Needed to Live and Work Abroad**

In order to effectively be able to manage the stress, anxiety and uncertainty involved with living and working overseas, sojourners require a collection of skills and personality traits that will
aid them in a successful overseas experience. Being cultural competent is a learned behavior and as such requires instruction and practice. According to Brake et al. (1995) there are four main characteristics of cultural competence:

1. Open attitudes—developing receptivity to cross-cultural learning;
2. Self and other awareness—recognizing key differences and similarities between the self and others;
3. Cultural knowledge—a grounded awareness in a solid base of cultural knowledge;
4. Cross-cultural skills—developing behaviors that maximize cross-cultural effectiveness (p.33-34).

Becoming culturally competent also requires that one interacts with those in the host culture in order to learn and experience their way of life. Intercultural interaction which is defined as "interacting with local people and making local friends; learning the local language and nonverbal communication (gestures, interpersonal space, posture, appropriate eye contact, etc.); and demonstrating factual knowledge about local culture, politics, history, current events, economy, etc." (Hannigan. 1990 p.102) will aid in a sojourner’s ability to effectively communicate, understand and adapt within the out-group. Intercultural interaction can be enhanced by implementing cross-cultural training programs which focus on improving communication skills, interpersonal skills and open-mindedness.

Throughout the literature on intercultural effectiveness, communication skills are frequently mentioned as an important factor in achieving success for those who work in a foreign culture (Hannigan, 1990). The ability to communication is based upon four skills which correlate strongly with effective communication:

1. The ability to enter into meaningful dialogue with other people
2. The ability to initiate interaction with a stranger
3. The ability to deal with communication misunderstandings between self and others.

4. The ability to effectively deal with different communication styles (Ibid. p.93).

Meaningful dialogue can be achieved by being respectful of the cultural practices in other
societies and by initiating interaction with strangers that will be conducive to positive social
interaction, in the hope of cultivating a personal relationship. In order to effectively deal with
communication misunderstandings one needs to be culturally competent, in order to be able to
distinguish between different communication styles which typically cause communication
misunderstandings (Brake et al., 1995).

Those working abroad require certain attitudes in order to achieve successful personal and
professional interactions. Hannigan (1990) notes that intercultural communication literature
stresses the need for internationally bound employees to possess; flexible attitudes, low egocentrism
and ethnocentrism, non-judgmentalness, respect for other cultures and possess cultural empathy.
Cultural empathy is defined as "the ability to put oneself in another's shoes, both within and
between cultures...the capacity to clearly project an interest in others as well as to obtain...a
complete and accurate sense of another's thoughts, feelings and/or experiences" (Ibid. p.96).

In addition to being nonjudgmental, open-minded and having respect for cultural
differences, sojourners abroad should also not possess a number of qualities that tend to have an
inverse relationship to cross-cultural effectiveness. Hannigan (1990) cites perfectionism, rigidity
and dogmatism as traits that do not lend themselves to improving one's performance in intercultural
functioning...rigid ethnocentrism is cited...as a limiting factor in coping effectively with a new
language and social norms" (p.105). In order to appropriately select individuals for overseas
positions, organizations should make their selection process based on individuals who posses the
desirable traits and are deficient in the undesirables, as opposed the criteria of previous work
experience and performance in the home country.
Cross-cultural Training Models

The need for cross-cultural training programs has been identified by a variety of organizations, both private and public, in order to aid internationally-bound employees in effectively interacting while in a host nation. However, there is a lack of what constitutes cross-cultural effectiveness and an absence of valid ways to measure it, which in turn makes it very difficult to define what constitutes appropriate intercultural training (Bennett, 1986).

Intercultural communication training, also called intercultural or cross-cultural training, refers to planned efforts to assist adjustment when people are to live and work in cultures other than their own...Common goals include reducing the stress and anxiety associated with the adjustment of both the individual and family members, assisting effective communication with culturally different others, giving guidelines for such work-related concepts as negotiation styles and management practices, and suggesting ways to develop support groups...to develop the qualities of effectiveness identified by scholars interested in adjustment to other cultures (Brislin, 1989, p.441).

The aim of cross-cultural training programs is to teach members of one culture ways of interacting effectively, with minimal inter-personal misunderstanding, in another culture (Gudykunst, Hammer & Wiseman, 1977). Thus, cross-cultural training programs often focus on improving trainees' abilities to make accurate perceptions and attributions by providing them with detailed information about the country in which they are to fulfill their overseas assignment.

In many ways, "cross-cultural training can be viewed as resulting in a special kind of social change. People (trainees) are changed before going abroad, or they change after they arrive in the host culture" (Black and Mendenhall, 1990, p.130). Therefore, the concept of change and adaptation is essential to one's understanding of the intercultural experience, for it is not a static environment, where one's behavior and emotions remain constant, but rather is dynamic and fluid, where the trainee influences the new environment and is influenced by the host culture. The process of change begins during pre-departure training sessions, but is not
limited to them. Through an effective training session, the trainee can be guided to change their behavior, perceptions, values and attitudes, however, the process of change will continue and be solidified throughout the overseas experience.

According to Dan Kealey (1990), a Canadian researcher who has studied cross-cultural effectiveness among Canadian technical personnel working overseas, a successful overseas assignment is "one in which an advisor is able to provide information, training and technology to his/her counterparts in the host country and, in doing so, enhance their capacity to manage and develop their country's resources" (p.5). In turn, overseas effectiveness is defined as the ability to live and work effectively in the cross-cultural setting of an overseas assignment. The concept of overseas effectiveness is comprised of 3 elements: professional expertise; adaptation and intercultural interaction. Professional expertise refers to one's skills in a specific technical area as well as one's ability to assess the technical capabilities of the overseas employment situation and to be innovative with that situation. Adaptation refers to the degree to which the sojourner adjusts to the new environment. Finally, intercultural interaction refers to a sojourner’s interest in and capacity for interaction with host nationals both professionally and socially, since interaction with one’s counterparts and their culture is essential to effective transferring of skills (Kealey, 1990).

In order for sojourners to be effective overseas they must fulfill each one of the elements described by Kealey (1990). Cross-cultural training focuses on the transfer of skills from sojourner to host national in that skills necessary for effective communication are explored. Adaptation is a central focus of cross-cultural training, often dealing with how to identify and respond to the adaptation curve experienced while living overseas, while intercultural interaction is strongly emphasized as the most effective means of integrating within a new culture as well as being essential in fulfilling the other two requirements of overseas effectiveness.

There are several different approaches which cross-cultural training programs can take in their instruction of relevant material. Orientation programs imply that they are to acquaint trainees
with the existing situation or environment. Orientations can be described as the who, what, when and where of the preparation period (Bennett, 1986). Training programs investigate the "How" of the sojourn: How can individuals increase their effectiveness in the intercultural environment? This type of instruction uses a skills approach to training, with the end goals involving behavioral change. Education is the "Why". The objective of this process is to assist learners in understanding the theoretical foundation of learning. That is, they should not only be able to demonstrate their learning, but they should also be able to apply that learning in creative ways to new environments, acquiring new frames of reference with which to continue inquiry (Bennett, 1986).

In relation to overseas experience, trainees need to "learn how to learn" during cross-cultural training because they are shifting their learning environment from the classroom to an experiential environment in the foreign culture. This foreign environment is learner-centered. Since, "learning is the process whereby knowledge is created through the transformation of experience" (Bennett, 1986, p.119), learning is not abstract, but rather involves the learner's identity and daily needs.

Culture General/Specific Model

In addition to different types of cross-cultural instruction, there are also a number of approaches to cross-cultural training programs in general. The literature in the area of cross-cultural training models identifies that typically training programs are either culture-general or culture-specific in their approach.

The culture specific approach assumes than an individual’s communication competence can best be conceptualized as the degree to which they learn the culture-specific communication rules, rituals and skills of verbal and nonverbal expression and reception that are practiced by host country nationals...the culture-general approach assumes that the intercultural transactions are different from intracultural transactions and, because of the difference, additional aspects of communications competence must be included... The culture-general approach tends to investigate those dimensions of communication competence that can best generalize to intercultural interactions, regardless of the specific cultures involved (Hammer, 1989, p.248).
Other Cross-cultural Training Models

Other than the culture-general/specific approach to training there are a number of models used in intercultural training. According to Bennett, (1986) they include:

1. The Intellectual Model,

2. The Area Training Model,

3. The Self Awareness Model,

4. The Cultural Awareness Model.

The Intellectual Model, otherwise know as the “Classroom” or “University” Model is based on the belief that “cognitive understanding is essential for effective performance abroad, the approach stresses cognitive goals, culture specific information, and traditional education ‘intellectual’ processes” (Bennett, 1986 p.122). This model is widely used because it does not require that trainees shift their attitudes towards learning.

The Area Training Model, otherwise known as the “Simulation” Model is designed so that trainees are active participants in the learning, which is derived from immediate experiences in which trainees are involved. “By deriving attitudes and skills from their experiences, trainees are expected to develop new behaviors and approaches to problems solving which will increase their effectiveness while abroad” (Bennett, 1986, p.124). This model relies on reproducing situations and conditions which will closely duplicate the actual overseas site and assignment. This model is often taught in an environment which resembles as closely as possible the host nation.

For a period of time, the Peace Corps conducted training in a variety of overseas sites which resembled closely the areas to which the trainees were being sent (Puerto Rico, Hawaii, etc.). In the late sixties the switch was made to in-country training where it was no longer necessary to “simulate” the conditions of the assignment. Through interaction with host families, language trainers and environmental conditions of the field setting, the volunteers were able to experience directly the consequences of their choices and adaptive strategies (Bennett, 1986).
The model’s advantages are that it is trainee (or learner) centered; is based on problem solving skills rather than information transmission; requires trainee responsibility for the learning process and teaches trainees “how to learn”. With this approach, the trainer motivates and creates an interest in seeking information. The trainer provides resources for the participants, rather than solutions to their problems.

The Self Awareness Model, otherwise known as the “Human Relations” Model, has an underlying assumption that a trainee who understands him/herself will understand his/her culture better and will, consequently, be more effective abroad. Emphasis is placed on the group of participants as a functioning unit by using T-groups and role playing methods. Emphasis is also placed on the individual self, with cultural general understanding as an expected by-product. “The goal of the T-group is to bring into consciousness a participant’s own feelings, emotions and unconscious responses to unstructured activities designed to encourage change in the individual’s self-perception, attitudes and behaviors” (Bennett, 1986, p.125). The Self-Awareness Model is criticized for the fact that it fails to provided participants with a framework of conceptual knowledge with which to analyze future situations, since this model does not stress “learning how to learn”, but rather stresses self-awareness of what has already been internalized.

The Cultural Awareness Model, in contrast to the Self Awareness Model, attempts to bring ethnocentrism into focus. The emphasis of this model is on cultural insight, with individual awareness as an expected by-product. “This approach moves from educating individuals to recognize their own values, to analyzing contrasts with other cultures and finally to applying the insights gained to improving the effectiveness of interaction” (Bennett, 1986, p.127). Within the model, often role-playing is used to demonstrate how the viewpoint of someone else from another culture differs from American values. Since each figure in this type of role-playing is generalized, participants are induced to focus on problem-solving skills, not on culture specific information. While this style of learning may differ significantly from the way in which participants are
familiar, it is one which attempts to closely approximate the reality of intercultural interactions while abroad (Bennett, 1986). Limitations of this model are that American contrast role-playing is very complex and difficult to master as well as the fact that this approach to role-playing is typically less beneficial to participants who will be living in Europe since contrasts to American cultural values may be more subtle than for those traveling to Asia or Africa.

The Behavioral and Interaction Approaches

Prior to Bennett’s work, Gudykunst, Hammer and Wiseman (1977) noted that there were two models for cross-cultural training programs – the Behavioral approach and the Interaction approach. The Behavioral approach to cross-cultural training focuses on teaching participants specific behaviors needed for interaction in the host culture. “The major assumption underlying this approach is that if the trainees learn the skills necessary to behave appropriately in another culture, they will be able to more effectively function” (Gudykunst et al., 1977, p. 102). Learning from this approach takes place in simulated host culture environments, similar to those used in the Area Simulation Model, where trainees are given exercises that are designed to reduce fear and anxiety towards expected intercultural experiences.

The Interaction Approach (like the Culture-Awareness Model) assumes that actual interaction between trainees and host country nationals is the most effective way of preparing sojourners to live and work in the host culture. Awareness of participants’ cultural influences on perceptions and interactions with others is central to this approach.

Integrated Approach

A disadvantage of using any of the 6 approaches, addressed by Bennett, (1986) or Gudykunst et al., (1977), alone in cross-cultural training is that they will probably not sufficiently prepare a trainee to effectively function in another culture. Thus, an integrated approach to cross-cultural training is recommended where “effective training is a matter of design in which a
combination of learning experiences, interacting with each other, is carefully articulated so that maximum encouragement of change and maintenance of change is present” (Foster and Danielian, 1966, p.7 as cited in Gudykunst et al., 1977, p.103). An integrated approach to cross-cultural training can improve participants’ attitudinal satisfaction with their stay in a foreign culture. However, to further enhance a trainee’s potential for intercultural success a 3-stage approach to cross-cultural training would be ideal where there would be 1) Perspective training, 2) Interaction training and 3) Context specific training — Referred to as the PIC approach to cross-cultural training (Gudykunst et al., 1977).

Using the PIC approach to training would entail perspective training. This would deal with developing an intercultural perspective: a psychological framework to help trainees understand the unfamiliar situations in a foreign culture. The cross-cultural training model which could be used to accomplish perspective training would be the Self Awareness Approach, since this approach would require participants to examine their own assumptions and values in order to form a “psychological link” between their own cultural perspective and the perspective of another culture.

Interaction Training would involve interactions between trainees and individuals from the host culture, ideally, in a format similar to an Intercultural Workshop. The objective would be to (1) provide trainees with an environment where they can apply the intercultural perspective to their interactions with people from the host culture, (2) stimulate learning about the process of communication within a context of cultural difference, (3) give trainees a chance to learn about themselves and how they are perceived by people from the host culture, and (4) encourage trainees to develop and improve their intercultural communication skills (Gudykunst et al., 1977, p.107-108). The cross-cultural training approach used to accomplish interaction training would be the Interaction Approach, since this model stipulates that participants should interact with host nationals in order to become aware of their own cultural influences and how these affect cross-cultural interactions.
The final phase, Context Specific training would focus on particular situations that trainees would encounter within the host culture. It would be culture-contextual specific, providing the trainee with skills and information needed to successfully accomplish their role overseas. And would employ the behavioral, intellectual and possibly the simulation approaches to cross-cultural training (Gudykunst et al., 1977).

Issues that should be covered in a Cross-cultural Training Program
According to Albert, (1986) there are 9 fundamental issues which cross-cultural orientation programs need to address:

1. The role of expectations in coping with stressful situations.
2. The selectivity of perception.
3. Cultural differences in behavior.
4. The issue of attributions
5. The centrality of values (and their misinterpretations)
6. The importance of social factors and context (the extent to which behavior is embedded in context)
7. Erroneous assumptions about other cultures (mistaken assumption of homogeneity)
8. Social support (sojourners’ need of social support)
9. The effectiveness of cross-cultural orientation programs.

Interpersonal Communication Skills
The importance of communication skills has been previously discussed in the section pertaining to cross-cultural communication theories. However, it is worth noting again that in order for cross-cultural training programs to be effective they need to recognize the significance and importance of enhancing communication skills in their trainees by developing instruction which aims to increase the fundamentals of good communication. “In a series of studies Hammer, Gudykunst and Wiseman (1978) and Hammer (1987) found that communication skills are one of the three central dimensions viewed as important to an individual’s effective functioning in a foreign culture (the other two dimensions are the ability to deal with intercultural stress and the ability to establish interpersonal relationships)” (Astane and Gudykunst, 1989, p.249)
As noted by Kealey (1979 as cited in Astane et al. 1989) the concept of overseas effectiveness is comprised of three dimensions: intercultural interaction, professional effectiveness, and personal/family adjustment and satisfaction. Kealey’s study of Canadian technical personnel working abroad found that “interpersonal communication skills” were predictive of satisfaction, intercultural interactions, job performance and overall effectiveness:

1. Flexibility towards ideas of others
2. Respect towards others
3. Listening and accurate perception of the needs of others
4. Trust, friendliness, and cooperation with others
5. Calm and self-control when confronted by obstacles

Thus, in order for sojourners to effectively perform their professional obligations they need to possess at least some of the interpersonal communication skills outlined above.

Effects of Cross-cultural Training

While the approach taken for a specific training program, in conjunction with the instruction of specific topics, is important in helping increase trainees’ interpersonal, intercultural and communication skills, the most important aspect of a cross-cultural training program is the effect the training program will have on its participants. According to Brislin, (as cited in Astane et al., 1989) an effective training program will affect a trainees’ cognition (knowing), affect (feeling) and behavior (doing).

COGNITION – Training’s impact on a person’s thinking or cognitions includes greater understanding of host nationals from their point of view. Individuals who have undergone some form of cross-cultural training may be less likely to make pejorative stereotypes and can be more willing to consider individual differences (Brislin, 1989).
AFFECT – Changes in emotion, feelings or affect include greater enjoyment while interacting with hosts. Trained sojourners tend to have more insight into intercultural differences in their own lives and can cope with the anxiety which is accompanied by intercultural interactions. This comfort from effective intercultural interactions leads to fewer prejudicial attitudes, thus demonstrating an understanding, both cognitively and emotionally, that “people in other cultures have different ways of accomplishing important goals, but that difference does not mean deficiency” (Brislin, 1989, p. 443).

BEHAVIOR – Behavioral effects include better working relations in multicultural groups working together on the same task. Trained sojourners need less time to adjust to their work environment and are more realistic about their goals pertaining to both work and social interactions. If one’s job has a cultural component, research suggests that if addressed in training, there can be behavioral changes indicative of better job performance (Brislin, 1989).

According to Brislin (1989), there are three levels which cross-cultural training programs can use to target the effects of cognitions, affect and behavior on trainees (see Appendix B). The content of cross-cultural training programs can be aimed at low, moderate or high trainee involvement for either effect. Depending on the degree to which trainees are involved in the training process, different content and instructional styles are used. As outlined by Brislin (1989), moderate involvement aimed at cognitions has “the goal of expanding people’s thinking about another culture or about the cross-cultural experience” (p.447). Moderate involvement aimed at affect includes addressing people’s anxiety levels during intercultural interactions, as well as the somatic consequences of such anxiety. “One goal of training is to address such feelings without causing debilitating anxiety during training” (Brislin, 1989, p.449). Finally, moderate involvement aimed at behavior allows trainees to analyze behaviors they find “reinforcing or pleasurable and those they find punishing or unpleasant, in their own culture. Then, they can examine the host culture to find which reinforcing behaviors they can maintain and which they will have to eliminate
given societal demands. Further, they can analyze which unpleasant behaviors they will have to accept” (Brislin, 1989, p. 450).

Skills Needed to Work and Live Abroad

In addition to requiring interpersonal communication skills, sojourners must also possess a number of personality traits in order to effectively function overseas. Ruben (1976) identified seven behavioral dimensions of intercultural communication competence:

1. A display of respect
2. Interaction Posture – *The ability to respond to others in a nonjudgmental descriptive manner*
3. Orientation to knowledge – *The ability to recognize that what we know is individual in nature*
4. Empathy
5. Self-orientated role behavior – *The ability to function in both problem-solving roles and relationship-building roles.*
6. Interaction management – *The ability to take turns in discussion and initiating and terminating interaction based on a reasonably accurate assessment of the needs and desires of others.*
7. Tolerance for ambiguity

Kealey (1990) added to this list by including non-judgmentalness and openness as two other interpersonal and communication skills, beyond the 7 mentioned by Ruben (1976), which he found to be predictors of successful intercultural adaptation.

In addition to addressing behavioral and interpersonal communication competence, skills development is another crucial aspect of effective cross-cultural training programs. According to Black and Mendenhall (1990) there are specific skills necessary if one wishes to be successful in a new culture. Sojourners require skills related to the maintenance of self (mental health, psychological well-being, stress reduction, feelings of self-confidence), skills related to the fostering of relationships with host nationals, and cognitive skills that promote a correct perception of the host environment and its social system.
Finally, other predictors of intercultural success include a sojourner’s ability to deal with depression and loneliness; be calm and self-controlled when confronted with obstacles; retain composure in the face of criticism; deal with psychological stress and tolerate inconveniences (Kealey, 1990, p.253).

The Selection Process

The manner in which candidates for overseas assignments are selected for international employment experiences is one of much debate. Many argue that employees should only be selected for an overseas assignment if they possess the necessary technical skills in order to perform the job. However, this approach to the selection process has been strongly criticized by those who note that it is other skills, such as interpersonal communication competence (Kealey, 1990) and behavioral dimensions (Ruben, 1976), which ensure that an internationally bound employee will be successful in the host culture. Unfortunately, these types of skills are more difficult to identify through standardized selection processes and are also difficult skills to acquire in a short period of time. Frequently organizations refer to in-country work performance and experience as an indicator of a candidate’s potential for internal business success. The problem with this type of assessment is that it does not take into consideration the employee’s potential to adapt to the host culture and effectively interact with host nationals, which are also extremely important skills in order to perform employment requirements.

Kealey (1990) recommends that the selection process assess people on non-technical criteria, with selection being based on an employee’s potential for overseas effectiveness. Furthermore, Kealey suggests that accompanying spouses should be interviewed in order to determine their ability to adapt to the new culture as well as their willingness to relocate. As for cross-cultural training programs, he feels that more emphasis should be placed on training advisors for effectiveness, stressing the realities and difficulties of working overseas, and the need
for establishing effective working relationships with national counterparts while placing greater emphasis on language training (Kealey, 1990).

**The Content of a Cross-cultural Training Program**

Based on the selection and training criteria above, it follows that cross-cultural training programs for developmental workers planning to work abroad should focus on challenging them to become aware of their own dogmatism, stereotypes, narrow-mindedness and ethnocentric beliefs. However, it is most advantageous for an organization to pre-select employees on their lack of such negative traits prior to enrolling them in cross-cultural training.

Intercultural training is one way to help internationally bound individuals improve their ability to understand their personal reactions to people in a foreign culture and to assist them in adapting to customs different from their own, which, in turn, enables them to function more effectively on the job (Hall and Gudykunst., 1989, p.183).

Cross-cultural training programs should be an opportunity for employees to practice different communication styles in order to make decisions about their own capabilities of being flexible in communicating. In addition, since intercultural interactions are so important to successful intercultural communication, trainees should be instructed in the areas of local history, politics, economy and culture. This knowledge will give internationally bound executives a strong foundation in understanding the host culture and will enhance their ability to converse intelligently with host nationals about their new environment (Hannigan, 1990).

Brislin (1989) recommends that cross-cultural training programs should begin with low-involvement activities to generate interest, adding moderate involvement to encourage, whenever possible, “hands on behavior; interacting with hosts, role-plays of cross-cultural encounters, field trips and analysis of critical incidents such as those that will be encountered in the actual cross-cultural assignment.
In summary, cross-cultural training programs for internationally bound employees should incorporate a number of workshops which stress cultural knowledge, analysis of one's own biases and some language skills. In addition, training should be an ongoing process which begins in the pre-departure stage of an international assignment and continues throughout the initial stages of cross-cultural adjustment.” (Hannigan, 1990)

**Adult Learning Theories**

Adult learning theories and their applications have developed from a long history of literature on learning. Theorists such as Pavlov, Skinner, Piaget, Maslow, Gagne, Tough, Gage and Houle have all contributed to the literature on learning theories. Typically learning theories are categorized as stimulus-response or cognitive. Gage (1972) identifies three families of learning theories: conditioning; modeling and cognitive (as cited in Knowles, 1984). Adult learning theories however, have largely been neglected. The process and means of adult learning have been historically presumed to be the same as that of children. It was not until the last two decades that there was evidence of interest in adult education. While the precise nature of the learning process is not definite, there is some agreement that it is

...an internal process controlled by the learners and engaging their whole being—including intellectual, emotional and physiological functions. Learning is described psychologically as a process of need-meeting and goal-striving by the learners. This is to say that individuals are motivated to engage in learning to the extent that they feel a need to learn and perceive a personal goal that learning will help to achieve; and they will invest their energy in making use of available resources (including teachers and readings) to the extent that they perceive them as being relevant to their needs and goals (Knowles, 1980, p.56).

Thus, in order for adult learners to actively engage in learning, they must first voluntarily seek out learning experiences, to the extent they feel they will be successful in meeting their learning needs.

The concept of adult education is defined by Selman and Dampier (1991) as "the process by which men and women (alone or in groups, or in institutional settings) seek to improve
themselves or their society by increasing their skill, knowledge or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways” (p.110). In order for adult education to occur, learning activities (i.e. a program) must be present. Houle (1973, as cited in Selman et al., 1991) distinguishes between different categories of learning activities which are undertaken by either individuals, groups, institutions or “mass”. The two categories which correlate with the CIL’s training program is that of group and institutional activities where “a committee designs an activity for a larger group... [or] Two or more institutions design an activity which will enhance their combined programs of service” (Selman et al., 1991, p.111). Often the most noteworthy adult education programs are the result of a collaboration between two or more agencies. The collaboration results in the production of a desired effect, such as a training program, which, on its own, an agency could not successfully achieve. At the root of collaboration is the intent to develop educational programs that are able to reach the largest number of adult learners. Thus, the interests of both the agency and learner are met. Nevertheless, the basis for program success is voluntary participation on the part of the learner (Selman et al., 1991).

While most adult learning programs are open to all interested learners, some programs are designed for specific groups of adults, thus establishing the criteria for membership as the noteworthy element of the program design. Reasons for developing specialized group learning can include the fact that learning may be specialized and thus only requires to be learned by a special group; where a specific group has a unique learning circumstance; or where a target group is identified in an attempt to bring about a particular homogeneity to the learning group (Selman et al., 1991).

According to Robert J. Havighurst (as cited in Knowles, 1980) there are three stages of adulthood which influence one's readiness to learn. As one passes through the stages of “early adulthood”, “middle age”, and “later maturity” the social roles of adulthood change and thus
influence our readiness to learn. According to Havighurst the ten social roles of adulthood are: work, mate, parent, homemaker, son or daughter of aging parents, citizen, friend, organization member, religious affiliate, and user of leisure time. As one passes through each stage of adulthood our developmental tasks change as related to these social roles. See Appendix C for a detailed list of the changes in developmental tasks throughout the three stages of adulthood.

Grouping learners together is often one way of addressing a common developmental task. However, Knowles (1980) notes that while homogeneous learning groups are in some cases effective, other learning requires heterogeneous group, such as during training programs where "the objective is to help people learn to get along better with all kinds of people, [thus] it would be important for the groups to cut across occupational, age, status, sex and perhaps other characteristic that make people different" (Knowles, 1980, p.53).

Typically instruction designed for both children and adults have utilized the principles of pedagogy in its creation, implementation and assessment. While pedagogy offers a number of guidelines concerning how to teach children (pedagogy – a term derived from the Greek word paid, meaning child and agogus meaning leading), Andragogy is a term specifically used to refer to adult education (based on the Greek word aner, meaning “man, not boy”), and thus is better suited to the learning needs of adults. Alfred Northan Whitehead (as cited in Knowles, 1980) suggests that education and learning is a process of transmitting what is known, however, this is only true when the time-span of major cultural changes is greater than the life-span of the individual. Thus, since "we are living in the first period in human history for which this assumption is false…today the life-span is considerably shorter than that of human life…” (p. 41) the process of transmitting what is known does not hold true. Therefore presently, knowledge gained at any point in time is largely obsolete in a few years, therefore “it is no longer functional to define education as a process of transmitting what is known; is must now be defined as a lifelong process of continuing inquiry.
And so the most important learning of all – for both children and adults – is learning how to learn, the skills of self-directed inquiry” (Knowles, 1980, p.41).

Andragogy is a theoretical framework of instruction which encourages the principles of developing the skills of self-directed inquiry. Knowles (1980) notes that andragogy is simply another model of assumptions about learners to be used in conjunction with pedagogy. Thus, a realistic assumption about learners can fall anywhere along the two ends of the andragogical/pedagogical spectrum.

Andragogy is based on four crucial assumptions about the characteristics of learners, which differ from pedagogical assumptions. These assumptions are that as individuals mature 1) their self-concept moves from one of being a dependent personality toward being a self-directed human being; 2) they accumulate a growing reservoir of experiences that becomes an increasingly rich resource for learning; 3) their readiness to learn becomes oriented increasingly to the developmental tasks of their social roles; and 4) their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness. For a complete comparison between both theoretical frameworks, see Appendix D for Assumptions of Pedagogy and Andragogy as outlined by Knowles, 1980, p. 43-44.

These four assumptions affect the instructional process and have implications for the practical application of this theoretical framework. While there are a number of conditions of learning and principles of teaching which the andragogical approach is founded on, the main requirements of this theoretical approach are as follows:

1. The establishment of a climate conducive to adult learning;
2. The creation of an organizational structure for participative planning;
3. The diagnosis of needs for learning;
4. The formulation of directions of learning (objectives);
5. The development of a design of activities;
6. The operation of the activities;
7. The re-diagnosis of needs for learning (evaluation).

(Knowles, 1980, p. 59).

**The Establishment of a Climate Conducive to Adult Learning**

The learning climate is affected by the assumptions outlined by the andragogical approach to teaching and learning. A climate that is conducive to learning for adults will differ from that of one for children, in that the physical environment should be one in which adults feel at ease. Furnishings and equipment should be adult-sized and comfortable; meeting rooms should be informally arranged, acoustics and lighting should be used which takes into account the declining audiovisual acuity of adults (Knowles, 1980).

Related to Knowles' (1980) concept of the learning climate, Selman and Dampier (1991) suggest that while some traditional fixtures like a blackboard will still remain in the classroom, a modern instructional setting will encompass modular furniture which will enable the room to be configured according to the nature of the instructional activity. Audiovisual equipment such as a television, VCR, overhead projector as well as other technical equipment will be present. Thus, each stage of the learning process can be geared to individual or group needs by selecting the appropriate instructional technology for each learning activity.

The psychological climate is influenced by andragogical assumptions of learners, in that the learning environment should be one which causes adults to feel accepted, respected and supported. The relationship between teacher and student should be viewed as joint inquiries, where there is freedom of expression without fear of punishment and ridicule. Informal and friendly atmospheres, in which people are referred to by their first names and valued as unique individuals,
(in contrast to the traditional school atmosphere characteristic of formality, semi-anonymity and distinct differentiation between teacher and student), tend to make people feel more "adult" and thus more at ease with learning (Knowles, 1980). In addition, the learning environment is influenced by the behavior of the teacher.

Teachers convey in many ways whether their attitude is one of interest in and respect for the students or whether they see the students essentially as receiving sets for transmissions of wisdom. Teachers who take the time and trouble to get to know their students individually and who call them by name (especially by first name) obviously convey the first set of attitudes. But probably the behavior that most explicitly demonstrates that a teacher really cares about students and respects their contributions is the act of really listening to what the students say (Knowles, 1980, p. 47).

The Diagnosis of Needs for Learning

In the diagnosis of needs, adults' self-directed nature is in direct conflict with the traditional practice of teaching, therefore andragogy places a greater emphasis on the involvement of adult learners in the process of self-diagnosing learning needs. Adult learners are consulted about what they want to learn and feel they need to learn. Accordingly, the basic functioning of andragogy includes the involvement of the learners in the process of planning their own learning while the teacher serves more as a procedural guide and resource than a director in learning (Knowles, 1980). As noted by Knowles (1980) the adult's self-concept of self-directivity lends itself to the creation of a joint learning process between instructor and student. Therefore, when planning an adult education program a representative group of learners must be identified in order to solicit their learning needs. This can be done by using personal interviews or questionnaires in order to gain information and aid in the program planning process (Selman et al., 1991).

The Development of a Design of Activities

Knowles (1980) distinguishes between individual and group learning, with a variety of different formats for both learning experiences. When designing a program, one must be aware of
the various formats. The format that most closely resembles the CIL training program is that of clinics, institutes and workshops, which all refer to “short, intensive, multiactivity, large-group learning experiences” (p. 136). All three formats tend to employ activities which include large meetings (general session), small groups (discussion groups, planning groups, instructional groups), and individual consultation. They may vary in length ranging from one day training sessions to several weeks, however, the main characteristic is that they are often residential, meaning that they take place in hotels, resorts, or conference centers where the participants live while attending the event.

The Re-Diagnosis of Needs for Learning (Evaluation)

For the evaluation of learning, the andragogical approach prescribes a process of self-evaluation in which adult learners, with the help of a teacher, examine their own evidence of progress they have made toward their educational goals. Through this process, the strengths and weaknesses of the educational program must be assessed according to its effects on facilitating or inhibiting the learning of the students, thus even evaluation is a mutual undertaking between learner and teacher (Knowles, 1980).

Pedagogical practices require that the teacher take full responsibility for what happens in the teaching-learning transaction. The learner’s role is quite passive and tends to be one of recipient rather than participant. In contrast, andragogy, which is congruent with the adult’s self-concept of self-directivity, treats the learning-teaching transaction as the mutual responsibility of both the learner and teacher. The teacher’s role is one of “resource person and coinquirer; more a catalyst than an instructor, more a guide than a wizard. Andragogy assumes that that a teacher cannot really ‘teach’ in the sense of ‘make a person learn’ but that one person can only help another person learn” (Knowles, 1980, p. 48).
Since much of the learning process for adults involves interaction with those who develop, design, and implement instruction, the student-teacher role in adult education is quite different from that of child educators. As adults mature, they also mature as students, thus requiring that the student-teacher relationship be modified accordingly. The modifications involve minimizing or eliminating the hierarchical distinction between the teacher and student and creating an environment of equality. While the teacher’s expertise and experience are still recognized, the teacher’s “superiority” does not influence other aspects of the learning relationship, and thus provides the learner with an open, respectful, and equal learning environment (Selman et al., 1991).

As previously noted by Knowles (1980) andragogy stipulates four main assumptions about the characteristics of learners. In order to respond to the differences between adult learners and children, the role of the teacher in adult education must also change. While changes in teaching practices are important in supporting adults’ self-concept of self-directivity, the term “teacher” must also be replaced to reflect the changes in the student-teacher relationship. Thus, the term “instructor” is used in order to recognize the varied situations in which adult learning takes place. While this term is not meant to deny that teaching is occurring, it serves to eliminate the connotations of a formal learning environment where pedagogical assumptions prevail. “Indeed the role of instructor in adult education has not nearly the formality attached to it as does the role of teacher. This is the reflection of the largely informal nature of adult education, and the absence of an institutionalized tradition which defers to the all knowledgeable teacher” (Selman et al., 1991, p.134). In addition, the term instructor implies that the learning process is simply guided by the “teacher” not directed by him or her, thus providing the adult learner with the opportunity to explore their learning needs.

The concept of a “Program” is the basic unit of organized participation in adult education. It involves the integration of resources in order to facilitate learning. “The participation is said to be organized by virtue of the fact that someone besides the learner has been involved in planning
the participation, and this involvement has resulted in a program being designed" (Selman and Dampier, 1991, p. 104). The four basic elements of a program, present in all adult education programs, are as follows:

1) there is some degree of organization to a program because of the role of an organizer;
2) learning is the main focus of a program;
3) resources are necessary for learning to occur;
4) there requires participation in order for the program to be viable.

Variations of these basic elements occur as programs take on greater complexity (Selman et al., 1991).

Program planning is the process of developing programs. A program planner designs and carries out the planning process. An important aspect of this person's task is to involve other prospective participants in the planning process. For many involved, the planning process becomes a learning experience in itself. The steps required to accomplish a successful program planning process work in conjunction with the six steps of andragogy as outlined by Knowles (1980).

Typical sequencing involves:

1. Diagnose needs
2. Set objectives
3. Plan methods and resources
4. Implement
5. Evaluate for re-planning

(Selman et al., 1991, p. 108).

The program planning process is crucial in meeting the needs of adult learners, while fostering an openness for further learning. If learners do not feel a program is successful in meeting their learning needs, future learning may be jeopardized because of a sense of frustration with the
learning process. The best way to ensure that programs meet the needs of their participants is to involve learners in the planning process.

Since adult learners have experienced more and lived longer than children they tend to rely on their past experiences as a framework for learning and relating new information to. Since adults define whom they are based on their accumulation of unique experience, adults tend to identify themselves “by describing what their occupations are, where they have worked, where they have traveled, what their training and experience has equipped them to do, and what their achievements have been. Adults are what they have done” (Knowles, 1980, p.50). Therefore, since adults greatly value their experiences, a learning environment that does not require the application of their experiences or acknowledges the worth of those experiences, may alienate the learner since, it is not just the adult learners’ experiences that are being rejected, but it is the individuals themselves.

Since adult learners possess so many previous learning experiences they have much more to contribute to group learning, since they are valuable sources of information themselves. Adults have a richer foundation of experiences to relate new experiences to, which aids in learning since new learnings tend to take on more significance when one can relate them to previous experiences (Knowles, 1980). Implications for practice include the need for training programs that place a greater emphasis on learning activities which tap into the experiences of adult learners, such as group discussions, simulation exercises, role-playing, skill practice exercises, work conferences and community development. Andragogy therefore emphasizes participatory experiential techniques rather than traditional pedagogical transmittal techniques in order to encourage an open dialogue of learners’ experiences.
Section 3

Previous Research

The Australian Overseas Service Bureau (OSB) administers pre-departure training programs for voluntary technical assistance personnel working abroad. Their training programs consist of a seven-day Pre-Departure Briefing (PDB), similar to that of the Centre for Intercultural Learning’s five-day cross-cultural training program. In 1994, the Overseas Service Bureau commissioned an in-depth evaluation of the centre’s PDB program with the purpose of providing "information about the current seven-day Pre-Departure Briefing (PDB) program and its impact on the participants, which could be used to improve structure, process, content and delivery of future programs" (Overseas Service Bureau, Summary Report, 1994, p. 1). The Australian Overseas Service Bureau’s program and its evaluation will be used as a frame of reference and guideline for examining the research methodology and interpreting the results of this thesis.

Prior to undertaking their evaluation, the OSB surveyed the academic literature pertaining to training and specifically works relating to the pre-departure preparation of technical assistance personnel. In their literature review they discovered that:

Training is seen as an intervention geared towards enhancing or changing a person’s skills, knowledge, attitudes or beliefs. It is evident however, that although a training program might have clearly defined objectives, it is not always easy to identify whether specific training inputs have achieved the desired outcomes, particularly when the purpose of the training is to challenge existing attitudes and beliefs. The impact of training on different individuals varies enormously and for some people, leads to results which might not have been originally intended (Overseas Service Bureau, Summary of available research material, 1994, p. 6).

The OSB’s literature review also provided them with academic support for the administration of pre-departure training programs for technical personnel traveling abroad. They noted that in the
literature concerning pre-departure training programs such training was generally “considered to be effective in developing cross-cultural skills, in facilitating cross-cultural adjustment and in enhancing job performance. Research also supports the view that without adequate pre-departure training there is a greater chance that a person will find it difficult to adjust to living and working in another culture, resulting in a variety of personal and interpersonal difficulties” (p.6).

With respect to learning outcomes, the literature surveyed by the OSB suggested that pre-departure briefings should aim to develop overseas employees who are perceptive of their host nation (situation and people), and who are concerned with providing technical assistance in a relaxing and unassuming way. The literature reviewed suggested that the success of any pre-departure training program is largely dependent on its participants’ motivations to learn; their level of attention and retention; as well as their self-confidence and ability to transfer their learning into action. In addition, Owen (1990) and others suggested that trainers should not concentrate their efforts on trying to change the attitudes of their participants, since change is most likely to occur when participants are in their host nation and they discover the relevance of the teachings for themselves. Rather the training should encourage participants to “open up” to different ways of perceiving and observing things and therefore suspend judgments until they have commenced their overseas assignments (Overseas Service Bureau, Summary of available research material, 1994).

**The Overseas Service Bureau’s Pre-Departure Briefing Program**

The OSB evaluation of their pre-departure briefing program was initiated because management felt that while their PDB was informative and useful, there was a “pressing need for improvements in some areas” (OSB, Summary Report, 1994, p.2). This need for improvement was central to the evaluation since it was decided that by obtaining information regarding the current PDB and its impact on participants, personnel from the education and training unit could begin to improve the structure, process, content and delivery of future programs. In reviewing the
available literature concerning pre-departure briefing programs, the OSB evaluator also contacted other Volunteer Sending Agencies in an attempt to gather similar studies done on the pre-departure training of volunteer technical assistance personnel. "Only one positive response was received, most agencies replying that they have done little, to date, in terms of evaluating this particular component of their programs" (Overseas Service Bureau, Summary of available research material, 1994, p.10), therefore further validating the OSB’s decision to undertake an evaluation of their current PDB.

Over the past thirty years, the OSB’s pre-departure briefing program has undergone some substantial changes. The OSB has revamped its design and content of the program from the 1965 version. Previously, the program content consisted of regional and country specific information, with an eventual broadening to include personal preparation issues, cross-cultural and development issues and developmental issues in Australia. By the mid 1980’s, the country specific information composed 30% of the program’s content, with an increasing emphasis on self awareness, understanding one’s own culture, discussions concerning developmental issues, and preparations needed to enter another culture. However, while significant changes were made to content of the briefing sessions, the overall structure of the PDB has remained relatively the same (OSB, Historical Overview, 1994).

Currently the OSB Pre-Departure program is comprised on two distinct parts. The first is a general briefing which includes two days focused on issues related to personal and emotional preparation prior to taking up a volunteer assignment, two days centered around broader developmental issues both in Australia and the world, and half a day looking at issues related to cross-cultural communication. The second component is devoted to regional and country specific information and a focus on the actual placement (Overseas Service Bureau, The Current PDB Program, 1994, p.22).

Despite the fact that there was no clear documentation of the OSB’s program objectives, the evaluator noted that the program staff had a clear understanding of the primary purpose of the program. They felt that the PDB was "a time to encourage the participants to focus their attention
on personal issues in preparation for moving into another culture, and to acquire information related to the country of placement”. They also felt that through the PDB they could begin to prepare participants to re-adjust to the new environment and circumstances they will encounter overseas while providing them with “reference points as they attempt to come to terms with living in a different culture” (Overseas Service Bureau, The Current PDB Program, 1994, p.22).

In addition, the OSB also expresses, through Pre-Departure Briefing Staff Notes (1994), that the intent of the PDB is not “to create ‘experts on the countries’ of placement, but rather to encourage people to be ‘open to learning’, and to take responsibility for their own learning” (p.22). They noted that the PDB is not aimed at transforming the participants into “model volunteers”, but rather is designed to encourage the participants to become more aware of their biases and values and thus become more conscious of different sets of values. This is achieved by guiding the participants through a process of reflection and challenge in preparation for the difficulties they will confront during their overseas assignments (Overseas Service Bureau, The Current PDB Program, 1994). See Appendix E for the complete list of objectives for the OSB’s Pre-Departure Briefing.

The Evaluation of the Pre-Departure Briefing Program

The OSB evaluation was commissioned to suggest program improvements. The key questions that were proposed to be answered through this evaluation were as follows:

1. What are the main objectives of the current PDB and what are the chief assumptions that underlie them? How valid are these for future programs?
2. What are the expectations of the participants before they attend the PDB?
3. What do the participants feel about the program?
4. To what extent is the current training program meeting OSB’s needs?
5. To what extent does the current PDB reflect the principals of modern adult learning theory?
6. What improvements and revisions should be made to the existing program in the future? (Overseas Service Bureau, Summary Report, 1994, p.2).

A combination of methodologies were used in this evaluative study in order to achieve triangulation. Interviewing, document analysis, surveying and observations were used thus adding
further weight to this research’s findings since information was gathered from a variety of sources. In addition, this methodological approach aided in providing checks and balances as well as “filling in the gaps” between different data collection methods.

Research Findings

The findings of the OSB’s evaluation indicated that most of the OSB staff members and volunteers who participated in the PDB are very positive about the content and organization of the program, feeling that it provides a very good preparation for technical assistance personnel who are about to commence long-term placements in a cross-cultural situation” (Overseas Service Bureau, Summary Report: summary and recommendations, 1994, p.6). Nevertheless, approximately 20% of the current and returned volunteers who participated in this evaluation questioned the necessity of the greater part of the PDB content. It is noted that this is in marked contrast to the participants who had just completed a PDB. The OSB evaluator suggested that this variance could be a result of diminished recollection of the benefits of the training program over time. In addition, it is suggested that perhaps participants who had recently completed the training might have been “on a high” due to the completion of the PDB, the excitement of leaving for their host nations, and the general enthusiasm of the volunteer group. Thus, it is noted that this could result in a somewhat exaggerated feeling of the benefits of the PDB.

While the objectives of the PDB have been discussed, the evaluation results indicated that the objectives were ambiguous and often confused objectives with desired outcomes. It was suggested that the OSB separate their specific purposes for the training program from “the more philosophical statements which staff hope will be the end product of the training intervention” (Overseas Service Bureau, Summary Report: summary and recommendations, 1994, p.7).

Through discussions with the PDB staff, the evaluator found there was general agreement that the number of participants in each PDB should be kept “small”, with approximately 50-70
volunteers in a PDB at any one time. "This provides an opportunity for participants to interact with and get to know a range of different people and is a good number for both small group and plenary sessions" (Overseas Service Bureau, Summary Report, 1994, p.7).

The findings of this evaluation indicate that a number of the PDB participants arrived at the training program already tired and stressed and thus found the briefing session to be too long and too intense. Stakeholders in this evaluation agreed that one of the major problems with the current PDB was the program's inability to provide "breathing space" for the participants through informal discussions and relaxation. Since this program was characterized as being quite challenging for the participants, some PDB staff members felt that the program did not offer enough support to the participants at a time when they may already be feeling particularly vulnerable, thus perhaps causing an increase in participants' anxiety levels. The OSB Summary Report notes that this effect of the program is in conflict with the literature on pre-departure training which suggests that training programs geared towards individuals traveling abroad should aim to enhance the self confidence of its participants, since increased self-confidence can positively impact on an individual's ability to effectively adapt overseas (Overseas Service Bureau, Summary Report: summary and recommendations, 1994).

One suggestion made by this evaluation in order to improve the structure of the current PDB was to "retain the basic design of the program, but to allow more time within the program for participants to absorb and reflect upon the information that has been presented" (p.8). Proposed ways of accomplishing this were either increasing the length of the PDB, or sending documents of some of the information presented to participants prior to the commencement of the briefing. In addition, it was noted that participants should be encouraged to assess their own learning needs earlier in the recruitment process and therefore take greater responsibility for ensuring that their learning needs are met throughout the program. This responsibility on the part of the participants could be used to further involve the participants in the design and implementation of the program.
agenda. This evaluation noted that “it is felt that there is much to gain from discussing the objectives of the program and its component parts with the volunteers and seeking their thought on the agenda...This may lead to the need to re-negotiate part of the program, which could prove to be somewhat stressful for the trainers, but would have the advantage of helping them to own the program and to take responsibility for its outcome” (Overseas Service Bureau, Summary Report: summary and recommendations, 1994, p.9).

The PDB program is characterized in the OSB Summary Report as a program with a division between the general briefing and the country specific sessions. It was noted that since many participants arrive at the training program anxious about receiving detailed information about their assignments, this diminishes their involvement in the earlier general briefing session since they may be preoccupied with acquiring country specific information. In order to overcome this problem this evaluation suggested that prior to attending the PDB, or within the first few days of training, the participants are provided with an overview of the issues that will be discussed in the country specific sessions. “The mere assurance that an issue will be addressed at some stage during the week could help to alleviate some of the existing anxiety surrounding this issue” (Overseas Service Bureau. Summary Report: summary and recommendations, p.11).

In addition, in order to better integrate the two briefing components, this evaluation suggested that the program “concentrate on broader issues in the mornings and to arrange a variety of country elective sessions in the afternoon, taking up the themes that were presented earlier in the day” (Overseas Service Bureau, Summary Report: summary and recommendations, 1994, p.11).

Finally, this evaluation suggested that the Overseas Service Bureau’s Pre-Departure Briefing program provide more emphasis on helping the participants develop strategies for coping with potential difficulties while overseas. It was suggested that this could be accomplished by providing more emphasis on the particular differences between Australian and the country of placement, and by using role playing such as BAFA BAFA as a tool to introduce some of the
complexities of cross-cultural interaction. In addition, stress management techniques were thought to be of benefit to the participants by applying these techniques in managing difficult situations and in learning how to cope overseas. See Appendix F for a list of recommendations provided by the Overseas Service Bureau Summary Report, 1994.
Chapter 3: Methodology

Research Participants

The majority of the research participants in this study were interns from WUSC. The sampling of these participants was purposive in that they were only contacted if they were scheduled to be present at the chosen CIL training program, of all WUSC participants contacted regarding participation in this study, 10 participants volunteered, three were males and seven were females. All were originally classified by CIL as Anglophones, but some were actually bilingual Francophones. Each participant was interviewed prior to attending the training session. All interviews were conducted in English and were done over the phone. Each pre-interview was audiotaped with the participants’ consent. At the completion of the CIL training program, 8 of the participants participated in a post-program focus group. One additional WUSC participant who had not been pre-interviewed volunteered to participate in the focus group. The participants in this research were extremely cooperative, helpful and generous with their time. They expressed an interest in the research topic and in this thesis, and were more than pleased to assist me in my research. The two participants who did not attend the post-program focus group were interviewed over the phone at a later time.

The other research participants were the trainers who administered the CIL training program. Originally, it was hoped that all three trainers could have been part of this research, however, only two trainers were willing to participate, and only one of the trainers actually agreeing to participate in both a pre- and post-interview. The other trainer informally answered some of the same questions, but not with the same depth and analysis as could have been derived from a formal in-depth interview session.
Finally, agency organizers (hereafter referred to as organizer), from each of the organizations involved (CIDA, CIL and WUSC) were interviewed in order to clearly identify their organization's role in this training program, their organizational goals for this program as well as their expectations, opinions and general concept of the administration of this CIL training program. Only the WUSC organizer participated in both pre- and post-interviews, since she was present at most of the sessions throughout the week long training. The other organizers were not present at the training program and thus could not provide any "before and after" opinions and were interviewed once.

Research Design

The methodology used to gather data for this paper was qualitative, yet grounded within a positivist framework. The type of qualitative design used in this research was an outcome-based evaluation involving a content analysis of organizational documents, observations of and personal interviews with trainees and trainers as well as interviews with all participating organizer. Each form of data provided a unique and sometimes differing view of the meaning which the organizations, trainers and trainees ascribed to the CIL training program. This research involved a pre/post evaluation. It focused on the extent to which the CIL training program met the needs of the trainees, fulfilled organizations' goals and mission statements as well as how successfully it corresponded with the literature concerning the content of cross-cultural training, cross-cultural communication theory and adult learning theories. The unit of analysis was one cross-cultural training program for individuals going abroad.

The Researcher's Role

My past experience abroad helped form my interest in the area of cross-cultural communication and enhanced my desire to evaluate cross-cultural training programs due to my belief that training greatly influences one's chances of effectively communicating while in a host
country. In my personal experience abroad no formal training had been provided prior to immersion within the foreign culture; this resulted in reduced interaction and poor communication with people in my host country. I spent four months studying in Paris, France with other Canadian students. While this experience was an enjoyable one, it was not preceded by any cross-cultural training, leaving students to deal with issues concerning ethnocentrism, respect for another culture and the adaptation process while living overseas. The result was the creation of an expatriate subculture, where little interaction occurred between visiting University of Guelph students and local Parisians.

In order to gain access to the Centre for Intercultural Learning’s cross-cultural training program and all the organizations involved, several avenues were explored. Phone calls and e-mail were utilized to communicate with the appropriate officials in order to grant me access to the CIL’s program. In exchange for access to this program I offered to provide the CIL with a copy of my thesis upon completion, in addition to a specialized executive report summarizing my findings, to be presented in a format that would best suit their needs. CIDA, People Development, and WUSC will also receive copies of my research findings in either a summarized format or in its entirety, according to their requests.

Sampling

The sampling strategy used in this research was purposive sampling, where the informants were selected because of their acceptance into WUSC’s Youth Internship Program and their subsequent participation in the specific training program. The informants in this study included: WUSC participants in a 5 day pre-departure cross-cultural training session operated by the CIL, the trainers responsible for designing and developing this training program (People Development Ltd.), and executive personnel from CIL, WUSC and CIDA. Using qualitative evaluation methods, the focus of this study was to describe the experiences of those involved in this training session, the
meaning they attached to this experience, and their expectations and needs of this training program. Particular attention was paid to the training process and whether or not organizational goals were met through the CIL training program. In addition, the expectations and goals of both the trainers and the supporting organizations’ were investigated in order to later assess the “successful” attainment of these goals upon completion of the training program.

Organizational documents were chosen to examine the CIL’s specific missions’ statements and objectives for their pre-departure training program, as well as similar documents from CIDA and WUSC. In addition, CIL documents concerning the design and outline of this training program were accessed for review. WUSC’s documents concerning the selection criteria for participants’ acceptance into the Global Challenge Program – Youth Internship Program, were also examined. The sampling of these confidential documents were limited to the access permitted by these organizations.

**Delimitations**

This sampling strategy places several delimitations on this research:

- This study was confined to the evaluation of only one cross-cultural training program.
- This evaluation focused on a cross-cultural training program for individuals going abroad, not a training program for new immigrants to Canada.
- This study was confined to the evaluation of a cross-cultural training program employed by a government organization.

These delimitations were necessary because of project time constraints, the academic literature which focuses on cross-cultural training for North Americans going abroad as well as the researcher’s personal decision to direct this thesis to non-profit, international development government agencies as opposed to multinational corporations. Some problems caused by these delimitations include the inability of this research to do a comparative evaluation of a variety of government programs or to assess the needs and expectations of future cross-cultural training
participants hoping to go abroad. In addition, since only one training session and thus only one training team was selected for evaluation, this limits the generalizability of this research to the Centre for Intercultural Learning as a whole and to their other training programs. This is the result of the unique nature of the CIL training program.

Since this pre-departure program was specifically designed for youths (19-30 years old) working overseas for six months and incorporated both Francophones and Anglophones within the same training session, this program was unique in comparison to "typical" cross-cultural training programs as well as to CIL programming in general. Due to the uniqueness of the chosen training session the generalizability of this research is limited which reduces the strength of these findings. In addition these findings are limited since participants in the Youth Internship Program sponsored by CIDA are self selected and therefore represented a specialized sector of the population -- individuals who are at least somewhat interested in international development work. They are not typical of the Canadian population. All participants must be between the ages of 19 and 30 in order to be eligible for an overseas internship, hence this research is based on the experiences and opinions of young adults, all of who have graduated from university and have expressed an interest in international development. These three characteristics make this group of research participants unique.

Data Collection

This research used three methods of data collection. Data was collected using a review of organizational documents, observations and interviews. Documents were reviewed to obtain information on the organization’s goals, mission statements and instructional material used in this training program. An examination and analysis of all documents related to the CIL training program, including instructional material, was used in order to compare these documents to the organization’s stated goals as well as the literature concerning instructional design and cross-
cultural training models. The second form of data collection was participant observation. Through my observations of the training program fieldnotes were generated regarding the experience of those attending this cross-cultural training program, the content of the program, as well as my own perceptions. Since qualitative analysis requires that data analysis be conducted simultaneously with data collection (Creswell, 1994), the fieldnotes provided space for my personal perceptions, ideas and thoughts concerning relevant theories. Finally, data was collected by conducting either phone or face-to-face unstructured, open-ended interviews, audio taping the interviews and later transcribing the data. The general topics covered in the interviews included trainees’ expectations regarding the program prior to attending the training session, their concerns regarding working abroad and topics they hoped would be covered throughout the training program. Upon completion of the training program, trainees were asked to participate in a focus group where they assessed whether or not this particular CIL training program met their expectations, satisfied their needs and whether or not they felt organizational goals had been successfully met.

Organizer and program trainers were interviewed regarding their expectations and the goals of the CIL training program. Upon completion of the training program organizer and trainers who attended the training sessions were re-interviewed concerning their assessment of the attainment of their organizational goals.

The purpose of collecting each form of data was to obtain a detailed description of the experience of those participating in this particular training program as well as to document the various instructional components of the CIL training program. These techniques enabled me to observe the entire training process, gain trainers’ and trainees’ individual perceptions and unobtrusively examine the textual components of this cross-cultural training program.

Nevertheless, this method of data collection does create a delimitation of this research. This evaluative research was limited to the outcomes of the CIL training program in how it relates to participants’ needs, organizational goals and the appropriate program content. This delimitation
was necessary due to time constraints and the scope of this research design. Participants’ needs were determined by their responses during the initial interview period prior to attending the training session, their responses to a Needs Assessment Questionnaire administered by People Development Ltd., as well as their opinions upon completion of the CIL training program. Limitations of this data collection include a narrow focus on only trainees’ experiences and perspectives, which does not address actual integration into their host nation while overseas, nor their reintegration into Canadian culture upon return from their internship assignments. In addition, since this research did not use the classical randomized experimental design of evaluative research, but rather a qualitative approach, controversy could arise concerning the technical inadequacies of the design employed (Rossi and Wright, 1991).

Key Concepts

Definitions
Training is defined by Kealey and Protheroe (1996) as “any intervention aimed at increasing the knowledge and skills of individuals, so as to help them cope better personally, work more effectively with others, and perform better professionally” (p.145). Cross-cultural communication, also called Intercultural communication, is defined as a transactional, symbolic process involving the attribution of meaning between people from different cultures (Gudykunst and Kim, 1992, p.13-14). Nevertheless, it is noted that this term does not imply the presence of communication effectiveness, which occurs when communication is functional in achieving desirable ends or goals or satisfying interactants’ needs (Hammer, 1989, p. 248). Communication effectiveness can also include the degree to which participants attach similar meanings to messages that are exchanged, thus being able to minimize misunderstandings (Gudykunst et al., 1992). Effectiveness in an overseas assignment involves intercultural communication, communication effectiveness and the ability to live and work effectively in the cross-cultural setting of an overseas
assignment. For the purpose of this research all three definitions of *effectiveness* will be employed; however, terms will be defined as they emerge from the data collection, remaining consistent with an inductive qualitative research design. This program was evaluated based on its instructional design and content.

**Reliability and Validity**

Guba and Lincoln (1989) reject the notion that qualitative researchers should attempt to use conventional criteria such as internal and external validity, reliability and objectivity to assess their work. They contend that “the traditional criteria are unworkable for constructivist, responsive approaches on axiomatic grounds” (p. 236). They suggest employing parallel criteria, which attempt to parallel the rigorous criteria used in the positivist paradigm, while addressing the specific needs of qualitative work. In contrast to the quantitative design, Guba and Lincoln (1989) outline four qualitative methods to assessing consistency, truth value, applicability and neutrality in a study.

**Dependability**

In qualitative research dependability is used to determine the stability of the data over time. This criterion is parallel to the conventional criterion of reliability (Guba and Lincoln, 1989). In relation to this research, dependability is addressed by providing a detailed description of the choices and methodological changes that occur throughout the development of this study. Since the chosen research methodology is inductive, shifts in construction and methodology need to be “both tracked and trackable, so that outside reviewers of such an evaluation can explore the process, judge the decisions that were made, and understand what ...led the evaluator to the decisions and interpretations made” (Guba and Lincoln, 1989, p.242). By itemizing all processes employed in the collection and analysis of data the replicability of this research and its subsequent findings will be enhanced.
Credibility

Credibility, like internal validity, is concerned with the "true" value of the data; however, unlike internal validity, credibility focuses on determining a "...match between the constructed realities of respondents and those realities as represented by the evaluator..." (Guba and Lincoln, 1989, p.237). This research attempted to control for credibility by employing prolonged engagement, where I spent a substantial amount of time at the site of inquiry -- the five day cross-cultural training session -- in order to fully experience the training process while gaining an understanding of this setting. Prolonged engagement was used in order to build the trust necessary to uncover the constructions made by both the trainers and trainees. In order to add depth to my prolonged engagement, persistent observation was used in order to identify the elements of the training program that were most relevant and thus be able to focus on them in detail. In addition, member checks were used to increase credibility, where informants were involved in assessing my interpretations of their realities and meanings as well as my interpretations concerning the methods and content of the cross-cultural training program. Member checking occurred continuously during the data collection stage, specifically during the interviews, in order to reaffirm that the realities I understood were the same the informants intended to provide. Finally, triangulation of data was also used as a credibility check, since data was gathered from a variety of sources to increase the likelihood of accuracy, thus being used as a method of cross-checking the factual nature of specific data.

Transferability

Transferability, or fittingness, is concerned with the generalizability of results. This method of assessing applicability focuses on the process of checking the degree of similarity between sending and receiving contexts (Guba and Lincoln, 1989). To establish a degree of transferability this research will provide rich, thick, detailed descriptions of the cross-cultural training program, the trainers'/trainees' experiences and meanings, as well as the context and
culture in which hypotheses were found to be important, thus providing a solid framework from which comparisons can be made.

**Confirmability**

Confirmability, which is equivalent to the conventional criterion of objectivity, is concerned with assuring that data, interpretations and outcomes are not simply a creation of the evaluator’s imagination but rather are rooted in contexts and persons separate from the evaluator (Guba and Lincoln, 1989). This is achieved by assuring that dependability, credibility and transferability are met. The combination of all three checks ensure that the integrity of the findings are rooted in the data themselves and can thus be tracked back to their sources. This research assured that confirmability was met by explicitly stating within the narrative the choices, interpretations and processes used in assembling the data.

**Limitations**

As noted by Schwandt (1989), the chosen paradigm, not the research method, defines the goal of inquiry, stipulates a problem and dictates what will be admitted as data. Thus, since this research is qualitative the paradigm will influence the limitations of this study, more so than the specific chosen research methods. Since this study only evaluated one cross-cultural training program, the generalizability of the data is limited. In addition, a qualitative approach to program evaluation limits the replication of this research, resulting in weak reliability. Finally, in this qualitative study the findings are subject to other interpretations, thus reducing the internal validity of this research and compromising its findings.

**Data Analysis Procedures**

Once the data compiled from observations and interviews were transcribed it was coded, generating categories that organized and linked relevant information. Preliminary coding
categories were established using general categories such as Theories, Program Observations and Trainees' Comments/Opinions. This process allowed themes and theories to emerge, remaining consistent with an inductive qualitative design. The themes emerged from cross-cultural communication theory, adult learning theories and cross-cultural training models. The data within coding categories was further broken down using different colour codes to represent similar topic areas within a category (i.e., red for examples of cross-cultural communication theories applied and blue for examples of adult learning theories). All portions of the data relating to a specific colour were grouped together and further broken down to examine any other relevant themes or concepts which that topic area may possess. The researcher's individual choices and biases influenced the data collection process since not every example could be used to illustrate the application of a given theoretical framework. In addition, my bias influenced the reduction and interpretation of the data. The data analyzed was guided by the pre-established organizational goals from which this training program was evaluated. Thus, this thesis consists of thick descriptions of the content of the CIL's cross-cultural training program, the expectations of the trainees, in addition to an evaluation of the program's outcomes as they relate to stated organizational goals and cross-cultural training criteria stipulated by the literature.

Ethics

Throughout this study ethics played a major role in developing and designing the appropriate course of action during the processes of data collection, analysis and publication of results. Since this study involved the use of observations and interviews, I sought permission from the Communication Studies Ethics Committee prior to conducting any formal data collection. Confidentiality was a concern with this research since the instruction of the training program and participation within this program was not open to the public. Anonymity was impossible to achieve during my interview session, since I was aware of the informant's identity. However, throughout
this study an active attempt was made to remove any identifying characteristics of subjects’ identities thus ensuring confidentiality. Throughout this thesis informants have not been referred to by name, but rather the title of either Trainer, Participant or Organizer.

Subjects involved in this study were required to volunteer their time and discuss their experiences with me. They were not coerced into participation nor were those who did not partake in this research disadvantaged by myself or the Centre for Intercultural Learning. All informants who agreed to be interviewed were informed of any potential risks of participating. The main risk concerned the potential of the informant being identified by either their employer, colleagues or individuals at the Centre for Intercultural Learning. Informed consent was required in writing of all informants in order to demonstrate that they knowingly participated in the study and understood the conditions and implications of such participation. The information I gathered was used throughout the data analysis stage, removing all identifying characteristics in the data reporting stage, and were later destroyed, so as not to jeopardize informant’s confidentiality by the possibility of others gaining access to these data.

While conducting interviews, either face-to-face or over the phone, the informants were asked to consent to being audio taped throughout the interview. This method of data collection was required in order for the interview process to run smoothly and quickly, thus eliminating the need for me to take notes and thus consequently reducing the amount of time required to complete an interview. Consent for the taping of interviews can be an ethical concern for some participants in that once the individuals are recorded saying something it is much more difficult to later deny any statements made, while also increasing the likelihood that others could identify them simply by the sound of their voice. In order to minimize these ethical concerns I did not refer to the participants by their proper names while conducting the interviews and once the interview tapes were transcribed all copies of the tapes were destroyed, thus eliminating the risk that participants’ statements could be used against them at a later time. Due to the nature of this research, it is highly
unlikely that any individual or organization would want to use any informants’ statements or comments in a negative way "against" them. In all likelihood, participants’ statements would only be utilized by the stakeholders in this training program to enhance the training and make revisions that would contribute to the success of a program. Nevertheless, confidentiality may be an issue for some participants, especially for organizer, thus for the reasons outlined above every attempt was made to ensure confidentiality.

A concern with the nature of this research was the extent to which my presence as an observer at the training sessions might influence participants’ responses and interactions during the training program. In order to diminish any potential obtrusiveness on my part, my observations were not audio taped. Nevertheless, my role as a researcher was clearly identified to the trainees by introducing myself at the beginning of the training session, identifying that I was simply there to be an observer and not a participant, and by encouraging participants to approach me with any questions or concerns they had with regards to my research. I stressed that my intentions were to be as unobtrusive as possible and therefore not cause any unnecessary stress or discomfort to the training group.

In considering any possible consequences or ramifications of participating within this study three potential repercussions were identified.

1. This research could result in a negative evaluation of the CIL’s current cross-cultural training program resulting in modifications to their training programs. These modifications could identify inadequacies in the informant’s previous cross-cultural training and a requirement for additional training, in order to effectively interact in a host country.

2. This research could be published where the informant’s employer/volunteer agency could have access to the data and possibly infer the participants’ identity from demographics or characteristics stated within the article.

3. The Centre for Intercultural Learning will have access to the data collected and may be aware of participants’ identities. This knowledge could influence the participant’s interactions with the CIL.
These three potential repercussions to participating in this research were addressed as ethical concerns of confidentiality and restricting access to the data collected. The potential for harmful consequences to the participants throughout this research was minimal, in that no physical or emotional harm was foreseen to occur by simply participating. Nevertheless, while all precautions were taken to destroy both audio-tapes and fieldnotes, some participants’ identities could still be inferred by those who may read my research upon completion. For this reason, participants needed to be aware that either their employees, their colleagues or those at the CIL could potentially identify them by the comments they made, the fact that they attended the training program under investigation, or had previously traveled abroad.

Finally, the limitations of this study as stated in the thesis proposal were clearly identified to the Centre for Intercultural Learning, through my interactions with CIL organizers as well as by submitting a copy of my thesis proposal to the CIL for review in order to insure that they were fully aware that this research was not a controlled experimental evaluation. The ethical concern that this research not claim to be able to do more than what this qualitative research design permitted, was mitigated since the CIL was given a copy of my thesis proposal and therefore could address any questions or concerns they had to myself or my committee.

In conclusion, this research adhered to the appropriate ethical standards as outlined by the Communication Studies Ethics Committee, guidelines developed by the Canadian Sociology and Anthropology Association and the researcher’s own ethical standards.

**Significance**

Despite the limitations of this study, this research can be of significance to researchers, practitioners and policymakers by focusing on the procedures that are applied, rather than on the data collected. Some limitations include the inability of this research to be generalized to the Canadian population as a whole since it focuses on only one unique training program. In addition,
this research can only speak to the “success” of this particular non-profit training program run by a
government organization, not similar programs employed by multinational organizations or for-
profit agencies. While the types of data in this research limit the generalizability and reliability of
this study, the procedures that are applied can serve as a yardstick by which other researchers can
assess other training programs. An outcome based evaluation can be used in other types of
qualitative evaluative research, while the data collection techniques can be utilized by other
researchers. In addition, the theoretical framework which addresses the methods of instruction, can
be used to evaluate the instructional design of many different types of training programs, not just
cross-cultural training. These procedures have replicability and thus can be generalized to other
program evaluations.

This study will also be able to benefit practitioners and policymakers in their pursuit of
effective cross-cultural training. Trainers and trainees can benefit from this thesis since clear
recommendations are made concerning both the content and methods used to conduct effective
cross-cultural training, along with realistic and practical goals which both a program and its
trainees can strive to achieve. Trainers can use the data collected to gauge their programs relative
to the current cross-cultural literature and theories in order to facilitate the development and
implementation of effective and challenging cross-cultural training programs for their clients.

Policymakers can refer to this research when conducting other program evaluations or
when drafting revisions to the CIL’s organizational goals with respect to the cross-cultural training
programs offered through their centre. While the generalizability of this research is limited, the
theoretical frameworks as well as the assessment of organizational goals are methods that can be
replicated by similar program evaluations, encouraging some generalization of program content
and theoretical emphasis.
Chapter 4: Program Description

General Overview

The International Youth Internship Program (YIP) was designed as an employment program for Canadian youth (ages 19-30) to gain work experience and qualifications in an international setting through participating in sustainable development activities. The Youth Internship Program is being implemented in cooperation with the Department of Human Resources Development as part of the Federal government's Youth Employment Strategy. Since the intent of the Youth Internship Program is to increase participants' employability, all program participants, upon return to Canada, are required to attend a one-week debriefing and job search support session conducted by their sending agency.

CIDA, the primary funding agency for the International Youth Internship Program (YIP), is responsible for partially funding a number of government and non-government organizations (such as WUSC and Net Corps) who offer internships to young adults (18-30 years old) enrolled in the YIP program. CIDA only provides a subsidy to other organizations that are able and willing to manage internships. "We [CIDA] provide funding with minimum standards that must be met, which are fairly general, and if they are met we provide the funding. But is it the organization that recruits the interns, provides job placement, their preparation and re-integration. We just provide a subsidy... and we provide general support to them" (organizer).

CIL is a CIDA owned subsidiary. CIDA subsidizes approximately 90% of CIL's operations as well as the funding necessary for the cross cultural training program. CIDA has an agreement with CIL to provide all cross cultural training programs for the International Youth Internship Program (Personal Interview, Organizational personnel, 1998). "We [CIDA] met with CIL to discuss general needs and then let them design the program, but we specifically told them our goals for the program and what we wanted to see in each session... the agreement was for CIL..."
to develop a customized training program for our clients with our goals at the forefront of the program” (organizational personnel). CIL in turn, contracts out People Development (a private, for-profit agency) to implement CIL’s program design and make the necessary modifications for each organization’s needs.

The Centre for Intercultural learning (CIL) is responsible for the primary outline of the pre-departure cross-cultural training programs administered to CIDA’s Youth Internship Program participants. CIL contracts People Development “to deliver the training according to the design outline that we provide them” (Organizational personnel). CIL is committed to providing customized training to its clients, rather than a standardized course offered to anyone traveling abroad. The CIL training program is designed to meet the needs of the organization, in this case WUSC, the participants, and CIDA’s objectives for the Youth Internship Program. This is achieved by conducting a thorough needs analysis of all organizations involved. After developing the initial program outline, in conjunction with CIDA, CIL takes a “hands off” approach to the program design. Needs assessments are conducted by People Development, whereas CIL maintains more of an abstract role. CIL oversees the process conducted by People Development to ensure that the program does not stray from the mission statement, is cost effective, uses CIL’s program design as the main framework, and is designed to satisfy the individual needs of the interns and clients. Once the training program begins, CIL organizers remain to a large extent, “out of the classroom”; thus they rely on People Development to inform them of what is occurring throughout the week in order to keep abreast of any problems or concerns. However, as noted by CIL “they [People Development] are part of the family…we have developed a very close relationship with the training firms we have used and the ones we use are chosen because we have that interaction. We do work together as a team and this is very important, you have to have that because for us there is no tangible way of monitoring what is happening…” (Organizational personnel). Therefore the collaboration between People Development and CIL is crucial in maintaining effective
communication between the two organizations in order to ensure that the best possible training program is administered to meet the individual needs of the client.

People Development is the training firm which was contracted by CIL to administer their training program. This training firm has worked with both CIL and WUSC a number of times and is thus very comfortable with these two organizations. This friendly arrangement, as noted by CIL organizers, is what ensures that any CIL training program for interns, administered by People Development, is designed and developed to meet the specific needs of its clients.

CIL’s program outline suggests that they stipulate that “it is essential…that for each program a needs analysis be conducted which includes an assessment of organizational and individual needs, and that the results of the needs assessment be explicitly reflected in the program design” (Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program, p.2). This analysis of individual needs was accomplished by People Development through various consultations with WUSC organizers and the Net Corps coalition to elicit their views and needs. In addition, through a Needs Assessment Questionnaire administered to participants prior to attending the CIL training program, People Development was able to gather information concerning participants’ needs. The Needs Assessment Questionnaire consisted of questions such as: 1. What concerns or questions do you have about living and working in your country of assignment? 2. What would you like to achieve during this orientation program? (See Appendix G for a copy of the Needs Assessment Questionnaire). Questions such as these were used to help the People Development trainers design a program which addressed the needs of everyone involved. The People Development trainer noted that “not taking into account their needs would have resulted in failure…there are a lot of people who need to be pleased”. The best way to achieve that is by maintaining open lines of communication.

People Development works closely with WUSC and Net Corps to design a program (using the CIL program as a framework) which will meet the organizations’ objectives as well as that of
the individuals being sent to the training program. Making sure that WUSC and the Net Corps coalition were involved in designing the program was crucial. People Development is contracted to design a unique training program for each CIL training program. This approach is consistent with People Development’s organizational philosophy since “the hallmark of People Development is adult education and specific design. We do not develop blueprints or models which we duplicate or replicate...so everything is designed specifically to the group...each program is unique” (Trainer). In order to design a unique training program all organizations involved need to be consulted in an attempt to integrate their needs into the program design.

The CIL training program consisted of a 5 day training period, administered through February 2 - 6, 1998. Each participant attended day long (7 ½ hour) training sessions, with a focus each day on a different aspect of preparation for their overseas experience. The program was intensive and did not permit within its schedule a lot of socializing time throughout the day. Other than lunch and coffee breaks, all the participants were engaged in some form of learning activity throughout the day. The participants resided in Ottawa during the training program, with the majority of the participants lodging at a downtown Ottawa hotel.

36 participants were present at this training program --14 Net Corps and 22 WUSC participants, 17 Francophones and 19 Anglophones. As a requirement of the Youth Internship Program, all participants were between the ages of 19 and 30, with the majority falling into the 25-30 age range. While the WUSC participants were primarily women (17 out of the 22), all but one of the Net Corps group were males. While most participants from both sending agencies were Caucasian, there were some Asian participants but no African-Canadians or Indo-Canadians. There were no participants with visible handicaps. Each participant had been assigned a 6-month internship, as part of CIDA’s Youth Internship Program, in one of 14 different countries.

Despite differences among the participants the group was fairly homogeneous in that the participants were all between the ages of 19-30, all were university or college graduates and all
were participants in the International Youth Internship Program being funded by CIDA.

Participants from many academic backgrounds were represented by the WUSC Youth Interns who attended the CIL training program, including students from engineering, computer science, international development, sociology, journalism and business.

There were three trainers conducting the CIL training program; two from People Development Inc.

The training program was designed to address skills training during the morning sessions and country-specific information in the afternoon sessions. Both Francophone and Anglophone participants were present at all of the skills training sessions conducted in the mornings. In some cases the country-specific sessions were separated according to language. All instructional components were communicated in both languages. See Appendix H for the CIL training program outline.

Group work was used throughout the CIL training program to involve participants in the learning process. Group work consisted of both large and small group discussions. Large group discussions involved analysis of an issue as an entire training group, with all participants present. While only some trainees made comments and contributed to the large group discussion, each participant was actively engaged in the group's analysis of an issue by being alert and responsive to questions. Frequently participants made comments among themselves (since participants sat in groups of 6-8 at tables positioned around the room) even if they were not voiced loud enough for the entire group to hear. Since this was such a large group of trainees (approximately 30), there were a number of participants with differing views. However, regardless of the differences of their viewpoints, the participants were always respectful and courteous of each other. Surprisingly, throughout all the large group discussions there was never once a major disagreement between individual group members, and if differing views were expressed there was little to no debate among the participants.
Program Description

Day 1

Day 1 of the CIL training program was designed so that participants from both WUSC and the coalitions of Net Corps could individually meet in order to deal with any specific issues related to the participants’ internships that the sending agencies wanted to addresses. The WUSC participants met with their WUSC correspondents in the conference room of their hotel. The Net Corps participants met individually with their sending agencies. Thus, the Net Corps and the WUSC participants were not formally introduced and integrated into one large training group until day 2.

I attended the WUSC session, where the day consisted of an overview of the week’s activities, group introductions, ice-breaking activities and a WUSC program overview. This session included a presentation by the WUSC Program Director, and individual consultations with WUSC organizer in order to address job information, insurance, travel arrangements and WUSC policies and procedures.

The remainder of the CIL training program was held at the Bission Centre in Hull, Quebec. The conference room was equipped with large, comfortable chairs, various tables, writing boards and bright lighting. Its design and setup were clearly arranged to suit the needs of adult learners as well as any large training group, due to its size and audiovisual equipment. For a detailed sketch of the conference room see Appendix I. The design of the room permitted the trainers to walk freely among small groups gathered at each table. The room was professional in its design. It was decorated in light shades of beige, gray and white. It was not “loud” in its appearance, but rather resembled a typical large conference room with few fixtures, no artistic work, no plants or other objects designed to make the room more visually appealing. While it was somewhat bland in its appearance, the room was well suited to the needs of this group, since the
participants could sit at rectangular shaped tables facing each other, while still being able to view
the front of the room where the trainers instructed.

Day 2
Day 2 involved integrating the Net Corps group with WUSC. Following a brief
introduction the Director of the CIL makes a brief presentation about the organization's structure.
Program goals for the week are reviewed. Today's session is dedicated to "values clarification".
There are participant introductions, followed by a large group discussion of the process of
communication. The first interactive activity was a values assessment where participants were
asked to answer yes or no to a variety of controversial social questions aimed at identifying core
values. Questions included: should Sikhs be able to wear a turban as part of the Royal Canadian
Mounted Police? Should an immigrant couple to Canada be allowed to perform female
circumcision? Was the visit of Anglophones to Montreal before the referendum [on Quebec
separation] a demonstration of Canadian unity? And are there situations that justify euthanasia and
mercy killing. Participants' responses were anonymous, however, the overall results of each
question were posted and the participants were asked in small group to interpret the results. This
exercise did not call for further discussion of each question, however, inevitably the participants
shared with each other how and why they voted in a particular manner on each value question.
There was a large group discussion concerning how participants' responses reflected Canadian
values as a whole. Following a break, there was a large group discussion of the "cultural iceberg",
where an iceberg was used as a metaphor for a culture. Using this metaphor, only 10% of a culture
is visible to a visitor, while the other 90% is hidden beneath the water. Thus, the manner in which
host nationals think and feel is often beyond the scope of what the foreigner "sees" in a host nation.
Prior to lunch a CIDA organizer presents briefly the role CIDA plays in this internship program.
She urges the participants to think about long term career goals.
The afternoon session of Day 2 consisted of country-specific sessions. These sessions consisted of small groups of participants all traveling to the same foreign destination. Typically the sessions were instructed by a country-specific “expert”, either an expatriate from that culture, a Canadian who had lived/worked in that culture, or in one or two cases meetings with a specific country’s ambassador to Canada. Country-specific sessions involved discussions about the chosen culture, cultural values, such as gender roles, racism and social etiquettes, along with political, economic and historical information.

These sessions were 2-3 hours in length which provided ample opportunity for participants to ask questions and begin to learn how to accurately perceive the needs of host nationals. These sessions were geared to providing the trainees with a general overview, with some detailed information. The general theme was one of individuality, since the country-specific “experts” were only experts as far as they could speak of their experiences in a specific time and place. The experts stressed that they could not speak about all circumstances, nor should participants generalize their experiences or understanding of that culture to the whole culture. Thus, while encouraging participants to be sensitive to cultural differences, the country-specific sessions also stressed individuality in experiences and urged participants not to make cultural generalizations.

By learning about their host nation, participants became more aware of what would be expected of them from host nationals as well as how to perceive the behaviors and attitudes of that culture.

Day 3

Day 3 consisted of an interactive game called BAFA BAFA, which focused on the interaction of two cultural groups—the Alphas and the Betas. Participants were assigned one of the groups, where they learned the cultural “rules” for their group. After practicing how to interact with their own group members, members of one group attempted to interact and communicate with members of the other group. After the initial contact with the “other”, visiting group members
returned to their "native" group and tried to describe to the rest of their culture what the other culture was like. This game therefore required a lot of patience, good observation skills, assertiveness and cautiousness, since when participants visited the other culture they needed to rely on such skills in order to be accepted into that cultural framework.

Following the game, the adaptation cycle (Sargent’s Curve, W Curve) was discussed in a large group where the different stages of culture shock were addressed and participants were instructed about the natural process of adaptation. This instruction suggested that it is "normal" to experience culture shock, but that each participant will experience it and respond to it differently.

"The adaptation (to another culture) will affect everyone, and in different ways...any time you get into a new situation there are certain things which you cannot control...you always find out that you don’t understand things and you get frustrated, so it is normal to feel ‘stressed’, depressed and anxious. Some people isolate themselves...are totally in a subculture...Then again, some people learn the language and begin to adapt and move up the curve. It is different for everyone and it is normal" (Trainer). In addition the trainer noted that when a participant reaches the bottom of the curve each person will react in the same way as they do when faced with stressful situations while living in Canada. Some people react passively and depressed, while others may be aggressive and attacking, "it is a function of who you are" (instructor). Therefore, in order to control one’s reactions to this stressful experience and to minimize the effects of culture shock, participants need to possess various intercultural skills. This session was most successful because it involved a large group discussion centered on the effects of culture shock on one’s overseas experience. The participants seemed relieved to know that the Adaptation Curve (Sargent’s Curve, W curve) is a natural cycle which everyone undergoes while adapting to another culture. During this session there was a link made to de-briefing and reintegration upon return to Canada. The instructors stressed the fact that in many cases "it is much harder to leave to go back home, than it is to go [overseas] in the first place. On returning you have a whole new Sargent’s Curve, because people
want to know what happened overseas in 25 words or less and you have changed, and people don’t want to hear about it” (trainer). Thus the importance of de-briefing was emphasized, since 60% of interns who have participated in the WUSC overseas experience have said that coming home is worse than trying to adapt to a new culture (organizer).

The afternoon consisted of another country-specific sessions for each group of participants traveling to a specific host nation. These sessions were conducted by a new country-specific “expert”.

Day 4

Day 4 began with a large group discussion concerning the adult learning cycle and different types of learners. Participants broke up into small groups to discuss how they learn and to lead each other through the adult learning cycle. The next interactive activity required participants to trust the other members in the group, be open-minded, flexible and confident. It was a creative message design activity. During this session, participants were asked, within small groups, to design a creative piece of work which “sums up the learning at your table” (trainer). The groups worked individually to prepare their creative message and then presented their creation to the entire group. One group chose to recite a poem from their learning booklets, where each line was recited in both French and English. The most creative aspect of this recital was that it was the Anglophones who recited the French verses while the Francophones read out the English verses. It was this attempt at linguistic unity which was the most indicative of the participant’s open-mindedness towards each other. Another group physically acted out six words which they felt related to their learning—Observation, Connection, Information, Reflection, Introspection and Action. These participants required the trust of the rest of the trainees in order to be confident enough to perform their mini skit in front of everyone. The participants were confident enough to perform this skit because the rest of the trainees had already demonstrated an acceptance and
support for each other throughout the week. Therefore, it is assumed that this group was not fearful of being ridiculed or embarrassed by this creative expression, since the training session up until that point had been characterized by tolerance and support from group members.

Following a break, the Net Corps group is separated from the WUSC participants. The WUSC group participates in a large group discussion of the history of international development and “what is good development”. Participants were asked in small groups to define international cooperation by writing their definition on a large piece of paper and then reading it to the rest of the group. While this session addressed the issue of international development and sustainable development, it did not provide an in-depth analysis of the issues and therefore was no very useful to the participants. More than one participant remarked that they felt this session was “pointless” and they felt that this issue could have been better addressed through preliminary readings prior to the discussion and some theoretical framework, rather than just “skimming the surface”.

After lunch the participants played the Bargna game. The Bargna game was an interactive learning activity which involved a card game where participants played in silence. Each participant was assigned to a particular table (numbered 1 through 6), with specific rules for the card game at each table. Table 1 was the least desirable and table 6 was the most desirable, thus the objective was for participants to advance to table 6 or remain there if they began the game there. After a short period (5-10 minutes) of playing the card game, the participants were signaled by the instructor to cease playing and to move along to the next table. The participants who had “won” the card game at each table advanced to the next table whereas the one participant who “lost” the card game had to remain at the table and begin playing the card game all over again with new players. See Appendix J for full game rules. The challenge with this game was that as participants moved either forwards or backwards they were not familiar with the game rules of the other tables, and since there was no speaking allowed participants had to persuade or teach other participants the game rules of that table. Some participants completed the entire game without
realizing that there had been different rules at each table. In addition, in the event of a tie, the participant with a name beginning with a "higher level" alphabet (A being the highest and Z the lowest) would advance to the next table instead of the participant with the "lower" alphabet. This game demonstrated to the participants the skills needed to interact in a foreign culture, patience, observation skills, persuasion, in addition to demonstrating some of the frustrating components of being an outsider – not understanding cultural rules, being treated differently due to individual characteristics and frustration derived from not being able to communicate with host nationals.

Some of the participants commented after the game that they had a hard time imposing the rules on other people, while others learned quickly that in order to win they needed to persuade the others (without speaking) that their game rules were the "right" ones. One participant noted that she felt oppressed since "the rules were very clear and the others would change it for their benefit…". Throughout the game the majority dominated where "whomever more people agreed with" would dictate the game rules, regardless of the specific table rules. Some frustrations for the participants were that they were "pushed back because of their name" (trainer), as well as feelings of frustration due to not being able to "express myself with words" (participant).

The Bargna game was followed by a large group debriefing, where participants generated a list of skills one needed to succeed at the Bargna game.

Following an afternoon break there was a professional skills assessment where participants rated themselves on a number of different skills and then discussed in small groups how they felt these skills would impact on their overseas experience. The participants filled out two worksheets, a work horizon self-assessment, where they indicated how frequently they exhibit certain skills. See Appendix K for a copy of the Work Horizon Self-Assessment worksheet. And participants filled out a synthesis worksheet, where they noted their strengths and weaknesses. (See Appendix L for a copy of this Synthesis worksheet). Finally, the last activity of the day was a mock interview session, where participants role-played being either an employer of employee. The interviews
consisted of employers asking employees a list of questions about themselves and their professional skills. This activity was the least successful of the entire CIL training program. Since the mock interview was held so late in the day, the participants were too tired and “giddy” to take this exercise seriously and thus created outrageous employer questions where employees responded with funny, comedic answers. The entire session was “a joke” (participant).

The participants made plans to “go out” together that evening to a bar.

**Day 5**

Involved a separation of Anglophones and Francophones so that each group of participants could attend a health session and travel packing session. The health session which was conducted by a medical doctor, addressed the needs and concerns of the participants with respect to malaria, AIDS, personal safety issues and safe eating and drinking habits. The packing session involved the participants discussing what they would and would not bring with them on their overseas assignments and why. The day concluded with the participants writing themselves a letter to themselves about what they would like to remind themselves to do while overseas. This was a personal-type diary, which would be mailed to the interns approximately six weeks into their assignments to remind them of what they were thinking and feeling prior to their travels. The participants say goodbye to the trainers and there is a friendly exchange of hugs and handshakes, phone numbers and e-mail addresses. The training program ends on a very positive, up-beat note.

Throughout the 4 days of integrated training both WUSC and Net Corps participants mingled and talked with one another during coffee breaks and lunch, and made plans to “go out” in the evenings.
Chapter 5: Results

Section 1

Standard-Based Evaluation

This section is divided into three sub-sections: Cross-cultural Communication Theories, Cross-cultural Training Models and Adult Learning Theories.

How the Program Used Cross-cultural Communication Theories

Mindfulness

A CIL program trainer expressed his beliefs of becoming mindful by stating

I believe that becoming interculturally effective is based on three fundamental principles: 1) being aware of yourself, your attitudes, values, skills, knowledge we hold; 2) having as much information as possible of others outside of our own contexts, and 3) developing skills for working and living effectively abroad (trainer).

This statement indicates the process one must undergo in order to become mindful of oneself as well as others. An organizational administrator who expressed the need for the participants “to be exposed to cross-cultural communication and effectiveness issues. It is very important for people who have never been abroad to be sensitized to the various cultural differences and to learn how it is to work within a cross-cultural team, and how to adapt this into their internships” (Organizer). The concept of mindfulness is central in becoming cross-culturally effective since open-mindedness is a key element in intercultural communication.

Throughout the CIL training program the concept of mindfulness was integrated into several of the sessions. During the second day of training, the process of communication was covered. The instruction included a two person model of communication, demonstrating how a participant’s idea and intention for communication is filtered through their own cultural
framework, resulting in the sending of a particular message, which is filtered by the receiver's cultural framework, is (hopefully) understood and results in feedback to the sender. This portion of the instruction was used to demonstrate to the participants that there are a number of cultural filters which messages must go through. Filters include language, values, traditions and gender of the sender. In addition, strangers also use filters and one cannot assume that they are similar to one's own filters. The intent of this instruction was for the participants to contemplate what filters affect their communication behavior, as well as to be aware that filters exist and that they can be a barrier to effective communication for both parties. "This is what can get in the way of clear communication" (trainer).

In addition, the concept of being mindful of one's cultural prejudices was incorporated into the training program. The instructors used a values assessment activity in order to reveal the values of the participants regarding a number of "controversial" issues, such as: whether or not euthanasia and mercy killing are acceptable; should female circumcisions be performed on an immigrant child at her parent's request; and whether or not same sex couples should be allowed to adopt children. The participants were asked to respond anonymously with only "Yes or No" to each question. The purpose of this exercise was to look for general themes which emerged in the responses as well as any differences which were identified between Anglophone and Francophone participants. In addition the instruction was designed to encourage participants to be aware of their own perspective and biases as well as perspectives of others – a quality of mindfulness addressed by Langer (1989).

While there was almost a 50/50 Yes/No split of responses to some of the values questions asked, the bulk of the questions were representative of the majority of the group's opinion regarding these values. When asked what the responses tell us about Canadians and Canadian values, the participants noted that "we (Canadians) are respectful of others", "we weight collective rights against individual rights", "Canadians are willing to accept things in other cultures that we
like, but if we don’t like it we don’t agree”, and “we (group members) had different points of view, but were all willing to think about what the others said – I was open to changing my mind when I heard another approach.”

These comments indicate that by examining values, one becomes more aware of shortcomings and how values are influenced by being Canadian, as well as how a Canadian perspective will differ from another culture’s, thus encouraging mindfulness when interacting with others outside of our own cultural framework. This exercise also indicated that even within a relatively homogenous group of Canadians, opinions and perspectives can differ greatly, thus one needs to truly be mindful of individuals’ opinions and perspectives, rather than categorizing strangers within their larger cultural group. As one participant said “There is no defining Canadian culture, we are all so different”. This learning activity resulted in a large group discussion surrounding how Canadian’s interpret their culture and the cultures of others by filtering cultural norms and behaviors through a Canadian values system. While this session did not require individuals to address any individual cultural beliefs, through the discussion of Canadians “as a whole” the participants were able to relate themselves and their beliefs with some of the general statement made about Canadian society. In addition, it served to reinforce the concept that despite cultural similarities there are always individual factors which play a role in any host national’s behavior. Thus, individualism instead of cultural generalization was encouraged in order to fulfill the three requirements of mindfulness; creation of new categories; openness to new information; and awareness of more than one perspective.

**Uncertainty**

The CIL training program did not specifically address the issue of uncertainty reduction, however, it incorporated a number of activities which allowed the participants to obtain
information about their host nation, thus encouraging a reduction in both predictive and explanatory uncertainty.

North Americans reduce their uncertainty about strangers by acquiring information about others’ beliefs, attitudes and feelings. This practice was evident in both country specific training sessions that I observed participants in the Vietnam session asked the country expert about what type of gifts they should bring for their billets; cultural taboos; expectations regarding gender related behavior; business practices (values); and sexual practices, all in an attempt to better understand Vietnam and its cultural practices.

If we perceive another culture to be similar to our own, then our predictive uncertainty can be reduced. For example, one participant was able to note the similarities between her Chinese culture and the cultural taboos in Vietnam, thus reducing her uncertainty about Vietnamese culture.

In addition, understanding and comprehension is possible when we reduce our uncertainty, particularly the ability to predict situations. Therefore, it was very helpful during the Vietnam country-specific session when the Asian participants were warned about how they may be perceived, treated and approached as prostitutes if they are with a Western man. “If you are walking down the street with a short skirt and are with a White/Western man, you will be considered a prostitute if you are an Asian woman…some women are spit on, tripped and verbally harassed” (participant who had previously traveled in Vietnam). As disturbing as this information may be, the Asian participants’ predictive uncertainty may have been decreased due to their understanding about this topic and their knowledge of what may occur in a particular situation, thus allowing them to better predict this behavior in advance.

Anxiety

The more unstructured one’s work environment is overseas, the greater one’s anxiety (Stephan and Stephan, 1989). Therefore, those employed in a pre-established work environment
overseas may reduce their anxiety once they adapt to their new work environment. As many participants noted, their knowledge of their positions of employment and role expectations was limited, creating an atmosphere of uncertainty and increased anxiety prior to traveling overseas. Still, since much of their work will be developmental, working in conjunction with the local people, their levels of anxiety are probably lower than if they were in direct competition with the native people. In addition, since most of the participants were Caucasian and all were Canadian citizens, their presence and positions in their host nations will likely be relatively privileged, further reducing anxiety levels. This sentiment was echoed by one participant after participating in the Bargna game, an exercise where one’s position of first name in the alphabet was given a hierarchy, with “A” being the highest and “Z” being the lowest. For those earlier in the alphabet came advantages. The participant (with the first initial C) commented that “Knowing that I was advantaged in this way was giving me more reassurance (when playing the card game).” His higher status in the group gave him added confidence and assurance when interacting with others lower on the alphabetical hierarchy. One instructor also noted that being Canadian carries a certain status overseas; “like our names, we carry with us an advantage as Canadians...you get treated differently; you get praised because of who you are, not what you have done.”

One approach to dealing with the anxiety of the overseas experience is to withdraw from the foreign culture altogether, creating an expatriate subculture. This approach was addressed by the trainers throughout the CIL training program. “The expatriate subculture is a very comfortable and informative sub group, but it can exclude you from meeting new people” (trainer). As it relates to the adaptation process another instructor noted that “some people (overseas) isolate themselves, drink too much, play too much ... etc. This stress (of living overseas) can put you into a cocoon--most people stay there...are totally in a subculture. They are not happy but they can’t or won’t leave the country, so they have minimal contact with the ‘others’ since it is easier to stick with your own cultural groups.” Even the country-specific “expert” for Botswana warned the participants
traveling to that country that “it is very easy to stick with other Canadians”. She strongly suggested that the participants attempt to make friends in the local community and with others living in Botswana, in order to not just interact with other Canadian expatriates.

The issue of anxiety was mentioned by both trainers and trainees throughout the CIL training program, with many participants commenting that they were feeling anxious about their upcoming trip. Most participants linked their anxiety with excitement about their overseas experience, with some noting that the pre-departure training session was central in reducing their anxiety. One participant in particular noted that since being at the training session (in Ottawa) she had been having “really bizarre dreams, probably because of the stress and anxiety.” However, according to an organizer, one of the strengths of this training program was the fact that participants had an opportunity to acquire concrete information regarding how to prepare themselves for their overseas assignment by looking at all the issues and steps needed for their preparation. The inquiring process should alleviate participants’ fears and anxiety concerning their overseas assignment.

The instructors in the training program used the term “comfort levels” to refer to participants’ needs to receive information about their upcoming internship position and host nation. This term is the complement to “anxiety levels” about what people need to know to reduce their anxiety and uncertainty. The objective of this training session was for participants to “come to your comfort level with the information you need or don’t need (before going overseas)”(trainer). One instructor mentioned that some participants cannot leave for their trip unless they know there will be hot running water in their host nations, while others are quite comfortable knowing virtually nothing about their host nation prior to traveling there. “Those who can handle ambiguous situations tend to do very well. This is your opportunity to investigate what you need to know” (trainer). The concept of comfort levels was integral to the design of the CIL training program. Since this training program was not designed to increase participants’ technical skills, but rather to
increase their awareness of themselves and others, program expectation were that “by the end of the week individuals will be comfortable with what they know or don’t know and will be realistic about their expectations” (trainer).

When sojourners exhibit feelings of anxiety, their reactions are often to amplify their negative evaluation of strangers. This tendency to be more critical and judgmental of strangers when we experience higher levels of anxiety was observed during the BAFA BAFA game. Participants’ descriptions of the out-groups were centered on negative comments about the foreign culture or what that group was lacking in relation to the “home” culture. Betas were described as “cold, robotic, not personal, capitalist, don’t have a leader, don’t care about their fathers, don’t communicate a lot” by Alphas visiting their culture. Similarly, Betas described the Alpha culture as “not very accepting, not nice, they won’t negotiate (our way), nothing is the same.” These responses indicate that when the participants knew nothing about the other culture’s way of functioning and thus had a high level of anxiety when interacting with them, they evaluated the out-group according to their own “native” cultural rules, and perceived the strangers’ behaviors as negative and frustrating since they did not coincide with their own frame of reference. Some comments from participants throughout the game included such things as “I don’t like them at all”; “couldn’t figure you out at all”; “frustrating because they didn’t know the system”; and after hearing about the other culture’s differences one participant joked “so there is no reason to visit with them.”

The BAFA BAFA game was a perfect example of how defensive and judgmental one can become when interacting with strangers without having the appropriate information to be able to understand and predict their behavior. This exercise demonstrated to the participants how difficult it is to remove one’s cultural values when interacting with strangers—even after only becoming a Beta or an Alpha for a very short period of time. As one trainer pointed out “We only practiced our cultures (Alpha/Beta) for a half an hour and look how acculturated we were already…imagine 20
years as a Canadian” (trainer). This idea, that we so deeply absorb the cultural values we are ascribed, is central in understanding the depth and power our cultural framework has in our interactions with strangers.

**Attribution**

Attribution errors concerning host nationals are typically made by sojourners since the interpretation of strangers’ behaviors are often subjective and incorrect. Participants in the CIL training program made fundamental attribution errors while playing the BAFA BAFA game. The participants made attribution errors by incorrectly attributing the other group’s behavior to their personalities, such as being “cold, unfriendly and workaholics”, instead of understanding the situation in which the other culture was interacting. Each group assumed that their culture was normal and thus looked for ways to explain the other culture’s characteristics by looking for something familiar from their native culture. This lack of knowledge and understanding caused the participants to make fundamental attribution errors.

**Culture Shock**

Issues surrounding culture shock were addressed in the CIL training program through the instruction of the Sargent’s Curve and adaptation cycle. Participants were informed of the various stages of adaptation and how culture shock could affect their overseas assignments.

**Skills Needed to Live and Work Abroad**

Since there are a number of characteristics outlined in the literature that are deemed necessary to effectively function overseas, cross-cultural training programs need to focus on improving these skills in their participants by addressing communication skill, interpersonal skills and open-mindedness. The CIL training program did just that. While encouraging all four components of cultural competence, through interactive exercises and group discussion, the training session also provided the participants with an opportunity to gain factual knowledge about
the local culture, learn basic greetings and pleasantries in the local language and interact with a native from their assigned destination, thus beginning the process of effective intercultural interaction. Since this training program consisted of a mixture of both Francophones and Anglophones, the opportunity for all participants to increase their awareness of alternative perspectives and therefore increase awareness of both self and others was greatly enhanced. The interaction between the two Canadian cultural groups provided participants with initial exposure to dealing with strangers and thus required them to be tolerant and open-minded about alternative perspectives, thus maximizing their cross-cultural communication skills. One participant pointed out how the bilingual experience helped him realize even the differences within our own culture, “from getting different perspectives from across the country, it helps me understand what Canada means to each person.” He later commented that “we are all well trained to work overseas, we are open-minded because we are multi-cultural so it is not such a big stretch when we are abroad.”

In addition, cultural empathy, which is necessary for positive cross-cultural interactions, was demonstrated by the participants during the CIL training program through their positive interactions between language groups and their communication with country-specific experts. The participants attempted to place themselves in the position of the other, in order to understand and develop and accurate sense of how the stranger thinks and feels regarding a number of issues.

**How the Program Used Cross-cultural Training Models**

**Culture-General / Culture-Specific Approaches**

Hammer (1989) and Bennett (1986) describe approaches to cross-cultural training programs including the culture-general and culture-specific approaches. The CIL training program used both culture-general and culture-specific approaches within their training design. Some sessions investigated issues related to all cultural experiences such as values, dealing with uncertainty, and the adaptation process. In other sessions, trainees had specialized instruction on
their foreign destination. The combination format enabled the trainers to provide both an orientation and training program as outlined by Bennett (1986). The educational process was enhanced during this program by the integration of Francophones and Anglophones in almost all of the sessions. This integration challenged trainees to learn from the transformation of experiences provided in a bilingual environment, thus further enhancing their ability to step outside of their cultural context in order to learn, grow and change from intercultural experiences.

Other cross-cultural training models other than the culture-general and culture-specific approaches include the Intellectual, Area Training, Self Awareness and Cultural Awareness models. Observations of the CIL training program indicated that the Intellectual Model was used in the design and implementation of this training session. Most instructions were held in a large conference room, where the participants sat at tables while the instructors stood at the front of the room, frequently using writing boards to instruct. This model most closely represents their experiences in university lectures.

**Area Training Model**

The Area Training Model was not used in the CIL training program. It is likely this model was not adopted due to the wide range of host nations in which participants would be visiting. It would have been almost impossible for the instructors to simulate an intercultural environment which would be similar enough to engage the majority of the trainees. In this respect, the choice not to focus on an area simulation was a good one, nevertheless, some inter-play between the trainees and their host nation’s environment would have been beneficial, even if it meant interacting with a local immigrant community group by visiting their community centre. On the other hand, the BAFA BAFA game, which attempted to replicate the experience of interacting with a foreign culture, was used as an experiential and engaging learning activity. Participants were taught “how to learn” about another culture through this exercise in that they needed to observe and seek out
information about the foreign culture prior to interacting with that culture. Gudykunst, Hammer and Wiseman (1977), classify the BAFA BAFA game as a cross-cultural simulation, in that it simulates to some extent experiences similar to living and working overseas. This activity can be classified as addressing some of the aspects present in the Area Training model.

**Self Awareness Model**

The CIL training program was founded on the Self Awareness Model of instruction, where participants were to investigate, identify and analyze their own responses and reactions to different issues affecting intercultural interactions. The CIL training program focused on participants becoming aware of their needs and the needs of others in the group, while being tolerant and accepting of differences. When asked what expectations the trainers had for this CIL training program one trainer responded “that there will be an increased level of group building and group participation by the end of the week, that individuals will be comfortable with what they know or don’t know and be realistic about their expectations”. This training program used group work to allow participants to interact with each other while learning about themselves and others in the group. Group interactions involved participants openly discussing their feelings and emotions regarding specific topics related to intercultural interactions. For instance, during one group discussion participants were asked to discuss the adult learning cycle which includes experience, observation, analysis and application for the future, and how they felt the training session contributed to their growth in these areas. In groups of two the participants lead each other through this cycle of learning. Some comments about the training program and the participants’ role it included “I thought it would just be lectures, it is a lot more interesting than I thought. I’m impressed with myself for getting involved and blending in” (participant), and “It is comforting to know we are all in the same place – with the same feelings”(participant). One participant in particular who had recently immigrated to Canada noted that being part of the training group
helped him analyze his experience of coming to Canada and how the adaptation process occurred. He felt this knowledge and self-awareness would help him prepare for the process to occur again when he arrived overseas. For this participant the trainers were able to validate his experiences for him and reassure him that the adaptation cycle was a natural and normal process.

These comments indicated that through an analysis of self and self awareness the participants were able to recognize the commonality between them and their reactions to the overseas experience, while also acknowledging that past experience, linked with analysis, can aid in preparing for the future.

Cultural Awareness Model

Aspects of the Culture Awareness Model were also used in the CIL training program. Trainees' values and pre-judgments were primarily analyzed individually or within small groups. No role-playing was used to demonstrate differences between North American values and those of another culture, nor was the concept of ethnocentrism and its effects on intercultural interactions investigated. To a large extent this training program remained “safe” in its analysis of trainees’ views. There was never a deep critical analysis of any issue; it tended to skim the surface of many complex issues including ethnocentrism and cultural values held by the participants. For instance, during a session dedicated to developmental issues, after a brief history of developmental work, the participants were asked to engage in a discussion concerning the key characteristics of good development, both globally and within Canada. While it was stressed that “there is no right or wrong answers” the objective was for participants to identify what notions of development they had. However, according to some of the WUSC participants, they felt that by just “skimming the surface” of this issue the discussion was too superficial for anyone to really learn from that session. One participant noted that “I think developmental issues, given their nature, would have to be covered, but it probably would have been better if they sent us reading material... the discussion
was a bunch of buzz words, which mean something different to every single person, it makes the whole issue fuzzy. I don’t think this benefited anybody”, there was general agreement among the participants that this comment was true for them as well.

Behavioral and interaction approaches to cross-cultural training are also noted in the academic literature as models that are effective in preparing participants to function overseas. Neither approach was evident in the CIL training program. No attempt was made to teach trainees specific skills needed to interact in a host culture, nor did participants interact with host nationals other than the country-specific training sessions where in some cases participants were able to meet with a host national who had immigrated to Canada. The lead trainer for the CIL training program clarified this program’s design as one that “is not designed so people will do a better job, it is designed so that people will have a better opportunity for adjusting and adapting”. However, with this design the program did not include activities which addressed the Interaction Approach to cross-cultural learning since there was no interaction between participants and host nationals which would resemble participants’ interactions within the host culture.

**Perspective, Interaction, Context-Specific (PIC) Approach**

The PIC approach to cross-cultural training involves Perspective training, Interaction training and Context-specific training. The CIL training program did not use the PIC approach to training. It did not attempt to teach participants specific skills in order to deal with precise situations, nor did it provide an environment where trainees could interact with members of the host culture in order to gain experience in improving their intercultural communication skills. In country-specific sessions for the trainees, an expert “taught” the trainees, using standard style instruction through lecturing, rather than providing an open discussion period where participants could practice their communication skills. Experts spoke in English which hampered participants’ abilities to engage in similar interactions as those that will be encountered overseas. Since generally
the instruction for these sessions were conducted in the participants’ mother tongue – either French or English – the participants did not have an opportunity to learn any of the native language or experience the struggle of having to communicate with someone who speaks another language. However, in one situation participants traveling to a Spanish speaking country were instructed during the country-specific session by a Spanish speaking trainer. According to one participant this experience helped her not only interpret the language, but also what the instructor was saying. “I figured out most of the language because of his body language and gestures…but I could have gotten more out of it [the session] if I had known the language”. It is possibly for this reason that the majority of the country-specific sessions were designed to be instructed in the participants’ native language in order to ensure that each trainee would be able to derive the necessary points they needed from the session.

The country-specific training sessions were designed so that participants could “increase their level of tolerance for others who are fundamentally different from themselves” (trainer) by acquiring specific information and details concerning the location and culture they would be living in. However, since each participant attended two country-specific sessions, some participants encountered redundancy and repetitiveness between the two sessions. There was a general consensus among the WUSC participants that only one country-specific training session would have been sufficient in answering their specific questions regarding their host country. Since some participants noted that they were simply asking questions of the country-specific expert so as not to make her “feel bad” despite the fact that they had already received an answer in the previous country-specific training session.

Albert’s (1986) Fundamental Characteristics for Cross-cultural Training Programs

The CIL training program dealt with:

1. The role of expectations in coping with stressful situations.
2. The selectivity of perception.
3. The centrality of values (and their misinterpretations).
4. The importance of social factors and context (the extent to which behavior is embedded in context).
5. Social support (sojourners’ need of social support).

The CIL program did not deal with:
1. Cultural differences in behavior.
2. The issue of attributions.
3. Erroneous assumptions about other cultures, mistaken assumption of homogeneity.
4. The effectiveness of cross-cultural orientation programs.

**The role of expectations in coping with stressful situations**

The role of expectations in coping with stressful situations was dealt with during this program by instructing the participants about the adaptation process and how to expect and predict one’s reactions to stressful situations. This task was accomplished by providing the trainees with specific information concerning their host nation through both written materials and country-specific training sessions. The combination of the acquired information provided trainees with a basis to formulate accurate predictions about the other culture and their upcoming experiences within it.

**The centrality of values**

The centrality of values was addressed during a session where participants were asked to respond to certain “value judgments” and then discuss their position with other members of the group. This session was aimed at encouraging trainees to become conscious of their value judgments and how values are influences by one’s cultural environment.

The training session on values also dealt with the issue of selectivity of perception, by noting that how we perceive another culture, and our reactions to that culture, are often influenced by our own cultural background and can thus prevent us from truly understanding an intercultural interaction because of selective perception of events. We tend to be very selective in what we
perceive and this selectivity is largely dominated by our cultural framework and what that framework considers to be important.

The importance of social factors and context

The importance of social factors and context was briefly addressed during one of the country specific training session for participants traveling to Vietnam. The issue of how North American Asian women are perceived and treated in certain contexts in Vietnam was addressed, noting that if in a professional context they may not be treated as equal with their male counterparts or their Caucasian female colleagues. This information helped provide trainees with an understanding of "the extent to which behavioral patterns are embedded in context and of the powerful role of social factors in shaping and maintaining cultural patterns" (Albert, 1986, p.202).

Social Support

Social support for trainees was addressed during the WUSC participants' first group training session. During this session, the participants were informed about overseas in-country personnel who would be available as social support systems, as well as other development workers who may be in the same location with whom trainees could potentially interact while overseas.

Of the concepts addressed by Albert (1986), cultural differences in behavior, the issue of attributions, erroneous assumptions about another culture and the effectiveness of cross-cultural orientation programs were not addressed during the CIL training program. These issues, despite their obvious relevance to intercultural interactions, were not addressed by either trainers or trainees. While it is understandable that specific cultural differences in behavior would not have been addressed due to the variety of intercultural placements represented by this training group, the issue of attributions (and misattributions) could have and should have been discussed. The issue of making attribution errors while living in another culture is one that has been addressed in the literature concerning intercultural communication, and as such is an important issue for internationally bound individuals to be conscious of prior to any intercultural interactions.
Erroneous assumptions about other cultures

Erroneous assumptions about other cultures deals with assumptions made by strangers about the homogeneity of another culture, while ignoring individual differences. This often leads to stereotyping of the target group. The CIL training program did not directly address this issue, however, it was noted informally by the trainers who warned that often value judgments become evident when “I start to speak of ‘they’” (trainer), assuming that all members of a culture possess a personality or character trait.

Kealey’s (1979) Communication Skills

As noted by Kealey (1979) several communication skills are deemed necessary for effective cross-cultural communication, including flexibility, respect, friendliness and self-control and sensitivity to cultural differences. In the CIL training program, the participants were given an opportunity to improve these skills by working in groups, playing games and learning about their host nation.

Participants showed a general enthusiasm and support for each other by following participants’ ideas and comments with statements of acquiescence. Participants were alert and involved in the group discussions, creating a learning environment which was stimulating and engaging. Participants mentioned during the post-interview/focus group that they were shocked to find such support and respect among the group members. They noted that it was surprising that so many participants were patient and considerate of each other by listened when someone else spoke, instead of jumping into the conversation to make their own position known.

Small group discussions were used during the CIL training program to encourage deeper analysis of issues addressed in the large group discussions. These small groups provided the participants with an opportunity to express their individual views and opinions regarding topics addressed in large group discussions. In this sense the small groups were beneficial to those
participants who were too shy or insecure to make their views known to the entire training group, but who would feel comfortable and safe enough in a small group to contribute to the conversation. The large majority of participants not only offered comments and opinions during the small group discussion, but also supported and respected other participants’ views. This attitude contributed to an extremely trusting and friendly environment, where participants could feel free and comfortable enough to share personal experiences and intimate details about their lives.

The small group discussions were typically effective in engaging all the participants, since both French and English trainees openly conversed with each other. The small group discussions involved a mixture of both Anglophone and Francophone participants. Participants accepted each other quickly and without resistance. Any language barriers were met with humor and openness to speaking the foreign language, even for unilingual participants. While there were only a handful of unilinguals, on several occasions they were observed attempting to speak the other language in an attempt to improve interpersonal communication with other participants. This endeavoring behavior demonstrated the participants’ sensitivity towards cultural differences and their respect towards others who differ from themselves.

The CIL training program also contributed to the development of interpersonal communication skills among its participants by using role-playing and games to teach self-control and accurate perception skills, e.g. the BAFA BAFA game.

The BAFA BAFA game also involved some participants leaving their culture to visit “the other”. Some participants who were very aggressive in their approach to integration isolated themselves by making social attribution errors and consequently performing culturally unacceptable behavior. Those participants who were cautious and possessed good observation skills were more reluctant to get involved in the other culture’s card game, however, when they did so they were much more successful since they had begun to decode that culture’s behavioral code.
Participants needed to possess all of the above mentioned skills in order to effectively integrate into the foreign culture's (either the Alphas or Betas) card game.

Observations of this integration process were especially insightful, since it demonstrated participants' ability to react to ambiguous situations where they were confused and considered an outsider. Most of the participants visiting the "other" culture moderately integrated, frequently experiencing confusion with the foreign culture's practices and the attitudes and behaviors of the citizens of that culture. Confusion arose from not understanding the other culture's language, not being allowed to participate in discussions, and generally not understanding the underlying assumptions of that culture. This lack of understanding caused some participants to unknowingly make serious social "faux pas" and to insult members of the foreign culture. Frustration was demonstrated by one participant when she was unable to decode how the Alpha culture negotiated trading playing cards. The participant started to laugh out of desperation because since she did not speak the Alpha language could not ask for directions or instructions. See Appendix M for a full description of BAFA BAFA game rules.

The CIL training program encouraged participants to be flexible towards the ideas of others throughout all learning activities, especially during the values activity where trainees needed to be flexible, respectful and sensitive towards different views. It was during this discussion period that there was some disagreement and slight debate between participants, however, overall the participants were not emotional about their positions or negative towards opposing views held by others. Rather, they were flexible and open to the range of opinions and values expressed by other participants and tolerant of their differences. The tone of this exercise indicated a group of individuals who could understand other value judgments even when they were contrary to their own views. "We had different points of view but were willing to think about what others said—I was open to changing my mind when I heard another approach" (participant). This tolerance and open-
mindedness is essential, both in intercultural communication and adaptation as well as interpersonal communication, and thus will benefit the participants in their overseas assignments.

Finally, country-specific training sessions were held during the CIL training program in order for participants to learn more about specific cultural differences and thus become more sensitive to them.

In conclusion, the CIL training program was able to encourage and enhance the participants’ ability to perform the necessary communication skills outlined by Kealey (1979). These skills will aid the trainees in not only effectively communication with strangers, but will also contribute to their job performance and overall success while overseas.

**Brislin’s (1989) Program Recommendations**

According to Brislin (1989) an effective training program should affect participants’ cognition, affection and behaviors. These are often achieved through low, moderate or high involvement training. The CIL training program analyzed used a moderate amount of training involvement to influence cognition, affection and behavior in the trainees. As outlined by Brislin (1989), moderate involvement aimed at cognitions has “the goal of expanding people’s thinking about another culture or about the cross-cultural experience” (p.447). This is often achieved by using “tried and true” exercises under the direct supervision of experienced staff. The CIL training program used exercises such as BAFA BAFA as well as interactions with country-specific experts to help trainees expand their thinking about other cultures and realize individual differences between host nationals. “A major goal of good training is that people must learn to look behind stereotypes and to admit individual differences” (p.447).

Moderate involvement aimed at affect includes addressing people’s anxiety levels during intercultural interactions, as well as the somatic consequences of such anxiety. To address anxieties the instruction centered around the effects of adaptation including the physical and
psychological consequences anxiety can have on sojourners. Sessions addressing the adaptation curve and health concerns attacked the root of such anxiety, in an attempt to reduce stress and anxiety prior to traveling overseas. Exercises involving group discussions emphasizing self-awareness and values are also often used to induce involvement aimed at affect. This technique was evident during the training program when participants discussed their opinions and values in order to analyze cultural influences on behavior in their respective situations. Brislin (1989) notes that group discussion topics should include prejudice, racism, sexism and discrimination, with the intent of investigating the “tendency of sojourners to discriminate against hosts as one consequence of culture shock” (p.449) as well as showing how the sojourner can also be a target of discrimination. However, these topics as previously mentioned were not addressed during the CIL training program and could have greatly enhanced the learning experience for the trainees had they been thoroughly analyzed.

Finally, moderate involvement aimed at behavior allows trainees to analyze behaviors they find pleasurable or frustrating, and to learn how they can accept such behaviors overseas. The CIL training program forced them to reflect on their own values and behaviors and then examine them in relation to the host nation. The country-specific training sessions provided an opportunity for the trainees to learn and ask questions about what types of behavior would be acceptable in the host culture as well as learning about what behaviors they could expect to encounter while living in that culture. The CIL training program did not provided trainees with an opportunity to “practice new behaviors under the supportive guidance of the training staff” (Brislin, 1989, p.450), or to engage in direct contact with host nationals through field trips, which typically allow the introduction of new behaviors.

While personality and characteristic traits of sojourners play an important part in their intercultural success, these traits, as outlined by the literature, are often difficult to identify and even more challenging to teach. As outlined by Ruben (1976), there are a number of characteristics
which lead to intercultural communication competence. These traits were not specifically taught, discussed or identified during the CIL training program. The difficulty with personality traits is that they have developed and been reinforced over one’s lifetime and thus are not likely to change even during an intensive cross-cultural training, let alone a superficial program such as this. Therefore, the selection process for the participants becomes much more important in understanding how and why a participant is chosen for an overseas assignment.

**How the Program Used Adult Learning Theories**

Adult learning theories are useful in understanding how and why adult learns learn. As noted by Selman et al. (1991), programs which are most successful are often the result of a collaboration between two or more agencies. Agencies can deliver more effective training programs together. The Centre for Intercultural Learning (CIL), World University Services Canada (WUSC), Canadian International Development Agency (CIDA), Net Corps, and People Development developed the CIL’s cross-cultural training program together, increasing the likelihood of success. The integration also allowed both Francophone and Anglophone participants, from a variety of sending agencies, to be integrated into the training program.

When asked during a pre-interview what the greatest strength and weakness of this CIL training program was, one trainer remarked that a weakness of the program was that since “different organizations have separate methods and interruptions [during the week], you can’t control the rhythm of the training”, however, she continued by saying that the greatest strength of the program was the fact that the trainers were multi-cultural which resulted in a positive collaboration between all three trainers. Collaboration between the organizations was evident in the program design. One organizer felt that the “mix of the organizations” within the training program was a characteristic of the program which would contribute to the program’s overall success,
since it provided an opportunity for the different organizations to share information amongst themselves and thus forge better alliances.

Observing the positive reaction participants had to integrating the two groups, this collaboration was very successful for both organizations. The two participant groups did not differ in their experiences of the CIL training. There was a clear sense by the end of the week that the participants were a homogeneous group, with shared emotions, fears and expectations. They merged to create a collaboration which enhanced the learning for all participants. As one trainer noted there was “no problems with the two [organizational] groups… the fear of the Net Corps coalition was that their specific objectives would get overwhelmed by WUSC, and this did not happen. They integrated well and remained separate very well”. He also added that he felt that the objective for the group to meet, interact, bond and learn from each other was demonstrated over and over again by the groups cohesiveness and flawless integration.

The CIL training program, developed specialized group learning in order to addresses three issues identified in the CIL program participants;

1. there was a specialized learning need by the entire group (adaptation to an overseas environment);

2. the group had a unique learning experience (preparation for working in a foreign culture);

3. the participants were a target group, brought together in order to encourage cohesiveness (All were YIP participants, and despite differences developed into a homogeneous group—young adults traveling abroad).

The CIL training program used specialized group learning since it needed to addresses the specific needs of a specific group of people. These characteristics required CIL to offer a training program that addressed the learning needs of these particular participants. It is for this reason that the CIL training program was not open to the public, other adults traveling overseas, or Canadian development workers assigned overseas. This program was very specialized in that it was designed
to meet the unique requirements of this group. As the head trainer explained “this program is about youth, designed to take into account the preferences and needs design of youth and link these with career direction. The focus of this program is different and the people involved are different”. In addition, CIDA noted that this training program was unlike their typical cross-cultural training since it was designed to take into account the participants’ age and short-term overseas assignments (6 months), as well as the career / employment focus of the International Youth Internship Program.

Since the participants in the CIL training program fell within the early adulthood stage of development -- were 19-30 years old, had recently began their careers, were single without children, and had demonstrated a desire to accept civic responsibility by engaging in development work -- their learning styles and eagerness to learn would have been similar in nature, and therefore required a specialized program.

Adult learning theory suggests that grouped learning with homogeneous participants is frequently done when the objective of the learning is to addresses common developmental task. However, heterogeneous group learning is often used when the objective of the training is to encourage and aid individuals in learning how to better interact with people who are different from themselves. This type of learning typically includes participants from different occupations, ages, sexes and religions

The CIL training program included participants from different ethnic and cultural background, as recommended by Knowles (1980). This integration was noted by participants, trainers and organizer as the most important and successful components of this training program. “The greatest strength of this program is the integration of Anglophones and Francophones as an opportunity to learn about different cultures” (trainer). Not only did the differences in language serve well in preparing the participants to adapt to different cultural settings, but the experience encouraged participants to better understand their own Canadian culture, which invariably
enhances one’s interactions with strangers both home and abroad. Traditionally, CIDA funded training programs are separated by language groups; however, for this particular training program there was a customized design in order to integrate the two language groups within one session. This meant that there were Francophones and Anglophones within the larger training group as well as individually within the WUSC group and the Net Corps coalition. An organizer noted that she felt “it is definitely good to combine the interns, both English and French, since it gives less of a separation. It gives them a good dynamic to get to know people from different parts of the country and establish stronger links and friendships. It keeps the whole group spirit, and since the participants are young the need more group support… it improves the group dynamic”.

The principles of andragogy have been described as learner-centered, accepting of adults large bank of knowledge and experience as well as adult learners’ preference with performance-centered learning rather than subject-centered learning. As outlined by Knowles (1980) there are seven features of the andragogical approach. Four features are presented below:

**The Establishment of a Climate Conducive to Adult Learning**

The instructional setting at the Bisson Centre in Hull, Quebec, used for the CIL training program was comfortable and professional. It created a climate conducive to adult learning through appropriate furnishings, lighting and seating arrangement.

The psychological climate of the CIL training program was consistent with an andragogical approach to teaching. The trainers from People Development attempted to create a learning environment where the participants would be at ease. All participants and trainers were referred to by their first names, which reduced the level of formality and created a learning environment where the participants were treated as equals. The trainers indicated that they really cared about what the participants had to say by listening an integrating their suggestions within the program design. Formally, this consideration was conveyed through the Needs Assessment
Questionnaire; informally the trainers indicated that they cared about the participants by asking participants questions throughout the week to ensure they were comfortable with the learning activities and the methods of instruction. One trainer noted that in order to assess whether or not the program’s learning objectives were being met, the trainers needed to “keep checking-in on an individual basis” as well as to carry out daily evaluations with the entire training group. Since the focus of the training program was one of daily evaluations and review of the previous day, the trainers need to be “quick to do some assessments and re-adjustments” (trainer), in an attempt to response to the participants’ needs.

One trainer noted that he felt the ability of the training group to respond to participants’ requests would ensure a successful program. Being prepared to adapt and being flexible enough to adjust to learners’ needs is crucial in establishing a climate conducive to adult learning. Providing participants with an opportunity to express their needs and concerns to the trainers is important in being able to assess what learners need as well as developing a comfortable, informal learning environment. In order to effectively respond to requests and hence create a positive learning environment “you don’t ask for opinions unless you expect to change [because of them]” (trainer).

The Diagnosis of Needs for Learning
Since the andragogical approach recognizes the self-directivity of adult learners, it encourages learners to take on a greater role in their learning by being involved in the process of self-diagnosing their needs (Knowles, 1980). Throughout the CIL training program the participants were regularly consulted regarding what they wanted to learn and how they felt their learning objectives could be met. In addition, the participants were contacted prior to the training program in order to solicit their learning needs through a Needs Assessment Questionnaire distributed by People Development. The participants’ responses to the questionnaire were incorporated within the training program wherever applicable. This questionnaire was used in order to remain consistent
with the focus of People Development -- to design customized programming that suits the needs of the participants while adhering to adult learning theories. As the head trainer stated, "It doesn't matter what you think they [participants] need to know, you need to pay attention to them to find out what they need... this is done through administering the Needs Assessment Questionnaire". This procedure indicated to the participants that their opinions and ideas about how the training program should be designed were important and valid, and that the participants' views were necessary in designing an effective training program. The trainer continued by saying that not only is the initial design of the program centered on the participants' needs assessment but that the facilitation of the program is influenced by what the participants' communicate they need. The most important aspect of the program is the trainer's ability to respond to those needs and apply them within the training. "For example if the participants say that today's session was too slow, we feed that back to them tomorrow and ask them what we need to do to improve this and we listen to them. We will do what they suggest so that they take total responsibility for what happens. This starts with the Needs Assessment Questionnaire" (trainer). This approach is consistent with adult learning theories which suggest that the adult learner must take responsibility for their own learning by tailoring the instruction to their learning needs, as well as participating in the program planning process.

The Development of a Design of Activities
Since there are a number of different formats for both individual and group learning, the design of a training program must take into consideration which format they will use (Knowles, 1980). Clinics, institutes and workshops use short, intensive, multiactive, large group learning experiences. The CIL training program consisted of short (1-2 hour) sessions that involved an intensive focus on a specific topic. The sessions were conducted using both large and small group discussions, resembling a workshop style of learning. Because all participants stayed in Ottawa
they could seek out each other to discuss questions or problems regarding their overseas
assignment. The proximity increased the likelihood that participants would engage in some group
interaction and possibly group learning as a result of their socializing.

The Re-Diagnosis of Needs for Learning (Evaluation)

As described by Knowles (1980) for the evaluation of learning, the andragogical approach
prescribes a process of self-evaluation in which the adult learner, with the help of a teacher,
examines their own evidence of progress they have made toward their educational goals.
Consistently throughout the CIL training program participants were asked to reflect on a
particular learning activity, in an attempt to evaluate what they had learned and what they drawn
from that experience. The trainers would frequently ask the participants whether or not they felt a
particular session was useful and should have been conducted. As previously noted, the design of
the CIL training program included daily evaluations, with changes made to the agenda according to
group needs. These adjustments and daily evaluations resulted in a joint effort between
participants and trainers. The participants were active evaluators in their own learning with the
trainers performing more of a guiding role than that of final evaluator. The participants in the CIL
training program were not given a "mark" or grade for their performance, nor were they required to
complete any type of testing or formal evaluation. Rather, they were responsible for their own
learning; since much of this program's focus was on increased self-awareness, the participants
were the only ones who could reasonably assess their success in achieving a heightened sense of
awareness about cross-cultural issues. As one trainer noted "these people are adults after all, and
so it is not about us giving them information, it is about allowing them to develop their own pace
and style of learning" as well as their own methods of self-evaluation. Reflecting back on the
program, the head trainer noted that while reflection had been used to evaluate daily successes, he
felt that there should have been more reflection each morning to address events that had occurred
the previous afternoon in the country-specific sessions. He noted he would have liked to have included more discussion with respect to social interactions with host nationals, such as dating while overseas. In addition, with reference to a session held on fourth day of training, where participants were asked to answer the questions “how is it going for you this week?” and “what have you been learning?”, the trainer felt that this session was poorly placed in the program outline. He felt that this exercise resulted in the participants “peaking too soon” and therefore should have been reserved until the last day. While this session did require participants to reflect and evaluate their learning, the placement of this exercise resulted in an evaluation of learning objective prior to the completion of the learning cycle.

Since adult learners are self-directed in their learning, the andragogical approach assumes that they will be more involved in their learning and thus create a learning-teaching transaction where both teacher and learner are responsible for the learning. The teacher becomes one of resource person rather than director of the learning. The instructors of the CIL training program, as well as the country-specific “experts” clearly allowed the participants to investigate issues they felt were important, within the loose outline of the training program. Participants were given the opportunity to ask questions or to re-direct the discussion towards their learning needs. During the medical information session the instructor noted “I don’t have a set of things I go through, because I think your questions are more important” (trainer). On the second day of training, one student mentioned to me that he really liked the flexibility of the entire training program and felt that it was not too rigid, nevertheless, was still very professional. On another occasion, a country-specific “expert” told her group “I cannot give you information because I don’t know what you want, but I can answer any questions you may have... so I’ll wait for questions”. This statement clearly indicates that the learners are responsible for and should be active in their learning. This approach is consistent with andragogy, which assumes that adult learners are active participants in their learning and that through their self-directivity they will seek out the knowledge they need.
Consistent with the learner participating in their own learning, andragogy suggests that instructors be used only as tools through which to guide the learning process, rather than “teaching” to the learners and emphasizing their superiority. The head trainer for the CIL training program expressed he felt that this training program required both training and facilitating on the part of the instructors. He differentiated between training and facilitating by stating that “training is when the goals [of the program] are clearly set. You train around what you want people’s skills to be or to change. Facilitation is more centered around group development, based on their knowledge and experience… the participants very much determine how it [the program] progresses. Training involves set series of activities they [participants] have to go through to reach a desired result. Training equals increasing participants’ level of skills. Facilitating equals focusing on the group as an entity in themselves” (trainer).

In addition to this distinction between training and facilitating, the trainer also noted that since the participants were adults and therefore responsible for their own learning, the concept of facilitator would apply since the learning objectives would be met by providing the participants with information while facilitating their internalizing that information at a level they were most comfortable with.

The notion that the trainers and trainees are mutual learners in adult education was evident in the CIL training program, in that the instruction was always referred to as a guide rather than the absolute truth. “We [the trainers] each have our own ideas, we are here to provoke your thoughts, not to tell you… we will tell you what we have experienced, but it is just our experiences, take it, throw it away, use it however you can” (trainer). The participants were encouraged to listen to the trainers’ experiences and views but to also recognize that they must develop their own guidelines and rules, and that in most cases it will only be the actual overseas experience which will be able to answer their questions. As one trainer noted “we are not relying on the absolute truth, what we are relying on is that the individual realizes that they will never get enough
[information] and that the experience itself has to be the final contributor to what they need to know.

Since instructors are not accorded the same all-encompassing knowledge as teachers, this role is equipped to deal with paradoxical situations which can occur while instructing adults. Occasionally, the role of instructor and student will be exchanged, where the student has more knowledge, skill or insight in a particular area than that of the instructor. These situations are understandable when andragogical practices are used and adult education becomes one of adult to adult, sharing in each other’s knowledge.

During the CIL training program, the trainers stressed that they did not hold “the truth” concerning what the participants would experience while living overseas, and clearly acknowledged when participants were more knowledgeable in an area than themselves. In these situations, the trainers relied on the “knowledgeable” participants to aid in the instructional process by sharing their knowledge with the group. During a country-specific training session, one participant was clearly more knowledgeable about the chosen country than the country-specific “expert”. Since the participant had written her thesis on that country and had recently visited that nation, she was a great source of knowledge not only for the other participants but also for the “expert”. The country-specific “expert” asked this participant a lot of questions about the country in order to clarify her own presentation and eventually began to rely on the participant to validate her statements. The participant was very generous and open to sharing her knowledge with the rest of the group. The country-specific expert did not appear to feel inferior or uncomfortable with the fact that this participant was clearly more knowledgeable and up to date with her information than herself. The participant was gracious in that she did not contradict the instructor in a rude way but rather made comments which enhanced the “expert’s” instruction. This situation exemplified the paradoxical situation in which adult trainers and trainees can find themselves. However, since an
andragogical approach to learning was being used, this situation resulted in everyone learning more
and becoming active participants in each other’s growth.

In another instance, during a large group discussion, the instructor acknowledged “I am
not an expert and I know that some of you may have degrees in International Development, but my
knowledge is on the level of experience.” This comment also acknowledged that the participants
had their own set of experiences and knowledge which they could feel comfortable and secure in
applying to the group discussion.

Selman and Dampier’s (1991) Four Program Elements

Selman et al. (1991) indicate that a program must possess four elements: 1) there is some
degree of organization to a program because of the role of an organizer; 2) learning is the main
focus of a program; 3) resources are necessary for learning to occur and 4) participation is
required in order for the program to be viable. The CIL training program met these requirements.
There was a clear program outline, which gave both the participants as well as the organizations
involved a clear description of the design and organization of the 5 days of training.

The focus of the CIL training program was for participants to learn more about themselves
and others; to develop skills that would enhance effective living and working overseas; and to
become sensitized to various cultural differences – all in an attempt to increase individual learning.
The program utilized a number of resources to ensure learning occurred. Games, role-playing,
large and small group discussions, meetings with resource people concerning country-specific
information, health issues and overseas work assignments were all employed as resources in the
participants’ learning. Participation in this program by both the participants and the funding
agencies was necessary for program success. All parties involved participated in this training
program in order to ensure this program’s viability.
As outlined by Selman et al. (1991), there are also five steps in the program planning process. These steps work in conjunction with the six steps of andragogy as outlined by Knowles (1980). The CIL training program adhered to Selman's program planning process. A diagnosis of needs was accomplished by administering the Needs Assessment Questionnaire to participants prior to attending the training program. Learning objectives were set by People Development using CIDA, CIL, WUSC and Net Corps as sources for obtaining all necessary organizational goals required in the program planning process. Methods of instruction and resources for instruction were designed and planned prior to implementing the training program. Games and topics of discussion chosen for instruction were scheduled, even if their implementation was adjusted throughout the training program. The CIL training program was implemented over a five day period with slight modifications to its design and outline. Finally, an evaluation of the overall program's success was conducted using 3 methods: participants' comments throughout the week; a formal evaluation submitted by all participants, and organizational reactions to the program. The data collected in the evaluations will serve as a spring board for developing and making changes to the current program outline.

While the concept of "planning" any event, even educational programs, is one of minimal surprises and predetermined aspects prior to implementation, adult education is based on the premise that adult learners bring with them their own ideas and experiences which enrich the learning activity. Thus any over-planning has the potential of missing this opportunity since it implies that the planner has the ability to beforehand predict outcomes (Selman et al., 1991, p. 114).

The CIL training program was characterized by a flexible schedule and open program design. On several occasions, between activities, the trainers could be found discussing/debating what learning activity should be implemented next. While People Development clearly had a scheduled program, individual activities were not necessarily set into place until the day of the
training session. At the completion of the CIL training program one trainer explained “we did make choices about what we would do, it was not until day 2 that we decided to do BAFA... the switching [of instructional events] occurred throughout the day”. This flexible program designed lent itself well to adjusting to specific learning needs addressed by the group. As well the length of the CIL training program assured that participants would have an opportunity to express their concerns about the program and observe the necessary alternations being made. One trainer explained that since “we [People Development] believe in an intreтив design with an agenda that is totally open and totally flexible” the program was designed to be flexible enough to address any problems individual participants may have had and to enable them to deal with the issues in order to move on to the next phase of learning. Since often participants are not willing to state their concerns immediately, a week long training program such as the CIL’s provides participants with enough time to feel comfortable with expressing their needs. “Any significant changes that need to be made tend to be done in day 2 or 3 since people’s politeness stops and they say what they need” (trainer). This results in the program being altered to suit the needs of the participants. Over-planning or rigid scheduling can result in a program which is not flexible enough to address these learning needs and thus can alienate participants from the learning process and create an environment where their experiences, opinions and ideas are not valued.

Since adult learners often possess many experiences which can enhance the learning process, the andragogical approach encourages these experiences be integrated within the learning activities. Adult learning theory also points out that since learners tend to have some many experiences “under their belts” they define themselves by their experience and thus are what they have done. This was evident in the CIL training program where despite the fact that participants were in the early adulthood stage of life, they identified themselves by their education and past experiences. When asked to tell a partner “Where you are from, Where you are going, and Why you are going to work overseas at this time” virtually all the participants began with a statement
about their educational accomplishments and their experiences, or lack thereof, overseas. In addition, the participants tended to ask each other questions about their past experiences and what type of overseas experience they had. While older adults may relate their identity to their marital and family status, these participants identified themselves according to their educational experiences, overseas experiences and to some extent their work experiences. There was the sense that those with more cross-cultural experience were more highly skilled and thus had a larger bank of experiences to draw from. Many participants noted that this internship program was their first overseas assignment or that they had “just been overseas once”. In addition, the length of time which participants had previously been abroad also contributed to their “experience status”, with the longer period of time spent overseas being given greater weight than short overseas stays.

This aspect of past experiences influences learning because adults have more to contribute to the learning of others in the group since they are already rich sources of learning themselves. Thus if their knowledge and experience are respected and appreciated during the learning process they can aid in not only applying new learnings they acquire but also contribute to the learning of the entire group. The adult learners in the CIL training program were not given as much opportunity to apply their experiences to the new learnings as I had anticipated. While perhaps much of the participants’ anecdotal comments were made within small group discussion which I was not privy to, the large group discussions did not include a lot of focus on past experiences. Had the participants and trainers applied more experiences to the learning process, I feel the application of the learning activities may have been greatly enhanced. While the participants were asked on one occasion if the discussion on communication skills related to their previous experiences overseas, other experiences where the participants felt these skills had been employed could have been a beneficial discussion for the entire group since it may have provided a broader range of application for these skills. As noted by Gagne (1985), new learnings tend to solidify if they are related to prior experiences. Thus, any discussion of past experiences (even those of
someone else) can aid in participants’ understanding and application of learning. Nevertheless, it was noted during the CIL training program that “adults already have a large bank of knowledge and experience to draw from” (trainer). Thus, it would have been of greater benefit to the group had their “large bank of knowledge” been used in applying the theories/concepts discussed.
Section 2

Outcome-Based Evaluation

Through an analysis of textual documents and in-depth interviews it was determined that CIDA, CIL, People Development, WUSC and program participants had specific objectives and goals which they expected the CIL training program to meet. Four broad goals were identified: Intercultural Effectiveness, Instructional Effectiveness, Preparation for Employment and Other Expectations of Agencies. Similar organizational objectives and goals are addressed below, followed by an analysis of how effectively the CIL training program was in meeting these goals.

Intercultural Effectiveness Goals

Intercultural Communication Skills

CIDA, CIL and People Development all expressed that they wanted the CIL training program to teach intercultural communication skills. This instruction was to include identifying approaches and methods which assist in integrating the concept of intercultural communication within the overseas assignment. In addition, participants also noted that they wanted intercultural communication issues to be addressed in the CIL training program.

Analysis

Research participants felt that the objective of learning intercultural communication skills was achieved in the CIL training program, however, they found it difficult to identify exactly how they achieved that goal. Many participants noted that they were generally pleased with the training program since “it permitted us to see how we would feel in certain situations” (participant) and “I’m starting to question things, like preconceived notions” (participant). However, as one
participant noted, “when I think back on the five days, I don’t think of anything in particular that stood out, but it seems to me the whole experience has… I just know I am better prepared to go, but I can’t point to specific things… [overall] it was a very holistic experience which I think is better than one particular thing”.

**Intercultural Effectiveness**

In conjunction with the concept and goal of acquiring intercultural communication skills, the CIL training program was designed to address issues which would enhance intercultural effectiveness. All organizations involved in the CIL training program noted that intercultural effectiveness was a crucial issue. As noted by People Development, their overall goal is “to develop knowledge, skills and attitudes needed to continually learn and function in an effective way personally and professionally while on assignment in another country” (Pre-Departure/Intercultural Effectiveness Training Workshop for WUSC Cooperants 1998, p.2).

**Analysis**

This broad objective for the CIL training program was successfully met through the combination of large and small group discussions on issues such as cultural values and adaptation; country-specific training sessions; and learning activities centered on assessing professional skills.

**Culture Shock**

CIL, People Development, WUSC and the participants all noted that the issues of adaptation and culture shock should be addressed in the CIL training program. This topic was expected to include the stages of adaptation and issues affecting adaptation, personally and professionally.
Analysis

The adaptation curve was addressed in the CIL training program and received positive feedback from both trainers and the participants. Both groups agreed that the instruction of this session was successful in addressing the different stages of adaptation into a new culture. In this respect this objective was met for the participants. As one participant noted “I learned...how we should go in with our eyes open, to be open minded... for instance the Sargent’s Curve—if you are feeling bad, you will still be feeling bad but it is comforting to know that that is a natural process”. Although the participants explored and learned about the adaptation process, there was only a limited discussion of issues which could influence participants’ adaptation to a new culture. Some “stress factors” that were addressed included; not being able to exercise, feeling lonely, frustrations at work and leaving the host nation at the end of the assignment. All of these issues were addressed as affecting the adaptation cycle. In addition, is was discussed how one must be able to recognize such factors while overseas, in an attempt to ensure that they do not withdraw from the host culture in frustration, but rather overcome these obstacles in order to effectively adapt to the new environment.

The organizational goals were achieved through several learning activities, including the discussion of values, the instruction concerning Sargent’s Curve of adaptation. The participants characterized themselves as “very comfortable with the unknown” which aided in understanding the adaptation cycle. As one participant noted, regarding the instruction of Sargent’s curve, “they can’t tell you everything that you are going to go through, it is individual”. Another participant felt that “When they talked about Sargent’s Curve, you just have to know that there are going to be ups and downs so when you are down maybe it’s a bit comforting to know what has happened, happens to everyone at some point on their journey, so if you know that, then you feel like it is normal, you don’t feel like you are failing”.

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Coping with the Overseas Experience

CIL noted that at the completion of the training program participants should be recognize coping skills associated with culture shock and traveling/living overseas. One of People Development’s specific objective for the CIL training program is for participants to be able to identify potential difficulties while in the host country and plan how to address them. In addition, they also noted that the issues of spouses and family should also be included in the discussion of coping strategies since it is often the stress of overseas assignments which affect personal relationships, both abroad and at home.

Analysis

Potential difficulties overseas were addressed during the instruction of the Sargent’s Curve of adaptation. The participants were encouraged to think about issues they felt may be difficult to deal with while overseas and how they could address them. Much of this learning was individual in nature since participants needed to investigate their own concerns in order to prepare strategies for dealing with them. When asked how they felt they would deal with difficult situations overseas one participant responded “There are some things that I know that I won’t be able to just achieve with cultural relativism and so in term of confronting things I know my own deep down values are going to come to the forefront. But the value of this program is just making us think about them [difficult situations] ahead of time. It won’t necessarily change how you react but at least you have thought about it somewhat”. Another participant responded “I won’t act on my first impulse… I try to do that here, but I will try even more over there”. These participants indicated that they were at least mentally prepared to deal with difficult situations by thinking in advance about their reactions to such situations. In addition, the participants noted that they were not, and could not, be perfect and that they needed to be prepared to make mistakes overseas and learn from them. “To have respect for yourself for what you are and what you won’t be able to
change…not to think that you are superwomen or superman…you will make mistakes” (Participant).

The CIL training program did not include within its instructional events any discussion of spouses or family members. Understandably, since this group of participants were largely single, without children and thus were not leaving a family behind in Canada, the trainers may have felt this special consideration was not needed. However, a discussion of the impact their overseas assignment may have on their personal and family relationship could have been addressed. Since many participants were leaving “significant others” behind to pursue this overseas assignment, such a discussion could have been directed towards how to deal with a separation in their relationship and ways in which to maintain the relationship while overseas. In this situation, trainers’ anecdotes could have provided the participants with examples of how the “experts” dealt with their relationship separations while overseas and some of the coping strategies.

Team Building

According to the trainers the objective of the CIL training program was for participants to increase their opportunities and abilities to adjust and adapt to an overseas environment. It was hoped that by the end of the training program “that there will be an increased level of group building and group participation…that individuals will be comfortable with what they know or don’t know and will be realistic about their expectations” (trainer). In addition, the CIL training program was design to make participants more aware of themselves and others, to be flexible and tolerant of others in the group and to be aware that situations overseas may arise which contradict their values and morals and to try to deal with those contradictions without becoming judgmental of others. Thus “their level of tolerance for other who are fundamentally different from themselves is increased” (trainer). Lastly, a learning objective for the participants was for them to “understand the framework which their skills, professional and personal, will be used” (trainer).
Analysis

These goals were achieved during the CIL training program through positive group dynamics and self-analysis. Many participants noted that through the training program they became more aware of themselves and their limitations. As one participant noted “I think a lot of the activities made me realize things about my value system that I didn’t even think about before”. Another participant confirmed “we had different activities that permitted us to see how we would feel in certain situations and how we might feel”. Therefore participant learnt about themselves and how to prepare for difficult situations overseas.

Group building and group participation were obvious throughout the CIL training program by the participants’ involvement in learning activities, their enthusiasm and their friendly demeanor with each other. In addition, participants indicated that they were comfortable with what they knew about their overseas assignments and what they did not know. On several occasions participants noted that they were “okay” with not knowing the details of their internships, by emphasizing that they would have to experience it for themselves, that no one could tell them what their experiences were going to be.

Finally, while participants’ confidence levels with respect to the details of the overseas professional sphere were not as strong as those concerning social interactions, many participants appeared to understand that their interpersonal communication skills would be required in the professional arena and therefore understood the framework from which both their personal and professional skills would be used while overseas.

Understanding the social, economic and cultural aspects of the host nation

All organizations involved and the participants noted that country-specific information was imperative to the success of the CIL training program. Associated with this approach to training is the ability for participants to understand the host culture in which they will be living and working. Issues such as politics, race, economy and education were to be discussed.
Analysis

During the country-specific sessions these issues were addressed, even if only briefly, thus providing the participants with a general understanding of the host nation. Participants were given the opportunity to address such issues and thus better their host nation. Nevertheless, some participants felt their country-specific instructors were too biased and not objective enough, which resulted in a skewed presentation of the host nation and its political, economic and social structures. This can in part be attributed to the fact that some of these instructors were government officials of the host nations and thus were not necessarily prepared to discuss any "negative" aspects of their country. This non-objective approach taken by some country-specific "experts" was frustrating for those participants since they had hoped for more information concerning both the positive and negative aspects of the host nation.

Developing Participatory Research Skills

People Development noted that one specific objective of the CIL training program was to Develop participatory research skills required to access information and resources.

Analysis

This objective of the program was partially met because participants were given information from WUSC regarding who to contact overseas and where to go to ask questions, however, there was never a specific session which addressed ways in which participants could access information and resources both in Canada or overseas that could aid them in their overseas assignment. The only suggestions of this nature given to participants were to make friends and contacts in the host nation in order to have an "inside link" to the community and thus resources within the community. The CIL training program did not address the process of developing participatory research skills. Nevertheless, it can be assumed that since all of the participants were
university graduates, that most of them would possess at least some participatory research skills and therefore could be assumed to be able to adequately access information while overseas.

**Non-verbal Communication**

Some participants noted that they wanted non-verbal communication skills to be covered during the CIL training program, however, this topic was never addressed throughout any of the training sessions or group discussions.

**Gender Issues**

Some participants indicated that they hoped that gender issues would be addressed during the CIL training program, such as differences in the work place.

**Analysis**

Gender issues were only minimally addressed during the health session with regards to female safety, however, there was no discussion of how males and females may differ in their experiences due to host nations’ prescribed notions of gender. In addition the professional environment as it relates to gender was not addressed during any of the large group discussions. Some gender issues affecting women in Vietnam were discussing during a country-specific session.

**Staying Healthy**

As a minimum standard, CIDA expects that the CIL training program will address the general basics of being prepared to travel abroad, such as health issues, visas, security, necessities to bring overseas. More specifically, at the end of the training program CIL documents suggest that participants should be able to:

- identify necessary health precautions for upcoming sojourn;
- formulate strategies for staying healthy during their sojourn.

People Development also stipulated that the CIL training program was to ensure that participants developed a personal plan for healthy living overseas.
Participants also expressed a need for health related information to be given during the CIL training program.

Analysis

In order for participants to develop a plan for healthy living overseas, the participants attended a health session. This session was designed to reduce participants’ anxiety levels and answer any specific questions, however, as noted by one of the trainers “these are not an anxious bunch of people…their comfort levels on health issues are quite high”. Thus, the health session was a very relaxed session, where a medical doctor addressed participants’ concerns and questions. The participants agreed that the health session was helpful and in general gave them a good sense of what they needed to know to stay healthy overseas.

Goals and Analysis for WUSC

WUSC’s primary objective for the pre-departure orientation program offered by CIL is

…to assist WUSC interns prepare for their assignments overseas. Specific objectives are to provide a basic understanding of the history, development and organization of WUSC; an awareness and appreciation of the Host Country, including its geography, people, culture and living conditions; a basic understanding of the adaptation process and of effective communication skills; health and insurance briefings; and an understanding of the administration procedures relating to their assignment


These objectives were accomplished by the CIL training program:

1. Provided an opportunity for WUSC organizers to discuss the development, organizational structure and history of WUSC
2. Provided participants with access to country-specific “experts” in order to gain information regarding their host nation
3. Addressed the adaptation process, through a discussion of the Sargent’s Curve of adaptation
4. Dealt with effective intercultural communication skills through a number of simulated activities, such as BAFA BAFA and Bargna.
5. Provided participants with information concerning health related issues through a health question and answer period
6. Provided the participants with an opportunity to meet individually with WUSC organizers in order to address issues of insurance, administration and finances. This
process gave the participants a general understanding of the administrative procedures related to their overseas assignments.

WUSC also identified several other expectations which they had for the CIL training program. They expected the training program to “answer the participants’ questions, to make them feel more secure, provide them with detail – very practical information on what they can expect, country-specific information, preparing them for culture shock and different cultures, how to work in different cultures, how to adjust to different expectation levels and to be flexible” (WUSC organizer).

The CIL training program accomplished most of those expectations since it did attempt to answer participants’ questions by maintaining a open dialogue with participants; reduce their anxiety and stress levels by preparing the participants for potential problems overseas; provide country-specific information; address the adaptation curve and the potential effects of culture shock, and how to deal with uncertainty and ambiguous situations regarding work assignments and expectation levels. The one component where participants could have used more guidance was the issues of working in a foreign culture. Work related issues were not adequately addressed in this training program, thus did not provide the participants with an understanding or set of skills they could apply to their professional work overseas.

The selection process for WUSC participants in the CIL training program was designed to identify candidates who possess some of the personality/behavioral characteristics outlined in the literature as necessary for intercultural success. While the basic selection criteria included being a Canadian citizen or permanent resident, being a recent university graduate (1-5 years), a maximum of age 30, and un- or underemployment, the selection process also included an in-depth interview process which focused on: past work experience, candidates’ strengths and weaknesses concerning overseas postings, motivation for working overseas, financial situation, adaptability, tolerance for stress and cross cultural sensitivity, interpersonal skills, work initiative, and planning and
organizational goals (WUSC Interview Report, 1998). Potential interns were then evaluated by the interviewers based on their perceptions of the candidate’s demonstration of the stipulated requirements. In addition, the interviewer is asked to “give an overall statement on you impression of this candidate and mention any suggested follow-up”, after indicating if a particular candidate is “Recommended” or “Not Recommended” (Evaluation Summary, WUSC Interview Report, 1998).

An interesting component of the WUSC internship contract is that it stipulates that the pre-departure training session, in this case the CIL training program, is mandatory, and that it is regarded as part of the assessment process for the interns. Thus, WUSC “reserves the right to withdraw the nomination of a candidate at any stage of the application process, including the pre-departure orientation, if they prove themselves to be unsuitable for personal or professional reasons” (Policy and Procedures Guide for WUSC Interns, November, 1997, p.4). This aspect of the selection process was noted by the WUSC organizer who with respect to the CIL training program noted “the training program is an opportunity for us to see the people we have selected and to make a last check on – ‘are we sending the right people’, because if there are people we are concerned about, at this point we can say ‘sorry you cannot go we realize you are not appropriate for this’. However, in this case we were very happy with the group, we thought they were working very together, they got along very well, they seemed to have a lot of fun. So we were very happy to see this” (WUSC organizer).

**Instructional Effectiveness**

**Experiential Learning and Adult Learning**

CIL wanted the training program to be designed so that:

The learning methodologies will include interactive and experiential learning activities, and will incorporate the principles of adult learning: experience, reflection, generalization and application. A successful program will seek to engage the learner by building on existing abilities of the interns, and employing a wide variety of learning methods such as: brainstorming; project drawing;
nominative group technique; case study; panel discussions; small group discussions; demonstrations; lecturette; simulation activities, etc. (Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program, p.1).

One of People Development’s specific objectives for the CIL training is to integrate the past overseas experiences of cooperants’ learning in the session, in addition to acknowledging participants’ previous overseas work experiences and creating a learning environment which is responsive and flexible. These objectives relate to the principles of adult learning and andragogy.

Analysis

The CIL training program employed these learning methodologies in order to facilitate both group and individual learning. Interactive learning actives such as BAFA BAFA and Bargna to involve the participants in their learning. As one trainer noted, “this game is about skills transfer, where you may be great at a set of rules and horrible at another” (Trainer). Overall, the game focused on the issue of assumptions about other cultures: as participants moved from table to table, similar to moving from one culture to another, they needed to abandon their cultural rules and adopt those of the host culture. One participant summarized this point by saying “I carried my assumptions [game rules] with me because I didn’t know anything else, but people changed as they arrived at each table. I just played the native rules”.

The CIL program used panel discussions, small group discussions, lecturette and simulations activities such as BAFA BAFA to meet the CIL guidelines. They did not use case studies or demonstrations. The principles of adult learning: experience, reflection, generalization and application were not always fully used in the CIL training program. Participants’ experiences were not sufficiently used as means through which participants could build on their existing learning in order to identify generalizations and applications of the teachings.

The reflection component of the adult learning cycle was weak throughout the CIL training, especially during a session dedicated to “professional development”. This session did not
provide participants with enough time to assess their skills in order to form accurate
generalizations and applications. One trainer noted this weakness in the program design by stating
that they had intended Day 4 of the training program to reflect their learning cycle (Present
experience \(\rightarrow\) Past experience \(\rightarrow\) Analysis \(\rightarrow\) Future application). However, the analysis stage of
this learning cycle had been too short and thus did not provide the participants with enough time to
examine their professional skills as they related to past and future experiences. There was no
discussion at the end of any of learning activities linking the skills addressed with participants’
previous personal or professional experiences either overseas or in Canada. There was no link
made between the new learnings and participants previous experiences. In this respect, People
Development did not fulfill the requirements of the adult learning cycle, principles of andragogy or
their stated objectives.

Nevertheless, responsiveness and flexibility were cornerstones of the CIL training program
due to the variety of organizational and participant needs. The program was flexible enough to
allow changes to be made throughout the week in response to participants’ comments regarding
program content and design.

**Learning Can be Exciting**

One of People Development’s special considerations for the CIL training program was to
make learning exciting.

**Analysis**

This concept was achieved as a result of all learning activities used throughout the CIL
training program. The CIL training program emphasized learning as a life long process, where the
participants would learn and continue to learn throughout their intercultural experiences, both
overseas and at home. The participants indicated that they were willing and eager to learn by their
quick responsiveness to group discussions, interactive games and trainers’ requests. They
demonstrated a keen interest in both the subject of intercultural communication as well as their specific host nation, by getting involved in the training program in every aspect. They participated in the activities with minimal coaxing, were quick to offer suggestions or comments in large group discussions and were friendly and pleasant with each other both during and after scheduled training sessions. The love of learning was demonstrated by these participants in additions to the training program's emphasis on life long learning.

Needs Assessment

CIL’s program outline stipulates that “it is essential...that for each program a needs analysis be conducted which includes an assessment of organizational and individual needs, and that the results of the needs assessment be explicitly reflected in the program design” (Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program, p.2).

People Development also states that they endeavor to integrate a number of special considerations within their program design, of which include needs assessment.

Analysis

An analysis of individual needs was accomplished by People Development through various consultations with WUSC organizers and the Net Corps coalition to elicit their views and needs. In addition, through a Needs Assessment Questionnaire administered to participants prior to attending the CIL training program, People Development was able to gather information concerning participants' needs. This helped the People Development trainers design a program which addressed the needs of everyone involved. For example, because of their correspondence with WUSC, People Development designed the program so that WUSC, and the Net Corps coalition could have their own orientation sessions on the first day. In addition, some minor changes were made to the program outline because of suggestions from these organizations. For example, one
trainer noted that after corresponding with one of the Net Corps partners, the term “expert” was removed from the program outline since this particular organization did not use that term and was uncomfortable with its usage in the program. The trainer noted that “not taking into account their needs would have resulted in failure…there are a lot of people who need to be pleased”. The best way to achieve that is by maintaining open lines of communication.

It is difficult to assess whether or not the participants’ views from the Needs Assessment Questionnaire were explicitly reflected in the program design, since many of their responses were very general and therefore were likely already present in the general program design outlined by CIL. Prior to attending the training program, the participants felt that the Needs Assessment Questionnaire was a good idea in that it took into consideration their needs and concerns and could thus “gear the training to the norm” (Participant). However, during the post interviews participants expressed that they were not sure if the Needs Assessment Questionnaire was beneficial for them. Some participants had requested on their Needs Assessment Questionnaire information on a specific health issue which was not covered in the training. While another participant noted that “I had some very specific country-specific questions, but knowing that there would be people there going to a whole bunch of places I didn’t bother to write them down”. When asked if this participant was able to have his country-specific questions answered in the country-specific training session he answered that only some of his concerns had been addressed. Another participant felt quite strongly about the uselessness of the Needs Assessment Questionnaire, he commented that “I didn’t see a point in the questionnaire, I thought it was stupid...because I think all the questions they asked us on the questionnaire will be covered in the training anyway, what do I know about training.” Another participant responded by saying that “maybe they would have readjusted the training if they saw ten people were asking a specific question other than what they had planned”. He continued “that is the key word, specific. The questionnaire has to be designed that way to elicit specific questions”. Thus, this participant felt that the questionnaire should have
asked more specific questions rather than being so general. Another participant agreed: “I think it allows for small changes, but I agree with you it is basically things they will cover anyway. They ask questions that will lead up to the answers that they were going to do in the training anyway. I think it allows for small differences and I think that is good, they can make some changes, but you can’t really change that much”.

Participants recognized why the Needs Assessment Questionnaire was used and how it could serve to guide the trainers, but they were at a loss to identify specific incidences where information they had requested on the questionnaire was addressed in the training program. In general they felt that the questionnaire did not really serve their needs.

**Design Methodology**

CIL requires that the CIL training program employ a design methodology that specifies: expected learning outcomes, activities designed to meet the learning objectives, and evaluation to determine the extent to which the learning objectives are met. (Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program, p. 3). People Development wants a daily Feedback Process.

**Analysis**

The CIL training program attempted to meet these goals; however, it was not as thorough as it could have been. While the learning objectives for the program as a whole were outlined to the participants at the beginning of the program (in addition to individual objectives for each training day); the participants were not given a clear sense of what they could expect to “know” by the end of the entire week or of an individual training session. The CIL program was not clear about the expected learning outcomes of their program and therefore left the learning results open for interpretation. This influenced the program’s ability to evaluate its success in attaining stated learning objectives since the evaluations were primarily based on participants’ self-evaluation.
Had the observed CIL training program been able to list for the participants what they would be able to achieve as a result of the training program or specific training session, the author’s position is that both the trainers and the trainees would have had a better sense of whether or not the participants were attaining the stated objectives and goals. In addition, by better understanding the participants’ learning outcomes, the trainers could have more easily addressed those individuals who were having difficulty in attaining a stated goal. Clearly indicating what a participant, at the conclusion of the training program, should be able to do provides the learner with a greater understanding of their learning expectations.

Since the CIL training program did not address specific learning outcomes for each training session, it was difficult to ascertain whether or not learning activities were designed to meet the learning objectives. Obviously, since each training day had a specific purpose such as “develop awareness of and practice interaction with ‘other cultures’, and identify/discuss key development issues” (CIL program outline for Net Corps and WUSC Global Challenge Interns – February 2-6, 1998), subsequent activities could easily be evaluated against such a general goal. In all cases the general theme of the day was achieved through the application of a number of learning activities, group discussions and country-specific sessions. However, learning activities could not be assessed based on their ability to elicit a certain response or outcome from the participants since there were no stated learning outcomes to evaluate the material against. In this respect, the CIL training program was weak in its methodological design and thus did not fulfill the requirements as outlined in CIL’s Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program.

The daily feedback process was not fully integrated within the CIL training program. While there were debriefing sessions each morning, summarizing the previous day’s learning, this program’s schedule was so tight that there was little room for program evaluation or personal reflection. Program evaluations were collected informally throughout the week by trainers
“checking in” with participants to ensure they were comfortable and at ease with the program design. Personal reflection was encouraged at every stage of the instruction and thus was accomplished at the end of each learning activity, rather than in a formal de-briefing session. Frequently throughout the week the participants were asked whether or not they felt a particular session was effective or whether or not they enjoyed a particular activity. Through a combination of member checking, informal discussions and short debriefing sessions, the CIL program did at least address the issue of gathering feedback and created an environment where participants could feel comfortable expressing their opinions, reactions or concerns.

**Preparation for Employment**

**Transition from Education to the Work Place**

CIDA outlined three objectives it hopes the Youth Internship Program would meet. The objective which the CIL training program is able to meet is to help recent graduates make the transition from an educational setting to the labour market. In addition, CIDA wants the CIL program to promote the goals of the Youth Internship Program, by looking at how the internship will help increase the students’ employable skills and provide contacts or jobs at the end of the internship.

CIL stipulates that their pre-departure training programs will encompass a program design which:

...address[es] the intercultural performances required by the interns to successfully complete the internship and maximize the learning gained through the internship and international experience, thereby contributing to the impact of the long-term career-related employment or self-employment for youth (Outline of Intercultural Effectiveness and Pre-Departure Program for CIDA Youth International Internship Program, p. 1).

**Analysis**

Since the CIL training program is designed to help youth prepare for an overseas work assignment and integrate in to the work force upon return to Canada, the program is successfully
meeting CIDA’s requirements for helping to bridge the gap between school and work. The CIL training program also meet CIL’s goals by addressing issues such as cross cultural communication models, health and adaptation, in addition to providing participants with an opportunity to make contact with their sending agency and clarify any logistical problems. Thus, contributing to the likelihood that participants would be equipped to successfully complete their internship, maximize the learning gained through the internship and be able to apply the overseas experience to their long-term, career-centered employment goals.

Development of Professional Skills

A program goal for the CIL training program, indicated by all four organizations and participants alike, was that the program should help participants develop professional skills in order to increase effective communication between the intern, the host organization and their sending agency. In addition, CIDA wanted the participants to learn to work in a cross cultural team and how to adapt those skills into their internship. CIL hoped participants, at the completion of the program, would be able to select appropriate strategies for implementing the internship overseas. People Development had the specific objective of exploring the workplace environment, while “creating a ‘learning’ approach to the experience of ‘doing the assignment’”, where the intern could transfer their skills into the overseas environment. People Development’s overall goal was “to develop knowledge, skills and attitudes needed to continually learn and function in an effective way personally and professionally while on assignment in another country” (Pre-Departure/Intercultural Effectiveness Training Workshop for WUSC Cooperants 1998, p.2).

Analysis

When asked whether or nor they felt that the CIL training program met CIDA’s requirement for instructing how to work in a cross cultural team, the participants responded with a resounding “yes”. The participants felt that the CIL training program helped them understand what
it is like to work with a cross cultural team because they were exposed to differences among the participants within the group, primarily with regards to Francophones and Anglophones. As one participant noted, "...we thought it was so awesome to have that sort of thing, dynamic, going on when you are talking about cross cultural experiences, and to have that going on in a group, especially for me as pretty much Anglophone and to try to communicate with somebody who is almost maybe totally Francophone is a really good experience about language barriers and how you 'work that' when you are in a different setting. I thought it was cool, we didn't know if they did it intentionally or not". The Francophone / Anglophone mix was very well received by most participants since they felt it did contribute to their understanding of another perspective and how to prepare to interact with others who are both linguistically and culturally different from themselves. In this respect the CIL training program did serve to expose participants to the differences and challenges of working with a cross cultural team as well as learning techniques that can be applied when overseas, thus meeting CIDA's first objective.

As several participants noted, the CIL training program did not place enough emphasis on the professional sphere and thus did not prepare them to deal with the realities of their work environment overseas. One participant expressed her dissatisfaction with this aspect of the program by stating "we didn't talk about work, they didn't focus enough on the professional / workplace. The cross cultural relations at work were not met because there was no talk about work. ...But we couldn't cover it because no one had a work definition. I understand that it is very unlikely that we would have a work definition, but you have to find another way, we can not just escape the subject and avoid it all the time". This participant felt that the program focused too much time on intercultural communication issues and lacked specifics on dealing with the intercultural workplace environment. Another participant reiterated this point by noting that "I don't mind about not getting the details of where I am going to live and things like that, I can live with that, but as far as our work part of it goes and the environment you will be working in, I
would have liked details...because I don’t want to make a faux pas that will be a ‘nuisance’ for the rest of my work there”. In particular, this participant felt that her questions regarding gender relations in the workplace were not adequately addressed and was therefor upset with the level of information she received. She wanted her country-specific “expert” to address the experiences of women in the workplace in her host nation. She felt that she could have been told “what other foreigners have done and what it has meant for them...even if it doesn’t happen it still prepares you, at least you have an idea of what could happen”. In this respect, the CIL training program did not satisfy the requirements of adequately preparing the interns to function professionally in their overseas work environment.

While participants felt that they were better prepared to travel overseas, almost unanimously they acknowledged that they knew very little concerning their actual overseas workplace and their assignments. In this respect, it would be difficult for them to implement their internship overseas, since many of them were still unaware of what they would be doing and what their employment responsibilities would entail in the host nation. One participant noted that even the sending agency, WUSC, appeared not to know very much information about her assignment and of what they did know, they did not want to divulge too much information. This participant found this strange and quite secretive. It would be therefore hard for CIDA, CIL or WUSC to expect participants to be able to adequately implement their internship overseas, if their sending agency can not even provide them with information concerning whom they will be working for and what they will be doing. One participant’s comments summarized this situation by stating “for me and probably for a lot of people, my job is no more clear now than it was before I came here. The only reason for this is, and it has nothing to do with the effectiveness of the orientation, they are just answers WUSC does not have for us”.

The CIL training program attempted to teach participants interpersonal skills which could be employed as professional skills overseas, such as open-minded attitudes, respect for others, and
tolerance for ambiguous situations. There was never a discussion of behaviors or skills which would be useful in a cross cultural work environment. There was no role playing of potential work situations or a discussion of conflict resolution, negotiations or international management styles.

While professional skills were not adequately addressed during the CIL training program, which made it difficult for the participants to apply their learning to the overseas work environment. There were several opportunities for the participants to learn more about their overseas assignments, through interactions with WUSC organizers, therefore increase the likelihood of understand their job requirements, contractual agreements and host organization.

In relation to People Development’s goal of “creating a ‘learning’ approach to the experience of ‘doing the assignment’”, where the intern could transfer their skills into the overseas environment, the CIL training program partially met this requirement. Since many of the participants noted that they felt that would need to take a more relaxed approach to their overseas assignment and therefore “wait and see” what the workplace environment was like, the objective of approaching the intercultural assignment as a learning experience was met. However, because no professional skills were instructed in this training program, and there was no discussion of participants’ professional skills, participants were not clearly directed as to how they could adapt and transfer their professional expertise into their new overseas work environment.

Uncertainty about Job and Going Overseas

Participants wanted the CIL training program to reduce their uncertainty about working and living overseas.

Analysis

Many participants felt that the CIL training program did not provide them with enough information about their job and job placement overseas, and therefore did not prepare to work overseas. One participant’s comments summarized this situation by stating “for me and probably
for a lot of people, my job is no more clear now than it was before I came here. The only reason for this is, and it has nothing to do with the effectiveness of the orientation, they are just answers WUSC does not have for us”.

This uncertainty in job placement and assignment expectations can add anxiety and uncertainty for the participants at a time when they are already quite stressed. One participant noted that she felt uncomfortable with this uncertainty, stating “I understand that it is not there [WUSC’s] fault when they don’t have the information, but I’m leaving in a few days and I still don’t know where I’m leaving to. I’m getting a little stressed out”. This type of travel information is crucial in being able to reduce participants’ anxiety levels and thus be able to focus their attention on learning other components of the training program. As noted in the Overseas Service Bureau’s evaluation of their pre-departure briefing program, this effect of the training program is in conflict with the literature on pre-departure training which suggests that training programs aim to increase participants’ self-confidence and reduce anxiety, since “this can positively impact on a person’s ability to adapt to another culture” (Overseas Service Bureau, Summary Report: summary and recommendations, 1994, p.8).

On the other hand, one participant felt that it was good that WUSC had made their assignments vague, since “at least then if you are someone who is like ‘this is how it is and this is how it is going to be’, you don’t get there and hit this bomb shell [when it is different]”. Some participants just began to deal with the unknown by realizing that they were the ones who would have to answer their own questions once overseas. As one participant noted “what I found myself thinking was that after the second day and being confronted with these questions of what am I going to be doing over there, it didn’t really matter all that much anymore… everybody has their own opinion of what it is [going to be like], but when it comes down to it, in my mind it didn’t really matter anymore because I am going to find out [on my own]”.

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Other Agency/Participant Expectations

General Agency Expectations

CIDA hoped that the participants in the CIL training program would:

- Know that the goals of the program is employment with a development focus
- Set goals for themselves through their internship and to follow through with them
- Have a constant monitoring of goals so that when they return from their internship they are able to measure their success based on the indicators they developed through their briefing session beforehand.

Analysis

With respect to CIDA’s YIP and its employment driven focus, many participants felt that this focus of the training was subtly reinforced throughout the CIL training program. They felt that there was a general sense that this internship was geared towards finding employment. One session in particular that attempted to link participants’ characteristics and experiences to employment was a session where participants were asked to complete the Work Horizon Self-Assessment. One participant she felt that ‘judging our behavioral qualities on that sheet was an obvious attempt at trying to get us to think about our career goals and preparing us for something. I don’t know how effective it was…they kept mentioning [that] …they really wanted us to come to the debriefing because they would help us get things sorted out and get going towards a career goal”. In this respect the CIL training program did meet the objective of CIDA to adequately address the employment focus of the Youth Internship Program.

Many participants felt that the CIL training program did not contribute to their development of career goals since most of them already had professional goals established prior to attending the training program. When asked if there was a link between what they [the participants] were doing during the five day training program and developing a career plan for when they returned to Canada, comments included: “this session had nothing to do with that”; “…I wouldn’t formulate my professional goals based on this training”; “It [the training program] fits into what I want to do, but is wasn’t like I came here with absolutely no idea and left saying that I
want to go into international development”; “It was already part of what I wanted to do so it
enhanced it but I don’t think it helped me choose a path”; “By virtue of the fact that we all applied
for this program we have a direction, so this doesn’t do anything… [but] it did open my eyes to a
few more opportunities in terms of international technology… that is what I would maybe start
moving towards”. Thus, in general the participants felt that they did not develop any new career
paths due to attending this training program or learning about the employment focus of CIDA’s
Youth Internship Program, but some participants did use this training as a time to refine their
career objectives and possibly incorporate other career options into their already established career
aspirations.

The Synthesis worksheet addressed the issue of setting goals both for the overseas
assignment as well as professional career development, since participants specified their objectives
for the Internship. This worksheet referred participants to investigate and examine their own
objectives for this overseas assignment as well as those objectives related to their career paths.
Unfortunately, this session was not accompanied by a sufficient amount of “debriefing” the
participants simply filled out the forms with little group discussion, therefore missing the
opportunity for the participants to find links between their stated objectives and possible
applications of those objectives overseas as well as upon return to Canada. As one trainer noted,
the addition of a learning activity (a mock interview session) after the completion of the worksheet
resulted in “going a step too far”. He notes that “it would have been better for the participants to
reflect on how they rated their professional skills, the interview could have been left out all
together”. In this respect, the training program did not guide participants in monitoring and
identifying their goals in order to be able to assess their successful achievement upon return to
Canada. Therefore, the CIL program did not meet the final program goal identified by CIDA.
Increased Awareness of International Development Issues

Two of CIDA's general objectives for their Youth Internship Program are:

- To increase the number of young people who are aware of international issues and can help to develop this knowledge among Canadians;

- To increase the number of Canadians who can respond to the challenges of a global economy, especially in emerging fields of interest to Canada, developing countries and countries in transition.

CIL indicated that hoped the participants in their training program would receive an overview of Canada's role in International Development. Related to the goals outlined by CIDA and CIL, People Development indicated that their specific objective for the CIL training program was to explore the history of development policies and the concepts of co-operation, partnership and sustainable development in relation to participants' projects.

Analysis

By funding coalitions such as Net Corps and NGO's like WUSC, CIDA is providing an opportunity for young adults to do developmental work abroad, thus inevitably increasing awareness of international issues among interns. Because a diverse range of organizations receive CIDA funding, there are youth internship programs in all sectors of the economy, not just in the traditional fields of international development, education and environmental studies. Students from a wide range of academic background, including the emerging fields of communications and information technology, are able to participate in overseas assignments which are equipped to respond to the challenges of a global economy by linking the needs and interest of host nations with those of Canada.

The CIL training program addressed Canada’s international development role during an afternoon session on the history of Canadian development policy and a discussion of “what is good development”. While this session addressed the issue of international development and sustainable development, it did not provide an in-depth analysis of the issues and therefore was no very useful
to the participants. More than one participant remarked that they felt this session was “pointless” and they felt that this issue could have been better addressed through preliminary readings prior to the discussion and some theoretical framework, rather than just “skimming the surface”. Since there was no link made between what the participants would be doing overseas and development work, the participants were not able to place their assignment within a broader context. It was noted by one participant that she felt that there should have been a discussion of what the participants’ roles were in the larger scope of international development. She noted “we touched a little bit on the concept of development and what is co-operation. For myself I hated it, but I know for others maybe it was effective. I though we should have had conference people, experts from CIDA or other international organizations there to talk, explaining on a broader scale what we should be doing…there wasn’t enough emphasis on the [overseas] work and what the work represents as part of the whole picture”. Thus, while there was a discussion concerning development issues there was no link made between these broad concepts and the actual “grass roots” work many of these participants would be doing.

**Identify the Roles and Expectations of Partners**

People Development noted that they had a specific objective for the participants in the CIL training program to:

- Find out about the [sending] organization and about its policies in developing countries
- To identify roles and expectations of all partners

WUSC noted that it expected the CIL program to allow participants to meet with WUSC organizers to learn more about their assignment, their responsibilities and WUSC’s expectations of them. Participants mentioned that they wanted information regarding CIDA’s role in their internship and WUSC’s expectations of them.
Analysis

During the CIL training program participants were able to learn about the policies of their sending agency [WUSC] and to meet with organizational personnel to clarify their overseas assignments. This process allowed the participants to learn about WUSC, their role in international development and what was expected of them as "ambassadors of Canada" while overseas. Many participants noted that enjoyed this aspect of the training. As one participant noted "On the first day the Director came and explained the structure of WUSC and I thought that was very very good. It was nice to know we could talk to her". This presentation by the Director of WUSC provided the participants with the necessary information and opportunity to fully understand WUSC's role in developing countries as well as the internships' placement in that process.

Nevertheless, some participants were disappointed that the CIDA representative did not remain after her presentation to answer questions about CIDA's role in their internship and the possibility of later job opportunities upon successful completion of their overseas assignments.

Other Participant Program Expectations

Participants noted they wanted the CIL training program to provide them with information concerning: insurance, non-verbal communication, major differences between cultures, dos and don'ts, gender issues, preparing to work overseas, CIDA's participation in this program and job possibilities.

Analysis

The CIL training program dealt with some of these issues. The issue of insurance was addressed during individual consultations with WUSC organizers; non-verbal communication was not addressed during the CIL training program; differences between cultures were somewhat addressed during country-specific sessions, where there was a comparison made between the host
nation and Canada; a dos and don’ts list was not generated for the participants, probably due to the variety of host nations represented in the group’s overseas assignments; gender issues were only minimally addressed during the health session with regards to female safety, however, there was no discussion of how males and females may differ in their experiences due to host nations’ prescribed notions of gender; preparations needed to work overseas were only minimally addressed in that personal skills, such as effective communication, were assumed to enhance professional interactions. No formal discussion of professional skills or management techniques needed to work overseas was undertaken; a CIDA organizer did make a very brief presentation of their role in the participants’ internship, however there was no link made between their overseas assignments and potential employment with that agency upon return to Canada; job possibilities were only addressed to the extent that participants were informed that upon return to Canada their sending agency would help them seek employment. No specific professional opportunities available to the participants were addressed in the CIL training program.

As one participant noted in his Needs Assessment Questionnaire, he wanted to “have a general theoretical understanding of life overseas – the practical comes later”. This comment summarizes the approach the CIL training program took in addressing participants’ concerns. The training addressed participants’ concerns as best they could and then stressed to the participants that any unanswered issues would become clear later while living overseas. The trainers stressed the fact that the CIL training program was only a general framework from which to gain information, but that the real application of the learning would occur when the participants were overseas, experiencing the foreign culture for themselves.

In general the participants indicated that they were pleased with the training program and that in some cases they were pleasantly surprised that they “took away” as much as they did.
Conclusion

In conclusion, all four organizations (CIDA, CIL, People Development and WUSC) generally met both their organizational and specific objectives for the CIL training program.

Despite some weaknesses in the program, overall the CIL training program accomplished what it was designed to do – provide participants with a general background to intercultural communication issues, the adaptation process, country-specific information and learning more about themselves.
Section 3

Other Findings

Participants expressed a number of opinions with respect to the CIL training program’s length, design and usefulness. Their comments are beneficial in understanding how meaningful and useful the CIL training program was in meeting the needs its participants. In general, most participants were pleased with the CIL training program, since they felt that the program prepared them to travel overseas. Nevertheless, a large potion of the participants noted that while they felt better prepared to deal with a cross-cultural experience, this training program did not teach them any new information. As one participant noted

"This whole week I think was fantastic, I think it was great, but I don’t know how much I actually learned over this whole week to be perfectly honest. I have traveled a bit to different countries, so I have had a little bit of experience with those kind of things, so most of the things that we talked about I was aware of. Going through this just kind of brought them back up and made me think about them more than I would have if I was just sitting at home, which was good, just to make me think about them, but it wasn’t anything that I had never thought about before, that I wasn’t aware of."

Another participant agreed with this response and commented “maybe this is just a bit more of a luxurious way to do your preparation before you go. You have someone leading you and guiding you in steps I think most people would take on their own”. Another participant also reiterated this point by stating “I didn’t learn anything new, especially not in the study of intercultural communication, but what I learned is experiencing it with others and living it, getting prepared mentally to leave...so it is the experience of it I think”.

While some participants may not have acquired any new information by attending the CIL training program, there was a general consensus that the participants felt they were more prepared now to go overseas than they would have been had they not attended the training program. They
felt that they knew more about themselves, rather than about specifics of their overseas assignment, which according to one participant “in the end is more important, the other stuff will come later”. However, one participant questioned the necessity of such training due to it high cost. He commented “a good question for me and for people putting on this sort of orientation, is its cost effective? God knows how much the hotel, taxi cabs etc. cost. Is it worth is for that little bit? I am certainly more prepared now, but is it worth all that money?”.

**Length**

With respect to the length and design of the CIL training program participants noted that they felt that while the actual instruction of many of the topics could have been reduced, the overall length of the program was necessary in order to develop the strong group interactions and camaraderie among the participants. As one participant noted “on the slightly negative side…I think the games were fun but at the same time it took a very long time for them to get their messages across. For example, the cultural iceberg and the BAFA BAFA game. I love playing it, but it was a fairly simple idea, we were all aware of what’s going on and technically didn’t have to take the full morning that it did”. Another participant responded to this issue by commenting “I would concur with what you said, I think the whole thing could have been done in a shorter period of time, which has implications for cost effectiveness. I would agree with what you said, sometimes the games were very effective in getting across a certain point, but maybe they took too long for the nature of what that point was to come across. At the same time if the games were shortened perhaps you wouldn’t get anything”. Thus, it was often the subtle, underlying messages which developed throughout the instructional events which provided the participants with their learnings, and which may have been lost had the instructional activities been too quick in their delivery.

A recommendation by some of the participants was that WUSC should have sent them some of the written material prior to attending the training program in order to be able to reduce
the length of time required for some activities and to increase their ability to fully participate in the
group discussions. As one participant noted “it would have been nice to have listed all the stuff
that you need to pack or don’t need to pack, instead of having a session sitting around and
discussing this, and to send the list out in the mail…two months before, when they know you have
been selected”. Another participant felt that “they should have totally sent the whole package, the
Vietnam thing, whatever, all these things should have been sent when they find out you have been
selected”. “They sent me a package, so I don’t know why they couldn’t have included these kinds
of things” (participant). As one participant noted “if I had know more about the country I am
going to I would have gotten more out of the resource people, I would have known better what to
ask”.

One participants suggested that, had they shortened some learning activities, they could
have included a more detailed discussion of developmental issues: “I felt that if you are going to
talk about development you need to talk about it for a little bit more than put up some buzz words
on the board and talk about them for five minuets. I guess there is not enough time to do all that
kind of stuff, but like everybody else was saying, if they cut down on some of the other activities,
they could take a really long time and if they wanted to, talk about development. There could have
been enough time to do it”. As noted above, it was often the slow development of the instruction
coupled with the positive group interactions which contributed to the participants’ comfort levels
and thus enhanced their learning. As one participant noted “one thing that I think might be an
advantage is having the full four and a half days. We have been talking about how the interaction
between all of us was important. If it was only three or two days long, it wouldn’t be the same level
of interaction, at that point you are still complete strangers”. Thus, it was the slow, long
development of group interactions which contributed to the group’s learning ability and their
feelings of being better prepared for their assignments, rather than simply the efficiency of the
learning activities and their abilities to convey specific teachings.
According to the organizers, the CIL training program lasts three days to address issues such as adaptation and effectiveness overseas, while the longer sessions are designed to deal with organizational issues. A CIL program trainer noted that this program length was chosen because “this is a learning process…it takes people time to adjust and participate in group discussions. 1 day is only a quick hit. 3-5 days seems to be the ideal time for people’s learning and tolerance level. This has been gathered from my past experiences instructing similar training programs” (trainer).

When the CIL Program Should be Administered

Many participants expressed that they felt that the point at which the pre-departure orientation program was administered should be as close to their departure date as possible. In contrast organizers felt that the CIL training program ought to be administered early enough to allow participants time to absorb and ponder the information presented in the training program prior to traveling overseas. One organizer noted that “the briefings are usually given to the interns just before they leave for their internships, which really defeats the purpose because they don’t have enough time to prepare themselves, following the tips they receive during the briefings. There needs to be a longer period of time between when they are prepared versus when they leave…so as soon as they are recruited they should go right into a briefing”. She continued that not having a time delay in the training program “defeats the entire purpose of having a preparation session”. She noted that this has been a complaint of some of the participants in other Youth Internship pre-departure training programs, in that they have noted that while they learnt “a lot of great things” they were unfortunately unable to apply them since they were departing only a couple of days following the training program.

Another organizer stated that “a problem as whole, not just with this program, is that many training sessions occur just before departure overseas, and concerns arise that there is not
enough time to digest the information, no time to reflect on the questions, no time to prepare – not even time to shop for what might have been suggested”. This issue is a concern for the organizations involved because they feel that it impedes the CIL training program’s success. One organizer suggested a reason why the training sessions have been conducted so close to interns’ departure dates is that “in the past the Canadian executing [sending] agencies have had great difficulty in recruiting interns and giving them the time before departure…usually an intern is selected and less than a month later they are gone, so there is little time for that preparation to take place”. However, as another organizer noted, while the training program should be administered early enough so that there is time to absorb the information prior to leaving, many participants wanted their plane tickets in advance so they could leave right after the training program and have some time to travel before beginning their overseas assignments.

When asked about when they thought the training program should be administered, many participants felt that attending the training program close to their departure date was ideal. One participant noted that had the training program been held earlier she would not have been able to attend since “I just quit my job a few days ago, I would not have quit a month before leaving”. And when asked if she felt that she would have been able to have taken five days off work to attend the program she responded “no”. Another participant expressed that she felt that the training program should not be administered earlier because “I think it would be really sad, I would feel sad for the people who still have two or three weeks in Canada before they leave…you are building so much towards departing, you are thinking about it all the time, you are talking about your country and then you go home and have three weeks before you leave, that is so anti-climatic. I am just dying to go right now!”.

When mentioned that some organizers felt that this training program should be administered earlier in an effort to provide more time for reflection and digestion of the information, one participant responded by stating “how much time do you need to repack your bag
and think about what was learned, and if you haven’t been thinking about it all week, then is an extra few days really going to help?”. Another participant noted that she felt that the training program should be held close to when participants depart overseas due to the social aspect of the training program. She felt that the CIL training program was a stepping stone to the interactions encountered overseas and would be helpful for her transition into the host culture.

**Benefits of a Bilingual Program**

The CIL training program was unique in that both Francophone and Anglophones were integrated within this program. This language mix was positively received by everyone involved. The trainers, participants and organizer noted the exceptional interaction of these two language groups, demonstrating the participants’ abilities to adjust to cultural difference and remain tolerant, open-minded and respectful of others different from themselves.

The participants unanimously noted that they were extremely please with the fact that the CIL training program integrated both language groups. When asked to comment regarding this aspect of the training program one participant stated “I was very impressed and I really liked it. It was very good. Everyone made an effort. The Anglophones made a real effort to speak French and not because they had to, but because they wanted to. On the last day when we reflected on the whole training program, that came up a lot, a lot of Quebecois had never met Anglophones”. One bilingual Francophone participant expressed that she had originally felt that the mixture of the two language groups was “too repetitive” in the instruction, but that after hearing several Anglophones express their pleasure with the mixture, she reconsidered the effectiveness of this interaction on others within the group. Another participant also placed himself in the “shoes of others” by considering the effects of the training program on Francophones. He noted that

I agree with you that I think it is extremely beneficial any time you bring people of different cultural backgrounds, you learn a lot from that, and I think that might outweigh a lot of the problems, but at one point something was being talked about primarily in French and then there was a little English translation and I wasn’t
sure if they translated everything. Then I found that it [the training] seemed predominately to be done in English, so then I began thinking, well what about the people who don’t speak much English. Do they think they are missing stuff when there is five minuets of English and thirty seconds of French. So I began to pay attention to that during the session...I was wondering was everyone getting the same thing out of the sessions because they seemed to be conducted predominately in English (participant).

This demonstration of understanding and placing oneself in the position of others is indicative of what cross-culturally-bound individuals should demonstrate. An openness and respect for others different from yourself is crucial in cross-cultural interactions and the CIL training program provided an opportunity for participants to enhance and expand their abilities in this arena.

In conjunction with positive language group interactions, the participants in the CIL training program also demonstrated respect and tolerance for each other regardless of their culture, ethnicity, gender or age. The participants were friendly with each other, open and polite to one another. Consistently throughout the post interviews, participants, trainers and organizer pointed to the positive group interactions as an indicator of this program’s success. Many participants noted that it was the group interactions which really made the CIL training program memorable for them. As one participant noted “the interaction had a lot to do with enjoying this week because you know that these people were going through exactly what you are going through and they have some pieces of information that you don’t have so you get to exchange that. I got a lot of information on my country from my colleagues here. So I mean if I had done this training with people who weren’t doing the same thing [as me], like if I was going alone, maybe I would have missed out on a lot”. Another participant noted “I think it is an exceptional group of people [here], you don’t meet people off the street and put them in a room and have so many cool and awesome, open, amazing people. I mean this is such a good group, I don’t think there is anybody who is isn’t part of this positive group interaction, I think that helps”.

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Another participant commented on the group's respect and tolerance for each other noting "when we had the group games everyone always listened when someone talked... everybody listened before they did anything... I found it uncanny".

According to one of the trainers, he felt that the objective for the group to meet, interact, bond and learn from each other was achieved throughout the CIL training program due to the positive interactions between participants. He continued by noting that it was the smooth integration of Anglophone and Francophone participants which demonstrated the groups' ability to interact with one another. He commented that "the key indicator for that success for me was that informally these people decided to get together and almost everyone came out for a party. This was a key indicator that this group bonded and that language was not an issue. So I was really pleased to see drunken, hung-over people this morning, it was a measure of success" (trainer).

An organizer who attended portions of the CIL training program also noted that she felt the group demonstrated a very positive dynamic, especially considering the mixture of language groups. She noted from her observations that the participants "seemed to have gotten along just great. They seemed to have enjoyed each other". With respect to the integration of the two language groups, she felt the group interactions indicated the participants' flexibility and tolerance for others. She noted that this integration "seemed to have gone very well. That is actually one of the things we are very happy about, [even though] a lot of it took place in English... I thought they were very flexible. Even the Anglophones I heard speaking French. I thought it went well". When asked if she felt there had been any problems concerning this integration of language groups she mentioned that she was aware that some Francophone participants had felt that they may have missed some information since the majority of the training program was conducted in English, but she noted that "from what I saw they didn't seem to be too upset about it, my impression was that they were pretty flexible and accommodating about this, which is nice" (organizer).
Strengths and Weaknesses of the Program

During the post interviews, participants, trainers and organizers were asked to state the greatest strengths and weaknesses of the CIL training program.

Participants enjoyed the group interaction, the BAFA BAFA game and in general the entire session. However, they did not like the interview session which they felt was “out of place”. The problem with this activity was that it was held at the very end of the fourth day of training, which had already been a very “heavy” day intellectually and the participants were just too tired and “giddy” to fully participate in this activity. The result was a “comedy show” where the interviews consisted of outrageous questions posed by the employers and even more outrageously funny answers by the interviewees. The entire group was in hysterics! Unfortunately this outcome had not been the intent of the exercise.

The participants referred to this interview activity as the greatest failure of the program, noting that had that session been held on another day they may have been more serious in their participation. “When we were in our group trying to figure it out [the activity], we came up with some ridiculous scheme of what kind of interviewee I was going to be…and the groups was like ‘totally go for it, its the end of the day we need some laughs, comic relief’”. However, some participants felt that the entire activity including most components of the training day could have been eliminated from the program altogether. One participant noted “I don’t think that [the whole day] should have happened, I didn’t get much out of it at all”. There was general agreement from the group that at least the interview session was out of place. As one participant noted, she felt that the interview session was not necessary since “we got a job for the next six months so we don’t need to do an interview right now. Maybe if they did it afterwards, after the six months that seems like a more appropriate time to do it than right now”. Another participant reiterated this point noting that the one component of the training program which she disliked most was “…the resume stuff. Nobody really wants to think of getting a job when you’ve got the next half year filled. I
would have scrapped that part”. The actual practicing of the interview was not very practical for
the participants, however, if nothing else “we got a good laugh out of it” (participant).

The trainers also noted that they felt that the interview session was the weakest
component of the program. When asked what component(s) of the training program they would
change for next time, the trainers noted “don’t do the job interview”, “the interview session didn’t
work very well, there was a design problem, we should not have done that [activity]…the interview
could have been left out all together”. When asked why he felt that the fourth day of training,
geared to professional skills, did not meet the program’s goals, the trainer stated that “I think we
had the sequencing wrong during the day. We went too far with the practice of the interview
before we developed a discussion amongst themselves…we didn’t give them enough time for
analysis of their skills before we put them in the application of those skills—the interview session”.

Nevertheless, the trainers felt the most successful components of the CIL training program,
in addition to the positive group interactions, were the BAFA BAFA game, the Sargent’s Curve of
adaptation and the discussion session concerning cultural values. These responses correspond with
the participants’ observations.

The participants noted that the employment focus of their internships upon return to
Canada was not a significant factor in their decision to participate in this internship program.
They noted that the de-briefing session which they will attend upon return to Canada and which is
designed to aid in finding full-time, career-related employment, is not very important to them. As
one participant noted “I can find a job on my own. This was not an incentive to go to the program,
but it will be great to see everyone again”. Another participant noted that she will not rely on her
sending agency’s services to find her a job, by noting “I will take what they have to offer, but I
think I will go like I usually do and do my own thing”. Generally, the group that they felt the same
way. However, one participant who had been quite disappointed with the CIL training program's
lack of attention to professional and work related issues, noted that the de-briefing program upon
return to Canada “is very important, because I’m really counting on that to know how to act with this experience. I want to find a job in my area and I hope they provide the services like they told us. I don’t think they will do anything and for me that is stressful. I would have liked to have been reassured knowing that when I come back there will be more than a de-briefing. I think most people took this internship because they want to find a job”.

Obviously this participant’s motivations for participating in this program were considerably different from the rest of the group. While most participants noted that the possibility of later job opportunities was not a reason why they chose to participate in the WUSC internship program, this participant noted that “it was the first reason”.

This participant participated in this program for its potential in providing her with job opportunities, contacts and security. She was skeptical that she would be able to find employment upon return to Canada, stating “I’ve worked abroad before and it is extremely difficult to sell that experience when you come back…we are always too young. I would have liked them to tell me there are possibilities for me when I return”.

In addition to what components of the CIL training program they liked or disliked, the participants commented on the instructional design of the CIL training program. The CIL training program consisted primarily of instruction conducted by the trainers, followed by small group discussions concerning the topic area and concluding with a large group discussion of the relevant points. This format was used consistently throughout the program. In general, the participants felt that this was a favorable format to use, as one participant noted “I thought they did it pretty well, I don’t have any complaints, I like group work and I found that to be really cool and they never lost my attention, except for yesterday [Thursday]”. However, another participant felt that more teaching aids could have been used; she noted “I would have like more supports, I think that they could have had more maybe when they talked about our countries, they could have thrown everything in, listen to some music, get you into it, even though my country-specific expert brought pictures and a video I would have liked more, to get you into your country”. In addition,
participants felt that this instructional design permitted all different types of learning styles to adjust to the instruction. One participant noted “I think that different learning styles would have adapted within that framework, because there are people who are observatory learners, and they did have the option to basically observe, whereas people that jump in and take control, they had the option of doing that. In a way it wasn’t a deliberate attempt to adjust, but I think that it was fairly loose...just being in a group, people sort of take on different roles with a group, so that means everyone is sort of able to adapt”.

Closely related to the program’s instructional design was the trainers’ ability to successfully administer the CIL training program in a fashion which would encourage and motivate the participants to learn. For many of the participants the trainers really made the program enjoyable: “they knew how to keep our attention, they knew how to talk to us”. Another participants noted that “we could see their experience in their teaching, since they have been in every country we are all going to, they could add in these little comments ‘watch for this, do that’, it helps having examples thrown in it makes you believe that they know what they are talking about, that they can help us”. The participants felt that the trainers were effective in their instruction as well as their abilities to relate and respond to their needs.

**Opinions about Country-specific Sessions**

Many participants indicated their disappointment with the country-specific sessions. Which did not provide enough practical information for them to apply to their internships. The participants demonstrated tolerance for this lack of practical information by resigning themselves to the fact that much of what they needed to know would be discovered overseas. One participant who had a particularly unique experience with her country-specific “expert”, since he was the high commissioner to that country and thus only spoke of the positive aspects of the host nation, noted that “I don’t really know how to feel about it now, I’m just like, well I’m just going to go and have
my own experiences. So I mean they were useful in terms of general information, like temperature and like that kind of stuff, but nothing I can take away and use”. Another participant confirmed this was also the case with his country-specific session, since the “expert” was too biased about the host nation and could have “thought about his experiences and maybe had a more objective view” (participant). Yet another participant remarked that she was very disappointed with her country-specific session since one expatriate who was to speak with her never arrived for their session and the other country-specific “expert” was that country’s Ambassador to Canada who did not want to discuss political issues at all. The participant noted that “the Ambassador was more or less very biased. What he told me was not very useful. I asked him about some riots which occurred a couple of weeks ago and he denied them... I was very disappointed”. This lack of practical information, both within the realm of cultural and political issues, as well as general knowledge needed to function in the host nation, hindered the participants’ abilities to meet CIL’s expected outcome of acquiring a better understanding of the social, political, economic, cultural and environmental milestones of their host nation.

While many participants expressed their dissatisfaction with their country-specific sessions, this was not the case for all participants. Due to the variety of host nations represented at this training program, participants had very different experiences from one another throughout the week. Thus, it is beyond the scope of this research to make conclusive generalizations about any aspect of the CIL training program since the views and opinions of the research participants about the program span a wide spectrum. This thesis will not simply express the views of the majority, but -- by remaining consistent with a qualitative approach -- will express the views of everyone in order to represent the full array of participants’ experiences at the CIL training program.
Relationship to Cross-cultural Effectiveness

During their post interviews, participants were asked to comment on the behavioral characteristics necessary for effective cross-cultural communication. The participants demonstrated a number of these characteristics throughout the training session, by being tolerant and respectful of others as well as demonstrating a tolerance for ambiguous situations. Participants felt that the majority of the behavioral characteristics outlined in the literature are difficult to assess. They felt that the interview process which selected them for the WUSC internship program was really designed to select individual who already possessed the qualities necessary for effective overseas interactions. As one participant noted, if the selection process did not achieve this “they [the trainers] would have to start from scratch, it wouldn’t be a one week thing, it would be like five years”. Another participant commented that “I think in one week, just the nature of these characteristics you can’t teach them, you either possess a certain degree of these characteristics or not. It is not really something you can teach someone”. Another participant continued “but I think this week makes us more aware of a lot of things, not necessarily teaching anything”. Finally, as one participant pointed out “I don’t know why someone who doesn’t possess those qualities would even want to go overseas”. If the participants did not already possess some of the necessary characteristic for effective cross-cultural interactions, it was felt that they were unlikely to be able to acquire them during the CIL training program, and therefore should not consider international development work as a career.

As one trainer noted, the selection process is crucial to obtain participants who respond well to the CIL training program. He felt one of the greatest successes of the CIL program was “the level of appropriate selection that went into these people”. He was very impressed with the caliber of participants: “I think that the agencies that selected them [participants] should take some credit for getting some well prepared, well balanced, skilled, talented and intelligent people”. For
this trainer, the appropriate selection of participants through a rigorous selection process really enhanced the CIL training program’s effectiveness and success.

The purpose and objectives of the CIL training program have been addressed in the previous sections of this chapter, however, in those sections there was no discussion about why the CIL training program was chosen to be administered to youth traveling abroad. These reasons are much more personal and subjective than the organizational objectives previously analyzed and therefore cannot necessarily be evaluated with the same rigor.

In terms of the CIL, an organizer noted that the training program is administered to interns “because we strongly believe intercultural effectiveness training does enhance the ability of an individual to perform assignments overseas and that previous internal experience is not sufficient to guarantee the success of the work that the individual has been assigned to do”. She continued that since many of the participants have not had extensive professional experience or intercultural experience, “they need this kind of program even more; since they don’t have a lot of time to adapt (since their internships are only 6 months), they don’t have much time to feel comfortable with the assignment that is given to them, and since often the assignment is changed, they must be able to recognize the adaptation process and in so doing it will facilitate their transition into a different environment” (Organizer).

One trainer noted that he felt that the CIL training program was important to administer to youth traveling abroad because it contributes to effective cross-cultural interactions, where people are interacting “in a global way – contributing to something bigger, to something global… I fundamentally believe working overseas, outside of your own culture fundamentally changes your own belief system and when you come back you have a greater opportunity to impact at home, and that is what we try to promote and foster” (trainer). Therefore, while the limitations of the CIL training program have been noted, the idea that this type of training can contribute to global
thinking on the part of participants, where they not only participate in development issues abroad but also within Canada, is seen as important in administrating the CIL training program.

**Internal Evaluation**

The CIL training program, while complex in its design, is evaluated rather simply by the organizations involved. The methods in which CIDA, CIL and WUSC receive information concerning the success or failure of a CIL training program is through People Development’s Summary Report and Evaluation Compilations. People Development staff are used as the primary source in gathering feedback from the participants attending the CIL training program, as well as providing a detailed report of each session administered during the CIL training program.

CIDA relies almost exclusively on CIL to provide feedback on the success of any given CIL training program. CIL is able to provide CIDA with this information by using the People Development summary reports as their basis of information. While CIDA does provide CIL with an evaluation form for participants to complete, CIL relies on People Development to administer this evaluation form and thus be responsible for compiling the responses from participants into a written report to be distributed to CIL and WUSC. When asked if they had every required CIL to provide them with results of their training program, CIDA organizer responded “we have never received the evaluations that CIL has undertaken with the interns. We will be requesting those in the future. We definitely want to evaluate the quality of the services offered, we definitely want to have access to those evaluations as we are the client and are paying for those services”. However, it appears to date that CIDA has been somewhat excluded from the evaluation process and has not received the necessary information in order to assess the success or failure of the CIL training program as it relates to participants’ needs and the quality of services provided. CIDA notes that they have not spent sufficient time on this type of evaluation, however, they hope to in the future “interview a sample portion of the organizations we have worked with to assess if they are happy
with the services offered by CIL…we will interview WUSC and Net Corps, we will ask ‘is CIL a good tool/resource to be used or would you prefer to go more in-house or look at other services?’. We are going to do an in-depth evaluation to assess if CIL is meeting the needs of our partners and if they can provide then with additional resources in the upcoming year”. However, as noted, this type of evaluation has only be proposed and has yet to be implemented.

In order to monitor organizations which receive funding from CIDA for the implementation of their youth internship programs (such as WUSC and Net Corps), CIDA requires that these partner agencies submit quarterly reports. In addition, when possible CIDA staff travel to countries in which interns are assigned work in order to conduct monitoring visits, where they meet with the intern, interview them to assess how their internship is proceeding and generally ensure that participants are receiving the proper support (Organizer).

Finally, in order to evaluate the success of any specific CIL training program in attaining CIDA’s objectives for the participants, CIDA assesses the program based on “how many [participants] find a job or have extended contracts when they return to Canada. We look at the number of ‘least worst cases’ – the number of people who experienced deep culture shock, did not obey the host country’s laws, who had health problems…etc. This is an indicator of how well they were prepared and how much information they received before their internships so that they were able to complete successfully their six-month internship without any glitches. Second fold, when they come back to Canada, the steps they will take and that their host organization will take in their job search and re-integration”. Thus, according to CIDA organizer, the CIL training program is assessed on its ability to “train” participants who will be able to most successfully complete their internships with the fewest number of problems. Should a large number of “worst case” scenarios occur, CIDA would begin to question the validity and quality of the training services offered by CIL. In addition, the ability of the participants and their agencies to find them career-related
employment following their participating in the CIDA’s Youth Internship Program is also assessed to determine whether or not the employment focus of this internship program is being met.

CIL is also interested in assessing its training program to determine how well it meets the needs of the participants. CIL provides People Development with an evaluation form to administer to the participants upon completion of the CIL training program, from which they can derive participants’ reactions to the training program. CIL also requires that People Development provide a written report, “they are bound by their contract to provide a written report within a month…they must provide both a written report and provide us with access to the evaluation forms” (Organizer). This is a useful tool for CIL since the evaluations submitted are used to design the program, modify the program and improve on the delivery of the CIL training program as a whole. Typically, CIL organizers cannot attend the training program to observe the success of each session, thus they rely on People Development to inform them of how the program is proceeding. Thus, much of CIL’s understanding of the administration of the training program comes from People Development and WUSC, rather than from direct observations.

WUSC assesses the effectiveness of the CIL training program by examining “how the interns are doing in the field” (Organizer), in addition to their evaluation forms and any informal feedback provided to them. Similar to CIDA’s approach, WUSC believes that success in the field indicates success in the training program. “We see how they do in the field. If we did have a lot of problems we would probably question whether or not they received the appropriate orientation before going” (Organizer). In order to obtain information on the participants’ reactions to the CIL training program, WUSC relies on People Development’s administration of the CIL evaluation form since they do not have an evaluation of their own. In order to assess how they three organizations involved worked together and their assessments of the training program, WUSC attends a de-briefing session with CIL organizers and People Development to discuss the program and its strengths and weaknesses. WUSC does not require CIL to provide it with specific results of
the success of the training program since WUSC attends the “de-briefing with People Development and CIL as well as designs the program with them… the evaluation forms are sufficient” (Organizer). In addition to using the evaluation forms as feedback concerning participants’ reactions, WUSC also administers a field report where “we ask them if they feel the training program prepared them for their posting” (Organizer). This report is typically administered six weeks into the internship.

People Development is responsible for administering the CIL evaluation forms and then tabulating the results in an Evaluation Compilation report. This report serves to provide CIL, WUSC and if necessary CIDA with direct comments made by the participants concerning the effectiveness of the training program. As one trainer from People Development noted, it is difficult for us to really evaluate the success of the program since “all we can rely on is the quick assessment… because we are finished after the [administration] of the program. We would like to gather more information from the field concerning how well the interns adapted within their host nation as well as their level of preparedness when they arrive in the field… I would like to do a qualitative/quantitative evaluation” (trainer). However, as noted by this trainer, this type of evaluation cannot be proposed by People Development themselves since they are a private sector corporation and thus the request “must come from our clients” (trainer). The obvious conflict of interest in suggesting more paid employment for themselves is at the root of this issue, in addition to the concerns that People Development would be evaluating their own work, and thus could be criticized as being non-objective. In response to this criticism this trainer responded “I firmly believe that people can evaluate their own success and failure”. Thus, should either CIDA or CIL indicate a desire for a more thorough evaluation of the training participants’ integration and adaptation overseas, People Development personnel appear to be ready and willing to conduct such an evaluation.
Finally, People Development trainers can really only assess their own work through the expressed satisfaction or dissatisfaction of participants throughout the training week and through their responses to the CIL evaluation form. One trainer noted that the evaluation forms are only a short-term assessment and thus "we won't know until they get there" (trainer). This limitation of this type of evaluation results in an assessment of the CIL training program which is typically very positive since participants have just completed the training program and may be on "a high". This effect was noted in the Overseas Service Bureau's evaluation of their Pre-departure briefing program where participants who had just completed a training session were much more pleased and satisfied with the training than were participants who had attended a training program several months previously. This may be the result of the fact that once participants are in the field they can better assess what they need to know and don't need to know to function effectively overseas and thus provides a practical framework from which to assess the training program. Prior to traveling overseas, participants' new learning is only evident at the theoretical level and thus has not yet been successfully applied to the overseas environment, resulting perhaps in a heightened belief of one's knowledge and preparedness.

In addition to the various reasons why the CIL training program is administered and the different methods through which it is evaluated, CIDA organizer indicated that there were several recommendations for the CIL training program which could be introduced in the future to further enhance this training program. CIDA organizer noted that the organization would like to increase the employment focus of the Youth Internship Program within the CIL training program. She noted that "the focus has been on briefing without really making a link between debriefing and the whole re-integration stage. We have seen them as two separate phases when in fact the debriefing and reintegration part should be addressed at the very beginning of the briefing so that the interns can prepare themselves throughout the internship to think back on the main goal – employability and jobs when they come back, since that is the way we measure the success of the internship". Thus,
CIDA feels that the whole training program ought to be the initial stage in a long process of overseas preparation, integration overseas, re-integration into Canadian society and preparation to enter the workforce, in order to focus on the internship’s directive of increased employment and professional skills. CIDA recognizes that employment and professional development has not always been the focus of the CIL training program; however, CIDA would like to ensure that the uniqueness of this program is addressed in the training and thus recommends that they “have more of a customized approach from the CIDA end to affect the specific nature of this program” (Organizer), in order emphasize the job search and job support focus of the internship program.

With respect to the actual design of the CIL training program, CIDA works with CIL to design the general framework upon which People Development can build. However, as noted by CIDA organizers, while CIDA does have a lot of influence on the design and development of the CIL training program they “have not taken a leadership role because this is a brand new program and we have spent so much time setting it up. We are getting more involved with specific sessions and what we want to see in the program, we did that originally by probably didn’t follow through completely... we have a lot of leeway and influence because we are paying for all the sessions being given to partner organizations”. Thus, while CIDA does hold considerable influence with respect to the design and development of the CIL training program, CIDA has not necessarily exerted its influence in the past. However, it intends to do so more in the future. Currently CIDA’s involvement in the design and development of the CIL training program is quite small.

In addition to an increased employment focus and more involvement in the design, CIDA would also like to see the CIL training program focus more on the issue of international development. Since CIDA’s mandate is sustainable development, they would like to see interns acquire more of an insight into that approach to international development to increase their understanding of CIDA’s role in a global context (Organizer). In addition, CIDA would also like to see a stronger link between interns and local development programs in their communities. As
CIDA organizers noted, they would like “CIL to work more closely with different community
groups in delivering the program, using community resources. This can help interns prepare for
their internship while also providing a link for the interns when they come back, in terms of giving
back to the community”. She noted that if interns could forge links with community resources prior
to traveling overseas they could use them as a resource centre in preparing for their overseas
assignment, as well as later participating in organizational activities upon return to Canada. Thus
linking their overseas experience with a practical application to development issues in their own
communities. This coincides with one of the People Development trainers who noted that overseas
experiences affect the individual in some many ways and that upon returning home participants
have a much greater opportunity to impact those within their communities and therefore encourage
global action in a local way. This concept integrates the process of overseas assignments with a
larger emphasis on sustainable development as a process which can be applied world wide,
including within Canadian communities. This approach links overseas experiences with the needs
and requirements for development within our own country, thus further enhancing community
development, social action and global thinking among Canada’s youth.
Chapter 6: Conclusion

Discussion of Research

The CIL training program achieved many of its objectives, by meeting organizational goals, participant needs and fulfilling most requirement for cross-cultural training programs as outlined in the literature.

Standard-Based Evaluation

With respect to the literature pertaining to cross-cultural communication theories, the CIL training program:

- Addressed the concept of mindfulness
- Reduced participants’ uncertainty by providing them with country-specific information
- Possibly increased participants’ anxiety levels due to high levels of job uncertainty. Comfort levels were used as a metaphor for individual anxiety levels and how to identify them.
- Did not specifically address the concept of attributions.
- Urged to make local contacts while overseas.
- Addressed the concept of culture shock through a discussion of the adaptation cycle. Specific effects of culture shock were not discussed.
- Enhanced Skills needed to live and work abroad.

Cross Cultural Training Models

There are several different approaches to the design and implementation of pre-departure training programs. The CIL training program used a variety of different learning activities and training approaches in order to develop a program which involved:

- Culture-general and culture-specific information
- Minimal Area “Simulation” Training (the BAFA BAFA game is referred to by some as an area simulation activity).
• Self Awareness training

• Culture Awareness training approach. No role-playing was used in the CIL training program to depict different cultural approaches to "universal" situations.

• No behavioral or interaction approaches to training were used.

• No PIC (Perspective, Interaction, Context) training.

• Addressed 5 of the 9 fundamental issues which cross-cultural training programs need to address, as noted by Albert (1986). They included: The role of expectations in coping with stressful situations; The selectivity of perception; The centrality of values (and their misinterpretations); The importance of social factors and context. (the extent to which behavior is embedded in context) and Social support (sojourners' need of social support). 4 issues were not addressed. They included: Cultural differences in behavior; The issue of attributions; Erroneous assumptions about other cultures, (mistaken assumption of homogeneity) and The effectiveness of cross-cultural orientation programs.

• Did not address the issues of ethnocentrism, historical oppression of subcultures and the recent exposure of some cultures to intercultural interactions.

• Enhanced intercultural skills such as flexibility, respect, friendliness, self-control, sensitivity to cultural differences and tolerance for ambiguous situations and were demonstrated by the participants through the training sessions.

• Used a moderate level of involvement in its training aimed at cognitions, affection and behaviors.

Adult Learning Theories

The CIL training program met the majority of the requirements outlined in this academic area of educational training. The CIL training program was characterized by:

• Collaborations between the organizations involved (CIDA, CIL, People Development and WUSC), the 3 trainers employed to administer the program, and the participants from both the Net Corps coalition and WUSC.

• Specialized programming which aimed to addressed the unique requirements of the organizations involved.

• Specialized group learning where participants were fairly homogenous in their learning needs.

• Heterogeneous group learning, where participants from different cultures, language groups and genders were placed together in order to encourage participants to learn how to better deal with individuals who are different from themselves.
With respect to the andragogical approach to education, the CIL training program met all
of the requirements outlined in the literature necessary to create a comfortable learning
environment for adults. The CIL training program:

- Established a climate conducive to adult learning
- Performed a diagnosis of needs for learning
- Implemented a development of a design of activities
- Performed a re-diagnosis of needs for learning (Evaluation)
- Established a mutual learning environment where the student-teacher relationship was a
  symbiotic one, and where the participants were self-directed learners.
- Met the requirement of a Program as outlined by the literature.
- Met the 5 steps necessary for the program planning process
- Was flexible in nature, adapting to program changes throughout the week.
- Participants’ previous work/intercultural experiences were not utilized throughout the training
  sessions to encourage a greater application of the teachings

**Outcome-Based Evaluation**

The various organizational objectives and anticipated learning outcomes of the CIL
training program where to a large extent achieved, however, this program demonstrated some
weaknesses concerning the development of professional applications for the learning and the
development of career goals.

Regarding Intercultural Effectiveness goals, the CIL training program:

- Met organizational goals concerning the development of intercultural communication skills,
  intercultural effectiveness, culture shock and the adaptation curve, and coping skills.
- Did not include a discussion of spouses or family members as it relates to overseas adaptation
- Contributed to team building and group cohesiveness
- Provided participants with a general understanding of the social, economic and cultural aspects
  of their host nation.
- Did not specifically teach participants how to develop participatory research skills.
- Did not addressed the issues of non-verbal communication.
• Gender issues were only minimally addressed.

• Provided participants with information on how to stay healthy while overseas.

• Met all WUSC goals, except for teaching participants how to work in a foreign culture.

Concerning Instructional Effectiveness goal, the CIL training program:

• Incorporated experiential learning activities into its design.

• Was weak in its application of the adult learning cycle, consisting of Experience → Reflection → Generalization → Application, since participants previous experiences were not addressed, and there was little reflection following each training session.

• Created a belief that learning can be exciting.

• Conducted a needs analysis through the administration of a Needs Assessment Questionnaire.

• Did not necessarily integrate information provided by the needs analysis in the design and content of the program.

• Was not clear about participants’ expected learning outcomes.

• Did not fully integrate a daily feedback process.

With respect to Preparation for Employment, the CIL training program:

• Bridged the gap for participants between school and work.

• Provided an understanding of how it is to work in a cross-cultural team.

• Did not place enough emphasis on professional and workplace issues.

• Did not provide participants with adequate information regarding their overseas assignment/placement.

• Did not reduce participants’ uncertainty about their jobs overseas and may have indirectly increased their anxiety and uncertainty levels.
Other Agency/Participant Expectations were addressed in the CIL training program, such as the employment focus of CIDA’s Youth Internship Program, an increased awareness of international development issues and the identification of partners’ roles and expectations.

Participants felt that the CIL training program was weak in several areas. They noted their dissatisfaction with the country-specific sessions, stating that they did not have enough “concrete” information about their overseas placement which therefore increased their uncertainty about their working environments. Most participants felt they were better prepared to travel overseas after completing the CIL training program, however, found it difficult to point to specific aspects of the training program which provided them with this comfort. It appeared to be the accumulation of knowledge, social interactions and self-analysis which gave most participants a sense that they “would be all right” overseas.

Participants felt that there had not been enough attention paid to the professional skills enhancement in the CIL training program and therefore did not adequately prepare them to work overseas.

The CIL training program was weak in its emphasis on international development issues, the history of development policies and the concept of sustainable development.

Finally, the CIL training program generally met the participants’ pre-stated objectives for the program, including country-specific information, health and security issues, adjusting and adapting to a new culture, cross-cultural interactions and more information concerning WUSC’s expectations of them. Because participants’ views are so varied with respect to the usefulness and validity of each component of the training program, it is difficult to assess whether or not the majority of participants’ needs were met. This limitation is consistent was a qualitative research
design which aims to place all data on a relative scale, without emphasis on "the most" or "the least".

**Other Findings**

In order to encapsulate the opinions of the participants in the CIL training program, the results of this data attempted to addressed all of the participants’ opinions while focusing on those which were relevant for most of the participants. The result is data that depicts what many, but not all, participants felt.

The CIL training program was generally well received by the participants with most noting they felt better prepared to travel overseas than prior to attending the training program. Nevertheless, many participants felt that they had not acquired any new information throughout the CIL training program, and therefore found the social interactions during the training the most beneficial and enjoyable. In contrast to organizer, the participants felt that the CIL training program ought to be administered as close to their departure date as possible, so as to avoid being anti-climatic. In general the participants noted that:

- They want more information to be sent to them prior to attending the CIL training program.
- They really enjoyed the Anglophone/Francophone mix of participants.
- The training had wonderful group dynamics.
- Some learning activities were more successful than others (i.e. BAFA BAFA vs. Mock interview).
- They did not participate in the Youth Internship Program because of the job search offered to them in the de-briefing session upon return to Canada.

Overall, the participants felt pleased with the CIL training program and were able to identify both strengths and weaknesses of the program upon completion.
Other data indicated that organizational involvement in the CIL training program is varied, with:

- CIDA minimally involved in the CIL program evaluation and assessment process.
- CIL depending to a large extent on People Development to provide feedback on the success or failure of the CIL training program.
- People Development providing information to CIL and WUSC concerning participants’ evaluations, summary reports and general feedback.
- WUSC relying on People Development’s reports to gauge the success of the CIL training program.
- WUSC relying on a de-briefing session held between People Development trainers, CIL organizers and themselves to discuss the success of the CIL training program and how it could be improved.
- CIDA hoping to make several changes to the CIL training program, including placing a greater emphasis on development issues within the program and developing a stronger link between pre-departure training, adaptation and de-briefing upon return to Canada.

In general I found the CIL training to be quite effective in administering the appropriate information, satisfying organizational requirements and meeting participants’ needs. I believe that the data collected is consistent with what occurred during the CIL training program, since data was gathered from all sources and individuals involved, thus achieving triangulation. I believe the Francophone / Anglophone mix was the most successful component of the training program, since it provided the participants with the best possible example of how cross-cultural interactions occur in Canada and abroad. I feel that the weakest area of this training program was its lack of emphasis on professionally related issues. Since this program was designed to prepared individuals to work abroad, I believe that it was deficient is achieving this goal. While participants were better prepared to travel abroad there is no indication that they are better prepared for the professional demands they will experience overseas.

I believe that the CIL training program could improve in many areas, however, they are only minor changes which would serve to enhance the program, not drastically alter it. I think
overall the program is a benefit to participants and that the effects of their training may not become apparent until well into their overseas assignments.

Some improvement could include more role-playing. The benefit of including some role-playing within this training program would have been the opportunity for trainees to observe other participants making intercultural mistakes (in front of the whole group) and thus be able to analyze and investigate that person’s behavior. This type of analysis could have provided the entire group with an opportunity to voice some deeply held beliefs and values in order to analyze them for potential ethnocentrism, eurocentrism or racism. These issues are crucial for overseas developmental workers: should they possess any prejudicial beliefs, they need to become conscious of them prior to traveling overseas in order to be able to make changes before coming into contact with host nationals. Nevertheless, a potential danger in exposing trainees to such a rigid analysis is that some participants may not be emotionally stable enough to be able to sustain open criticism in front of the entire training group. This could result in a withdrawal of some participants from future group interactions due to fear that their behaviors will be scrutinized by the group.

However, it can be assumed that at least some of the participants in a cross-cultural training session are confident, outgoing and “tough” enough to handle such an evaluation simply because they applied to work overseas. Trainees who volunteer for such role-playing would be able to serve as examples for the rest of the group to learn from, since their actions, behaviors and beliefs about the role-playing activity would be under analysis, not their personalities or character traits. Thus, incorporating the role-playing component of the Culture Awareness Model within the CIL training program could have served trainees well in learning about themselves and ways in which they can expect to react to difficult intercultural interactions.

In addition, more interactions with cultural groups within Canada as similar to the host nation, such as visiting restaurants in the evenings and visiting cultural community centers would have been beneficial. Visiting ethnic restaurants would have been beneficial to the participants
since “experienced trainers agree that engaging people in any sort of out-of-session activity can provide a tremendous boost to subsequent group discussion and general involvement in the program” (Brislin, 1989 p.450). Even if these aspects can not be incorporated within the training program, a list of where participants could find such communities, either in Ottawa or elsewhere, may be useful. This would increase the Area Training approach to the CIL program design and thus further enhance program effectiveness.

Furthermore, I feel that the CIL training program could investigate and analyze issues more in-depth and therefore provide a more theoretical approach to learning. Since much of the focus of the training was on the “unknown” of the overseas experience, theoretical information could at least prepare participants to look for certain indicators abroad which would relate to cross-cultural communication theories. Attribution theory and uncertainty theory would be good topics to include in the instruction of barriers to communication.

Finally, the data collected indicates that participants did not feel that they acquired any new knowledge, which appears unlikely. Participants may have felt that the information provided was familiar to them, but I am certain they did acquire new learnings, but that the applications of those learnings may not yet be apparent. In order to increase participants’ beliefs that new knowledge has been gain, I feel that their past experiences should be included in the instruction and discussion of various topics, in order to encourage application of the learnings to their own situations. This process could serve many functions, including participants’ acknowledgment that the instruction does serve as a basis from which to analyze their own behavior and therefore be conscious of necessary changes.

Despite the fact that many participants had few overseas experiences and even fewer overseas work experiences, I still feel a discussion of their past experiences could have benefited the entire training group. As indicated in the literature concerning adult learning, new learning tends to solidify when linked with previous learning or experience. Thus, despite the fact that the
participants’ experiences may not have included professional overseas situations, many of their experiences could have been used to illustrate situations in which the current teachings could be applicable. For example, during the discussion of the culture iceberg it would have been an ideal session for participants to give examples of when they had experienced other cultural icebergs when dealing with different cultural group, even if those interactions had occurred within Canada. Participants could have discussed how they felt Canadian culture is largely “hidden beneath the water” to foreigners, and give examples of ideas and feelings which they feel are deeply rooted within their icebergs.

In conclusions, I feel that the CIL training program represents a good mix of practical, theoretical and analytical information in its instruction. The program is sufficient in length to address all necessary topics and is useful in enhancing self-awareness, self-analysis and cultural sensitivity. The CIL training program is a good example of what a cross-cultural training program for individuals traveling abroad should be. It provides the right mix of culture-general and culture-specific information in order to prepare participants to work in their host nation as well as apply the teachings to various different cultural environments. The CIL training program is effective, thorough and successful in meeting participants’ needs.

**Comparison with Australian Overseas Service Bureau Evaluation**

The CIL training program is quite similar to the Australian Overseas Service Bureau’s (OSB) pre-departure training program addressed in chapter 2 of this thesis. Both the OSB and CIL programs are administered by governmental bodies who have a focus on international development work. Both organizations provide training to internationally-bound individuals contributing to sustainable development projects overseas. Like the OSB program, the CIL training program is also divided into two divisions, general briefing session in the morning and country specific information in the afternoons.
Both training programs also indicated similar organizational objectives. The OSB program noted that it did not intend to create “experts on the countries of placement”, but rather wanted to encourage participants to become more aware of their biases and values and thus become more conscious of different sets of values. The CIL training program’s objectives were similar to these, in that the program stressed the importance of individual self-analysis regarding cultural values and their negative manifestations overseas. In addition, the CIL training program encouraged participants to remain open-minded and flexible throughout their overseas assignment, therefore remaining impartial and non-judgmental of other cultural believe systems.

Similar to the CIL training program which used adult learning theories in its design and implementation, the OSB program also encouraged its participants to “be open to learning and to take responsibility for their own learning” (Pre-Departure Briefing Staff Notes 1994, p.22). This emphasis on individual learning and responsibility is consistent with adult learning theories which stipulate that adult learners needs to take ownership of their new learning in order to be able to integrated it within their already large bank of learning experiences.

The only aspect in which the CIL training program and the OSB de-briefing program differ is that various organizations are involved the CIL program’s design, implementation and evaluation, whereas the OSB appears to be the only organization involved in administering its Pre-departure Briefing program.

Regarding methodological similarities, both the OSB evaluation of their pre-departure training program and this thesis’s evaluation of the CIL training program used a number of methodological approaches in order to gather data. A review of the academic literature was conducted by both evaluations, in addition to interviews, observations, and document analysis. Furthermore, the questions to be answered through this evaluation of the CIL training program are also similar to those proposed by OSB in its evaluation of their pre-departure briefing program. Both evaluations included a focus on organizational objectives and the program’s ability to meet
these objectives, participants’ expectations and feelings of the program, the application of adult learning theories within the program’s design, and recommendations for future revisions to the current program.

In addition, both evaluations used triangulation in their data collection, thus enhancing the accuracy and truthfulness of data. Both evaluations can be labeled formative since in both cases the program evaluations have been undertaken with the intent to focus on identifying and elucidating the strategies and weaknesses of their respective programs in an attempt to improve program quality.

The OSB evaluation differs from this thesis’s evaluation of the CIL training program in that the OSB evaluation did not employ a theoretical analysis of its program to assess its consistency with the academic literature concerning cross-cultural training programs, cross-cultural training models and instructional design theory. Nevertheless, the OSB did conduct an academic literature review which exposed several theoretical positions with respect to pre-departure briefings. However, no evaluation of the OSB program was done to assess this program’s success in implementing any theoretical frameworks.

In addition, the OSB evaluation only consisted of a goal-free evaluation, where both participants’ and trainers’ comments were compiled and reported, rather than employing a standard-based evaluation of various theoretical approaches and/or an outcome based evaluation of participants’ responses in contrast to stated organizational objectives. Both types of evaluation have been utilized in this thesis’s evaluation of the CIL training program.

Finally, the OSB evaluation and this evaluation of CIL’s training program have generated similar data results. In both programs, the participants were fairly pleased with the content and design of the programs and trainers indicated that they wanted the program to take a broad approach to instructing intercultural effectiveness issues. In addition, in both evaluations suggestions have been made for participants to receive information prior to commencing the
program. With respect to the CIL training program a number of participants wished they had received some reading materials prior to attending the training program: "I think it would have been really nice...if they could have sent us a lot of the paperwork, I just know that for the last two weeks, I've been so excited about going and to have gotten one of those files in the mail would have made my day and I would have read it then, and now I won't have time". Many participants expressed similar sentiments and felt that had WUSC or CIL been able to send them a lot of the reading materials prior to the program that would have been even better prepared to participate in the training sessions and group discussions.

In conclusion, the OSB evaluation of their pre-departure briefing program is quite similar to this thesis’s evaluation of CIL’s training program, both methodologically and structurally. The OSB evaluation serves as a good basis from which to analyze this thesis’s evaluative methodology and results, since the program and organizations involved are similar in nature. In addition, the fact that another qualitative evaluation of a cross-cultural, pre-departure training program has been conducted provides support for both this thesis’s topic area and its methodological choices.

**Program Design Recommendation**

**The Centre For Intercultural Learning's Cross-cultural Training Program**

In order for the CIL training program to continue to be successful, there are some program design recommendations which could be useful.

The CIL training program should provide participants with detailed information concerning the specifics of their overseas assignments. Since this is beyond the role of program trainer, sending agencies must be encouraged to provide participants with as much detailed information concerning their internship as possible (and as early in the training sessions as possible), since this information helps reduce participants’ anxiety levels and increase their participation in other program activities. If participants are anxious and uncertain about their
assignments it is difficult for them to focus on more abstract concepts such as the iceberg theory or differences in cultural values. It would be advised that the participants receive as much written information in the mail prior to attending the training program, in order to better prepare them for discussions and hopefully reduce their anxiety about their overseas assignments. While it is understandable that much of the details surrounding the internships are often only finalized days before the participants leave, if any of the details could be solidified earlier this would greatly decrease participants' anxiety and uncertainty, thus leaving them open to better participate in the other components of the CIL training program.

Since CIDA is funding the CIL training program, the employment focus of the International Youth Internship Program should be made clearer at the outset. To encourage participant's employability, the CIL training program should focus on the professional aspect of the overseas experience. While individual professional skills enhancements can not be undertaken in this training program, general professional issues, such as conflict, negotiations, concepts of time, the employee/employer relations and social interactions in the workplace could be addressed in order to demonstrate cultural differences between the host culture and Canada.

Adhering to adult learning theories, the CIL training program should attempt to integrate participants' previous experiences (even if they are not overseas work experiences) into the instruction of the learning activities. The integration of previous experiences within the training program could help participants in applying new learnings to various situations. If participants can use their own experiences for analysis they may be more likely to related overseas experiences with the concepts addressed in the training and thus have a better groundwork from which to apply their knowledge.

In addition, trainers and organizer must be cautious about referring to the internships as "only six month placements". The implication with such a statement is that six months is a very short time and therefore somehow less important or less stressful than longer terms. Similar
comments were made during the CIL training program. While it is highly unlikely that this was the intent of such comments, one participant did note that she felt that “there is a bit of a premise that six months is so short and that two years is long enough, so we’re not the real ones. The two years are the real ones. Depending on the person six months can be a very long time to be away. I don’t think that should be minimized, not that they necessarily meant to, but there might have been an underlying current that [six months isn’t very long]. Depending if someone is leaving kids or a husband, that might be a big thing”.

In order to improve the effectiveness of the country-specific sessions, the CIL training program ought to attempt to provide participants with the most “objective” resource people. This would reduce the number of cases where host government officials present biased information concerning the host nation and refusing to address any unsettling social or political issues affecting the country. Whenever possible, participants should meet with one host native and one expatriate so as to provide the participants with some diversity in opinions and perceptions of the host nation. This might also serve as a means to limit the replicability of information between resource people. This would be beneficial if one “expert” could speak more of the social, political, economic realm, while the other could address very practical and logistical issues such as differences in temperature, transportation, language, social etiquette and safety. Country-specific experts should also be prepared to offer suggestions and helpful hints to the participants since often many of their concerns may not become apparent until they arrive overseas, at which point it is too late to prepare. Often it is the somewhat insignificant issues which really affect participants’ experiences overseas, such as their ability to access money, learn the bus routes, know where to buy certain foods and how to adapt to changes in climate. These all have a profound impact on the interns’ ability to successfully overcome the effects of culture shock and be able to see and enjoy the beauty and privilege of being overseas.
Furthermore, in order to enhance country-specific learning, previous interns could be asked to return to speak to participants traveling to the same destination. They could discuss their experiences, how they adapted to the host culture and give helpful hints to the participants in order to make the overseas experience as enjoyable as possible. As one organizer noted “they [past interns] are the best ambassadors of their experiences and can give a hands on approach to the overseas assignment”.

Additional topics to be included in the CIL training program are a more in-depth analysis of development issues and how the interns, their sending agencies and Canada’s development policies affect international development initiatives. A discussion of gender issues. Many participants felt that this could have provided a greater understanding of different cultural approaches to gender and the roles that each gender are prescribed in different host cultures. Similarly, participants of different cultural or racial backgrounds should be sensitized to the possibility of a different reaction than their Caucasian counter parts. Visible minorities in Canada, may integrate very well into a host culture, or they may confront problems because of their heritage. The assertion that different races may have different experiences should be addressed during cross-cultural training. Any cultural, ethnic or racial differences among participants should be employed a means through which participants can examine issues of ethnocentrism, racism and ideas of cultural superiority. Such an analysis could lead visible minority participants to question and prepare for differences in host nationals’ reactions to them compared to Caucasian colleagues. Differences should not be ignored in cross-cultural training, but rather should be used as a spring board in addressing a number of different issues related to the overseas experience.

The CIL training program should also attempt to define many of the terms and concepts used throughout the training program early in the session. Terms such as intercultural communication and sustainable development should be clearly defined. While most participants would likely know the definitions of these terms, it can serve to clarify some differences in
interpretation and provide participants with an understanding of how these concepts apply to the CIL training program activities.

Finally, the issue of personal relationships should be addressed in the CIL training program, by focusing on participants' separation from family, friends and "significant others" while overseas, since participants will be abroad for a period of six months. A discussion of how to deal with this separation and related emotions could reduce participants' anxiety, increase their confidence and better prepare them to successfully interact while overseas. In addition, the issue of dating or developing intimate relationships overseas should also be discussed. This issue would best be addressed through trainers' anecdotes and "life experiences" concerning the benefits and disadvantages of beginning such relationship while on an internship assignment. Individual sending agencies may even have policies concerning interns' behavior in this regard. Participants should be informed of such policies and of their sending organization's expectations of them concerning personal relationships and social interactions in the workplace.

To evaluate the CIL training program, both the CIL evaluation forms and the CIDA evaluations should be administered to the participants following the program, however, the sending agencies may like to add additional questions to either evaluation forms in order to better address some of their specific concerns. CIL and hence CIDA should not rely solely on People Development for their assessment and evaluation of the CIL training program. Whenever possible, organizers should observe some of the sessions, informally speak with the participants and collect their own informal evaluations of the program. One concern with relying on People Development so heavily is that should they be unable to fulfill their contractual obligations in providing written support of the success of the program, all organizations are left without any written assessment of the program and therefore cannot make the appropriate changes to future programs. It is also crucial that CIDA play a greater role in the CIL training program assessment. Since they are primarily funding this training, they should be more involved in evaluating how successful it is in
meeting participants’ needs, CIDA organizational goals and the needs of their partner organizations such as WUSC and Net Corps. It is the intent of CIDA to undertake a thorough analysis of the CIL training program with a similar foci as noted above.

Generic Cross-cultural Training Programs

By examining the academic literature concerning cross-cultural training models, a number of recommendations can be derived for how a pre-departure cross-cultural training program should be designed. While there are a number of different training approaches and styles of instruction a general outline of what a program might include in its content is as follows:

- A combination of culture-general and culture-specific information

- Culture-specific information – should include socio-economic issues in the host culture, working styles, significant cultural values and attitudes and verbal and non-verbal communication styles used in the host culture.

- Components of the Intellectual training model in its instruction

- Area "Simulation" training, where participants are exposed to environments that as closely resemble the host culture as possible.

- Self-Awareness training, where participants become more aware of themselves and their own limitations as they relate to intercultural interactions.

- Culture-Awareness training, where participants learn more about their own culture and their cultural values and beliefs.

- Provide general professional skills needed to work abroad, such as stakeholder’s analysis, negotiations, conflict resolution, power distance, management styles and concepts of time.

- Provide as much detail as possible concerning job placement and expectations, living arrangements and other logistical issues as early in the training program as possible.

- Integrate participants’ past experiences within the instruction of new information.
• Use more cross-cultural communication theories in the instruction of intercultural communication issues, such as the difference between high and low context cultures.

• Place participants’ overseas assignments within a broader international development focus, in order to provide them with a theoretical sense of their role overseas.

• Provide information concerning culture shock and the adaptation curve.

• Provide Health and Safety related information

• Include a discussion of misattributions made by sojourners about their host culture.

• Role playing should be used in all three training (Area “Simulation”, Self-Awareness and Culture-Awareness) approaches in order to actively involve the participants in their own learning.

• Provide a general “Do” and “Don’t” list concerning cross-cultural communication.

• Provide case studies from which participants can examine and analyze cultural approaches to different professional and personal situations.

• Provide a comparison between “My culture and Host culture”—role playing may be used.

With respect to program design, an effective cross-cultural training program for individual traveling abroad might be directed as follows:

• At least 1 week in length – the longer the training, often the more effective.

• Adhere to adult learning theories of instruction, especially principles of andragogy.

• Conduct a learning needs assessment prior to implementing the program – use the information provided to “individualize” the training to participant and organizational needs.

• Maintain open lines of communication between trainers and participants throughout the training program in order to elicit program design suggestions, concerns or questions.

• Be flexible with respect to program design and anticipate changes.
• Conduct a thorough evaluation of the program’s success shortly after completion. Include both qualitative and quantitative methodologies.

In general, a cross-cultural training program for individuals traveling abroad should attempt to reduce participants’ anxieties, increase their self-confidence, provide them with practical information, prepare them for the unknown and instill the concept of cultural sensitivity and respect among participants.

Overall, the CIL training program did a very good job in providing the above information and attending to participants’ needs. While there are program modifications which could be made, they are minimal and will serve to only enhance an already effective program. The CIL training program did conform to most of the theoretical frameworks identified in the literature and applied the necessary theories within its instruction in order to provide participants with a practical and theoretical knowledge. The CIL training program was an enjoyable experience for the majority of the participants and served to enhance their self-awareness of themselves and their social interaction skills, by providing interactive learning activities and developing wonderful group dynamics.

**Recommendations for Future Research**

Future research in the field of cross-cultural training effectiveness is crucial in developing a bank of academic knowledge which focuses on the utility and validity of pre-departure training programs for individuals traveling abroad. Other researchers should attempt to extend this research by following training group participants throughout their overseas assignments and during their re-integration into Canadian culture. This could be achieved by observing the pre-departure training program; interviewing participants following the training in order to assess the effectiveness of the program in meeting their needs; administering a survey halfway through their overseas assignment, once again assessing the training program’s ability to adequately prepare
them for their assignment; and concluding with interviews upon return to Canada, in order to assess participants' reactions and feelings about the pre-departure training and its ability to prepare them for their overseas assignment.

In addition to this approach to assessment, future research should be conducted on how the employers of internationally-placed individuals feel their employees adapted to the host culture and how they responding to differences in the professional sphere. In addition, employers' general impressions of the participants' preparedness for the overseas experience should be gathered. This data could be collected by administrating surveys to host organizations and employers as well as conducting brief telephone interviews with host organizer who were in direct contact with the interns. The difficulty with this approach is that language barriers may hinder the host employer's ability to respond to English or French surveys or interview questions. In addition, some cultures react differently to research requests than in North America, and this may influence the truthfulness of responses or the extent to which negative criticism is given.

Another possible research approach to the effectiveness of cross-cultural training, is to attempt to assess changes in training participants' attitudes from pre- and post-training. While attitude changes are typically difficult to assess, one approach might be to survey participants prior to attending the training program with respect to their attitudes about other cultures, cultural values, behaviors and beliefs. In addition, their responses to ethnocentric comments, sexist remarks and racist beliefs should be examined. Once their pre-training attitudes were gathered, post-training surveys could be administered to assess whether or not participants show any changes in their culturally related beliefs. The limitation of this approach is that often it is difficult to assess whether or not it is the pre-departure training program which has caused the attitude change or whether it is some other factor not addressed in the research. One way to reduce this limitation is to select a control group, which represents as closely as possible the characteristics of those in the training group. For training programs similar to the CIL's, graduating university students
with an interest in international development could be selected to be part of a control group to whom pre and post surveys would be administered but who would not attend the training program.

Finally, future research should be conducted on the similarities and differences between different pre-departure programs, to indicate common themes and training approaches. Comparisons between different types of cross-cultural training programs could be conducted by observing different training programs, analyzing instructional materials and interviewing trainers.

When conducting research in the area of cross-cultural training program effectiveness, participants’ reactions to the overseas environment are not necessarily an effective way of assessing whether or not a pre-departure training program has been successful in preparing sojourners to interact abroad. This is because often those who derive the most satisfaction and demonstrate the most individual success while on overseas assignment are those individuals who have experiences the greatest effects of culture shock. As noted by Kealey (1990), “the negative connotations associated with culture shock must be replaced with a realization that culture shock is an inevitable part of the process of cross-cultural adaptation, and that a large percentage of those who will be most effective overseas will initially experience severe culture shock” (p.66).

In addition, training programs that have an employment focus, like the CIL training program, should not assess the effectiveness of the pre-departure training on participants’ abilities to obtain employment following their overseas assignments. While training programs may have an employment focus, the intent of a good cross-cultural training program is to increase participants’ abilities and likelihood of effectively adapting to the overseas culture, perform their professional duties in a culturally sensitive manner and enhance their understanding of themselves. Thus, even if a participant is not able to find employment upon return to Canada, this does not necessarily mean that their overseas experience or their pre-departure training was ineffective. It may simply mean that this individual has not been given the opportunity to find gainful employment. An effective pre-departure training program will not likely have a major impact on participants’
employability, however, it will have a major impact on participants' abilities to successfully complete their overseas assignments and thus enhance their likelihood of finding employment.
Appendix A: How to Avoid Being Ethnocentric When Encountering a Different Culture

- Set realistic expectations for yourself and others.
- Be curious. Seek to learn all you can about the new culture.
- Look at problems and experiences from the other person's point of view.
- Keep your sense of humor.
- Keep judgments at bay.
- Be tolerant of yourself and others.
- Accept that you and the others are going to make mistakes.
- Be patient.

Do Not:
- Keep comparing the other culture with your own.
- Deny that you can be ethnocentric. Recognize it and move on to a deeper understanding.

(Brace, Walker and Walker, 1995)
Appendix B: Approaches to Cross-Cultural Training

Target of Training

<table>
<thead>
<tr>
<th>Amount of Trainee</th>
<th>Involvement</th>
<th>Cognitions</th>
<th>Affect</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low*</td>
<td>Lectures from experts; assigned readings</td>
<td>lectures from “old hands”; films; viewing cultural presentations, such as folk music/dance</td>
<td>Presenting trainees with models who demonstrate appropriate behaviors</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>Attribution training; Analysis of critical Incidents</td>
<td>Self-awareness; group discussion of prejudice, racism, values; participation in guided encounters such as restaurant visits</td>
<td>Cognitive/behavioral training; field trip assignments that demand new behaviors</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Applying sophisticated concepts from the behavioral and social sciences (e.g., rules, labels, individualism/collectivism)</td>
<td>Role-playing; simulations of real-life demands such as negotiation with culturally different others</td>
<td>Extended experiential encounters with another culture or complex approximations of another culture; guided practice of newly learned behaviors</td>
<td></td>
</tr>
</tbody>
</table>

* Note that low involvement places trainees in the role of audience members.
Appendix C: Stages of Adulthood

Havighurst illustrates the changes in developmental tasks during the three periods of adult life as follows:

Early Adulthood (ages 18 to 30):
— Selecting a mate
— Learning to live with a marriage partner
— Starting a family
— Rearing children
— Managing a home
— Getting started in an occupation
— Taking on civic responsibility
— Finding a congenial social group

Middle Age (ages 30 to 55):
— Achieving adult civic and social responsibility
— Establishing and maintaining an economic standard of living
— Assisting teenage children to become responsible and happy adults
— Developing adult leisure-time activities
— Relating to one's spouse as a person
— Accepting and adjusting to the physiological changes of middle age
— Adjusting to aging parents

Later Maturity (ages 55 and over):
— Adjusting to decreasing physical strength and health
— Adjusting to retirement and reduced income
— Adjusting to the death of a spouse
— Establishing an explicit affiliation with one's age group
— Meeting social and civic obligations
— Establishing satisfactory physical living arrangements
Appendix D: Assumptions of Pedagogy and Andragogy

Assumptions of Pedagogy and Andragogy

Exhibit 4 portrays how I see the difference in assumptions between the two models:

<table>
<thead>
<tr>
<th>Regarding:</th>
<th>Pedagogy</th>
<th>Andragogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept of the learner</td>
<td>The role of the learner is, by definition, a dependent one. The teacher is expected by society to take full responsibility for determining what is to be learned, when it is to be learned, how it is to be learned, and if it has been learned.</td>
<td>It is a normal aspect of the process of maturation for a person to move from dependency toward increasing directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, although they may be dependent in particular temporary situations.</td>
</tr>
<tr>
<td>Role of learners' experience</td>
<td>The experience learners bring to a learning situation is of little worth. It may be used as a starting point, but the experience from which learners will gain the most is that of the teacher, the textbook writer, the audiovisual aid producer, and other experts. Accordingly, the primary techniques in education are transmittal techniques—lecture, assigned reading, AV presentations.</td>
<td>As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning—for themselves and for others. Furthermore, people attach more meaning to learnings they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential techniques—laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like.</td>
</tr>
<tr>
<td>Readiness to learn</td>
<td>People are ready to learn whatever society (especially the school) says they ought to learn, provided the pressures on them (like fear of failure) are great enough. Most people of the same age are ready to learn the same things. Therefore, learning should be organized into a fairly standardized curriculum, with a uniform step-by-step progression for all learners.</td>
<td>People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their “needs to know.” And learning programs should be organized around life-application categories and sequenced according to the learners’ readiness to learn.</td>
</tr>
<tr>
<td>Orientation to learning</td>
<td>Learners see education as a process of acquiring subject-matter content, most of which they understand will be useful only at a later time in life. Accordingly, the curriculum should be organized into subject-matter units (e.g., courses) which follow the logic of the subject (e.g., from ancient to modern history, from simple to complex mathematics or science). People are subject-centered in their orientation to learning.</td>
<td>Learners see education as a process of developing increased competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. Accordingly, learning experiences should be organized around competency-development categories. People are performance-centered in their orientation to learning.</td>
</tr>
</tbody>
</table>

To summarize, andragogy is premised on at least these four crucial assumptions about the characteristics of learners that are different from the assumptions on which traditional pedagogy is premised. These assumptions are that as individuals mature:
1) their self-concept moves from one of being a dependent personality toward being a
Appendix E: Overseas Service Bureau’s Objectives of the Pre-Departure Briefing Program

- OBJECTIVES OF THE PDB

Time for Reflection
* To provide the participants with "time out" before leaving for their assignments.
* To provide time for participants to prepare for changed circumstances—i.e., letting go of this culture.
* To encourage participants to see the volunteering experience in the context of the rest of their lives—that it is not an isolated experience, but that it will impact on their future.

Learning
* To create a climate in which the participants will want to learn.
* To sharpen the participant’s understanding about themselves and where they are going, so that they will be able to ask the right questions.

Networking
* To bring together a diverse group of people who will share a common experience.
* To enable participants to gain a better understanding of OSB and to feel that they are part of a larger group of people.
* To encourage participants to understand that the focus of OSB’s programs is about building relationships between people in a context in which people are central to the development process.

Empowerment
* To encourage participants to believe in their own ability to cope with the situations that will confront them during their placement.
* To expose participants to some strategies which will enable them to extend their own skills in dealing with difficult situations.
* To recognize the life skills of participants, making use of these within the PDB process.

Challenge
* To continue a process of personal challenge that was commenced during the recruitment process.
* To challenge participants to question their expectations about the time that they will spend overseas.
* To challenge participants to see the importance of "just being there" and the importance of experiential learning.
* To challenge participant's assumptions about themselves.
* To challenge the views of participants and their sense of security complaincy; by exposing them to the fact that there are different points of view.
* To challenge participant’s views about aid, racism etc. and of volunteering.
* To challenge participants to see that there is a need for a balance between technical assistance and personal experience.
* To challenge participants to see the link between what is happening in Australian society and in the developing world.
* To challenge participants to see that what is "invisible" here in Australia may also be "invisible" in the countries to which they are going.
* To challenge participants to utilise the volunteering experience to revalue Australian society.

Information Provision

General
* To provide participants with alternative perspective and information about a range of issues related to their placement.
* To help participants to understand the prevailing economic and social attitudes that exist in Australian society.

Country Specific
* To provide an opportunity for participants to think about and discuss their placement.
* To provide factual information about the countries to which the participants are going.
* To assist participants to understand that they will be working alongside expatriates who have a variety of different terms and conditions and motivations.
Appendix F: Overseas Service Bureau's Recommendations

3.7 Recommendations

Based on the findings of this evaluation it is recommended that:

Staff Interaction in On-going Planning and Delivery

1. E&T briefing staff develop and implement an interactive process through which OSB personnel from different units can work together to:

   a) further clarify the objectives and desired outcomes of pre-departure training activities;

   b) enhance communication and cooperation within OSB concerning the design and delivery of briefing activities;

   c) review the information currently given to participants in OSB programs about training activities and explore ways of ensuring greater consistency in the details presented at various stages within the volunteer cycle;

   d) identify and discuss the training needs of participants in OSB programs at the different stages within the volunteer cycle;

   e) explore ways of reducing the present "information overload" experienced by participants during the briefing program and of providing greater flexibility and variety in training activities;

   f) explore ways of ensuring that more of the country specific information and the details of placement can be given to the volunteers earlier;

   g) design and trial alternative and innovative ways to prepare volunteers for cross-cultural assignment, including the possibility of conducting some briefing activities earlier in the volunteer cycle.

Given the fact that it is necessary to plan the PDB well in advance, it could be difficult to radically alter the structure of the current program within the immediate short-term. However, some worthwhile modifications could be made to the existing model based on some of the suggestions that have been made during this evaluation. Eg. Within the present seven day time frame, adjustments could be made to incorporate the idea of presenting some of the material in the form of an "information market" and "learning centres" conducted by staff, returned volunteers and external resource people. This could be supplemented by documenting and sending out to the volunteers some of the information that is currently presented during sessions and referring them to useful resource material that can be readily accessed through a local library.

At the same time as modifications are being trialled, some staff could be working through a process aimed at making more substantial changes to the briefing structure in the longer-term. These changes could possibly incorporate some of the activities designed and tested during the short-term, or might radically depart from them if they prove to be unsatisfactory.
There is ample evidence within the findings of this evaluation to support the idea of re-structuring pre-departure training in a manner to enable some briefing components to be conducted earlier in the volunteer cycle. Exactly how the "split-up" is made and the actual timing and logistics of such a model are a matter for further discussion between E&T briefing staff and the staff of other units. It is important that such a significant change is well coordinated and is understood and supported by staff throughout the organisation. Sufficient time should be allowed to ensure that adequate planning is undertaken, however, the "long-term" need not be that far away... the State Seminars introduced in 1986 were designed and implemented within a period of four months!

**Briefing Size and Location**

2. The size of briefing activities be contained to around 50-70 people and the briefing location continue to be varied.

**Participant Involvement and the Learning Process**

3. Participants need to be encouraged and enabled to take greater responsibility for satisfying their own learning needs and to become more involved in the planning and conduct of training activities, by sharing their expectations of the training program and drawing on their own knowledge, skills and experience during the learning process;

4. The learning processes utilised within the briefing program be reviewed in light of the comments made by the Participant Observer and the current thinking about adult education, with a view to enhancing the real learning potential of the training program;

5. An attempt be made through the briefing process, to enhance the self-efficacy of participants and assist them to develop their own strategies for coping with the difficulties that might confront them during placement.

**Content of the Briefing Program**

6. A process be established to regularly review the content of briefing components and to revise them as appropriate;

7. Increased emphasis be given to encouraging participants to explore cross-cultural issues, particularly as they relate to the country of assignment;

8. Greater effort be made to address the difficulties currently being faced by families who participate in OSB training activities.

**Language Training**

9. Further consideration be given to the provision of increased language training at the pre-departure stage, as well as during the initial period of assignment.
**Staff Training**

10. **Staff** be given training in developing their skills and awareness in a range of areas related to the preparation of volunteers for cross-cultural assignment, including:
   - The context of pre-departure training within the volunteer cycle;
   - The objectives, process and desired outcomes of pre-departure training activities;
   - The experiential learning process; and
   - Their role, including group facilitation and informal interaction with participants;

11. **Staff Meetings** during training programs be re-focussed away from discussion of participants, to provide on-going advice and support to Core Staff regarding their role in the implementation of the program;

12. **Consideration** be given to identifying a Core Briefing Team from a range of different OSB units which will regularly be available to assist with training activities; and to include in each briefing program other staff members who are less experienced in its delivery, but who, over a period of time, can become more permanent team members.

**Process for Dealing with Volunteers**

13. A staff member be designated to listen to the concerns of staff regarding particular volunteers who are experiencing difficulties during the pre-departure stage, and to follow through an established process to determine the readiness of individual volunteers for commencing their assignment.

**On-going Evaluation**

14. The purpose of the post briefing evaluation activities be discussed and the current participant questionnaire be reviewed to ensure that it adequately responds to the information needs of training staff.
Appendix G: Needs Assessment Questionnaire

On behalf of NETCORPS & WUSC, CIL has hired People Development to design and facilitate the orientation training program (which will take place at Asticon Training Centre in Hull) from February 2-6. Logistics information and arrangements are being dealt with by Peggy Johnson. In order for this program to be responsive to your individual needs, please take a few minutes and respond to the following.

Please return by fax on/before Thursday, Jan. 22, to Raymond Clark - Fax: (902) 423-7214

Name: 

Expected date of departure from Canada: 

Destination (Country/City): 

Current Job or Role: 

Previous experience overseas:

Work: 

Travel:

1. What will your job/role be while overseas? What is your level of comfort with how much you know about it?

2. What is your motivation for working overseas at this time?

3. What concerns or questions do you have about living and working in your country of assignment?

   Professional: 

   Personal: 

4. What questions or concerns would you like covered in the health & safety session?

5. What would you like to achieve during this orientation program?

6. Other comments or questions?

Should you have any questions, please do not hesitate to call me (collect) at 902-425-6800. Thank you for your input and we look forward to meeting you. — Raymond
### CIL Pre-Departure Session for Net Corps & WUSC Global Challenge Interns -- February 2-6, 1998

**Draft Agenda -- as of January 21, 1998**

**Training/Briefing Sites:** Day 1 - Embassy Hotel, Ottawa; Day 2 thru 5 - Bissell Campus, Hull

<table>
<thead>
<tr>
<th>DAY 1</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday, Feb 2</strong></td>
<td><strong>Tuesday, Feb 3</strong></td>
<td><strong>Wednesday, Feb 4</strong></td>
<td><strong>Thursday, Feb 5</strong></td>
<td><strong>Friday, Feb 6</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Develop clear relationship between participants and hosting agencies, and develop group awareness.</td>
<td><strong>Purpose:</strong> Explore self-awareness and issues related to &quot;Canadian&quot; content.</td>
<td><strong>Purpose:</strong> Develop awareness of and practice interaction with &quot;other&quot; cultures, and identify/resolve buy development issues.</td>
<td><strong>Purpose:</strong> Explore work-related skills and applications in skills sharing overview.</td>
<td><strong>Purpose:</strong> Develop awareness of individual health and safety, living, and making final plans for departures.</td>
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<tr>
<td><strong>9:00 am - 10:30</strong></td>
<td><strong>9:00 am - 10:15</strong></td>
<td><strong>9:00 am - 10:30</strong></td>
<td><strong>9:00 am - 10:30</strong></td>
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<tr>
<td>Introductions - Facilitators and Participants</td>
<td>Feedback Shared and Agenda Discussed</td>
<td>Feedback Shared and Agenda Discussed</td>
<td>Professional Development and Working Overseas</td>
<td>Feedback Shared and Agenda Discussed</td>
</tr>
<tr>
<td>- Expectations of Session</td>
<td>- Introduction to Net Corps Interns</td>
<td>- Interactive and experiential process for integrating into another culture, e.g. Banff Bafa</td>
<td>- Technical Skills and Skills Requirements (Net Corps)</td>
<td>- Individual Needs</td>
</tr>
<tr>
<td>- Participant Information Sheet</td>
<td>- CIDA Presentation</td>
<td>- Conflict Resolution</td>
<td>- Case Studies</td>
<td>- A Practical Approach to Health and Safety</td>
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<tr>
<td>- Identify Key Issues from Needs Assessment</td>
<td>- Develop Values Awareness Tools</td>
<td>- Technical Skills</td>
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<td>- Health Risks</td>
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<td>- Identify Canadian &quot;Profile&quot;</td>
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<td>- Prevention and Education</td>
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<td>- Safety and Security</td>
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<td><strong>10:45 am - 11:00</strong></td>
<td><strong>10:45 am - 12:15</strong></td>
<td><strong>10:45 am - 12:30</strong></td>
<td><strong>10:45 am - 12:30</strong></td>
<td><strong>10:45 am - 12:30</strong></td>
</tr>
<tr>
<td>WUSC's Organizational Overview - Program Objectives and Expectations</td>
<td>The Cultural Iceberg</td>
<td></td>
<td>Case Studies</td>
<td>Final Preparation - packing your bag</td>
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<td>Evaluations and Closure Activity</td>
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<tr>
<td><strong>12:15 pm</strong></td>
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<td>LUNCH (catered)</td>
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<td>LUNCH (catered)</td>
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<td><strong>1:30 pm - 1:30 pm</strong></td>
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<td><strong>1:30 pm - 1:30 pm</strong></td>
<td><strong>1:30 pm - 1:30 pm</strong></td>
<td><strong>2:00 pm</strong></td>
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<tr>
<td>Policies and Procedures Affecting WUSC Interns</td>
<td></td>
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<td>Resource People for Net Corps</td>
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<tr>
<td>WUSC Staff</td>
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<tr>
<td><strong>4:00 pm - 4:30 pm</strong></td>
<td><strong>4:30 pm - 5:00 pm</strong></td>
<td><strong>4:00 pm - 4:30 pm</strong></td>
<td><strong>4:00 pm - 4:30 pm</strong></td>
<td><strong>4:00 pm - 4:30 pm</strong></td>
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<tr>
<td>Feedback on Day 1</td>
<td>Feedback on Day 2</td>
<td>Feedback on Day 3</td>
<td>Feedback on Day 4</td>
<td></td>
</tr>
<tr>
<td><strong>4:30 pm - 6:30 pm</strong></td>
<td><strong>4:30 pm - 6:30 pm</strong></td>
<td><strong>4:30 pm - 6:30 pm</strong></td>
<td><strong>4:00 pm - 6:00 pm</strong></td>
<td><strong>6:00 pm</strong></td>
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<tr>
<td>COCKTAIL PARTY (for WUSC interns) at the WUSC Office (1455 Scott Street, Ottawa)</td>
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</tr>
</tbody>
</table>

* VSO, CARE, CWY and OXFAM Net Corps interns will be with their host agencies on Day 1. WUSC Global Challenge and Net Corps interns will work together at the Embassy Hotel. The entire group will work at Campus Bissell Day 2 thru 5.

**Program Facilitators:** Raymond Clark and Judy Johnson, People Development Ltd., as well as Pierre Bergeron

**Program Coordinators:** CIL - Danielle Vitrin, Lucille Berube; WUSC - Violeta Pedan; CIDA Speaker; Health Professional; Returned Canadians and Host Nationals

**Program Administration:** Perry Johnson, People Development Ltd.
Appendix I: Sketch of Conference Room – Bisson Centre Hull, Quebec

Front of the Room

Writing Boards
Overhead Projector
Me
Resource Table
Coffee Table

Chairs
Door
YOU WILL HAVE ABOUT 5 MINUTES
   TO STUDY THE RULES FOR AND PRACTICE PLAYING "FIVE TRICKS."

THEN THE RULES WILL BE TAKEN AWAY
   AND NO VERBAL COMMUNICATION WILL BE ALLOWED.

   FROM THEN ON, YOU MAY GESTURE OR DRAW PICTURES (NOT WORDS!) BUT YOU MAY NOT
   SPEAK OR WRITE WORDS (OR USE SIGN LANGUAGE).

THEN THE TOURNAMENT WILL BEGIN.

   YOU WILL HAVE A FEW MORE MINUTES TO PLAY AT YOUR HOME TABLE (IN SILENCE).

SCORING BEGINS AT THE START OF THE TOURNAMENT.

GAME WINNER: THE PLAYER TAKING THE MOST TRICKS IN THE GAME (ONE
   "HAND"). IF A GAME IS NOT COMPLETE WHEN THE ROUND ENDS, THE PLAYER
   WINNING THE MOST TRICKS SO FAR IN THAT GAME WINS THAT GAME.

ROUND WINNER: THE PLAYER WINNING THE MOST GAMES IN THE ROUND.
   (ORDINARILY, SEVERAL GAMES WILL BE PLAYED DURING A ROUND).

EACH ROUND LASTS A FEW MINUTES.

PLAYERS MOVE LIKE THIS AT THE END OF EACH ROUND:

   THE PLAYER WHO HAS WON THE MOST GAMES DURING A ROUND MOVES UP TO THE
   NEXT HIGHEST NUMBERED TABLE.
   IF THERE ARE MORE THAN FOUR PLAYERS AT A TABLE, THE TWO PLAYERS WHO
   HAVE WON THE MOST GAMES DURING A ROUND MOVE UP TO THE NEXT
   HIGHEST NUMBERED TABLE.

   THE PLAYER WHO HAS WON THE FEWEST GAMES DURING A ROUND MOVES DOWN
   TO THE NEXT LOWEST NUMBERED TABLE.
   IF THERE ARE MORE THAN FOUR PLAYERS AT A TABLE, THE TWO PLAYERS WHO
   HAVE WON THE FEWEST GAMES DURING A ROUND MOVE DOWN TO THE
   NEXT LOWEST NUMBERED TABLE.

THE OTHER PLAYERS REMAIN AT THE TABLE.

WINNING PLAYERS AT THE HIGHEST TABLE REMAIN AT THAT TABLE, AS DO LOSING
PLAYERS AT THE LOWEST TABLE.

TIES ARE RESOLVED BY ALPHABETICAL ORDER.
FIVE TRICKS

A Card Game Easy To Learn and Easy to Play

Cards
Only 28 cards are used — Ace, 2,3,4,5,6 and 7 in each suit. Ace is the lowest card.

Players
Usually 4-6; sometimes varies.

Deal
The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players).

Start
The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.

Winning
When each player has played a card, the highest card wins the trick.

Tricks
The one who played this card gathers up the trick and puts it face down in a pile.

Continuation
The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

Following Suit
The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.

Trumps
In this game diamonds are trumps. If you do not have a card of the first suit, you may play a diamond. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump (because s/he does not have a card of the first suit). In this case, the highest trump wins the trick.

End/Win
Game ends when all cards have been played. The player who has won the most tricks wins the game.

②♣ace♥④♣⑨♦②
# FIVE TRICKS

A Card Game Easy To Learn and Easy to Play

<table>
<thead>
<tr>
<th>Cards</th>
<th>Only 28 cards are used — Ace, 2,3,4,5,6 and 7 in each suit. Ace is the lowest card.</th>
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</tr>
<tr>
<td>Start</td>
<td>The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.</td>
</tr>
<tr>
<td>Winning</td>
<td>When each player has played a card, the highest card wins the trick.</td>
</tr>
<tr>
<td>Tricks</td>
<td>The one who played this card gathers up the trick and puts it face down in a pile.</td>
</tr>
<tr>
<td>Continuation</td>
<td>The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.</td>
</tr>
<tr>
<td>Following Suit</td>
<td>The first player for each round may play any suit. All other players must follow suit. (This means that you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.</td>
</tr>
<tr>
<td>Trumps</td>
<td>In this game spades are trump. You may play a spade anytime you want to — even if you have a card of the first suit. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick.</td>
</tr>
<tr>
<td>End/Won</td>
<td>Game ends when all cards have been played. The player who has won the most tricks wins the game.</td>
</tr>
</tbody>
</table>

![](5♥4♠2♣ace♥5)
# FIVE TRICKS

A Card Game Easy To Learn and Easy to Play

<table>
<thead>
<tr>
<th>Cards</th>
<th>Only 28 cards are used — Ace, 2,3,4,5,6 and 7 in each suit. Ace is the highest card.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Players</td>
<td>Usually 4-6; sometimes varies.</td>
</tr>
<tr>
<td>Deal</td>
<td>The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players).</td>
</tr>
<tr>
<td>Start</td>
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</tr>
<tr>
<td>Trumps</td>
<td>In this game diamonds are trumps. You may play a diamond any time you want to — even if you have a card of the first suit. This is called trumping. You win the trick even if the diamond you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick.</td>
</tr>
<tr>
<td>End/Win</td>
<td>Game ends when all cards have been played. The player who has won the most tricks wins the game.</td>
</tr>
</tbody>
</table>

![Card Image]
FIVE TRICKS

A Card Game Easy To Learn and Easy to Play

Cards
Only 28 cards are used -- Ace, 2,3,4,5,6 and 7 in each suit. Ace is the highest card.

Players
Usually 4-6; sometimes varies.

Deal
The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players).

Start
The player to the left of the dealer starts by leading (playing) any card. Other players take turns playing a card. The cards played (one from each player) constitute a trick. For the last trick, there may not be enough cards for everyone to play.

Winning
When each player has played a card, the highest card wins the trick.

Tricks
The one who played this card gathers up the trick and puts it face down in a pile.

Continuation
The winner of the trick leads the next round which is played as before. The procedure is repeated until all cards have been played.

Following Suit
The first player for each round may play any suit. All other players must follow suit. (This means you have to play a card of the same suit as the first card). If you do not have a card of the first suit, play a card of any other suit. The trick is won by the highest card of the original lead suit.

End/Win
Game ends when all cards have been played. The player who has won the most tricks wins the game.

9♥ ace♦ 4♣ 2♦ 9
FIVE TRICKS

A Card Game Easy To Learn and Easy to Play

Cards
Only 28 cards are used — Ace, 2, 3, 4, 5, 6 and 7 in each suit. Ace is the highest card.

Players
Usually 4-6; sometimes varies.

Deal
The dealer shuffles the cards and deals them one at a time. Each player receives 4-7 cards, (or some other amount, depending on the number of players).

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In this game spades are trumps. If you do not have a card of the first suit, you may play a spade. This is called trumping. You win the trick even if the spade you played is a low card. However, some other player may also play a trump. In this case, the highest trump wins the trick.

End/Win
Game ends when all cards have been played. The player who has won the most tricks wins the game.

ace ♥ 4 ♠ 3 ♠ 7 ♠ ace
Appendix K: Work Horizon Self-Assessment Worksheet

**Work Horizon Self-Assessment**

*Indicate how frequently you exhibit the following skills on a daily basis.*

<table>
<thead>
<tr>
<th>GENERIC SKILLS</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Autonomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Efficiency</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4. Precision</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Problem Identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Research</td>
<td></td>
<td></td>
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<tr>
<td>7. Flexibility</td>
<td></td>
<td></td>
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<tr>
<td>8. Self-Promotion</td>
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<tr>
<td>9. Leadership</td>
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<tr>
<td>10. Persuasion</td>
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<tr>
<td>11. Influence</td>
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<tr>
<td>12. Empathy</td>
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<tr>
<td>13. Teamwork</td>
<td></td>
<td></td>
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<tr>
<td>14. Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15. Self-Confidence</td>
<td></td>
<td></td>
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<tr>
<td>16. Perseverance</td>
<td></td>
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<tr>
<td>17. Self-Control</td>
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<tr>
<td>18. Reliable</td>
<td></td>
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</tbody>
</table>
# Appendix L: Synthesis Worksheet

## Synthesis

<table>
<thead>
<tr>
<th>Strengths/Skills</th>
<th>Objectives for Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Weaknesses</td>
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<tr>
<td>Motivation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Objectives</th>
<th>Professional Objectives (self-knowledge)</th>
<th>Cultural Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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Appendix M: BAFA BAFA Game Rules

Rules for the Beta Culture

1. In the Beta culture people work hard to earn as many points as possible by trading cards.
2. Each person will be given 10 cards at the beginning of the session. The cards are worth zero points until the person is able to get a sequence of seven cards (1, 2, 3, 4, 5, 6, 7) of the same colour, (similar to a seven card straight flush in poker), then each card in the sequence counts the face value of the card or a total of 28 points (1 + 2 + 3 + 4 + 5 + 6 + 7). In addition, once a 7 card flush is obtained, then all sequence of 3 or more cards in the same colour (in any of the six colours) count the value on the face card. For example, in the grid below the person obtained a 7 card straight flush in Yellow (28 points) and a sequence of 3 cards in Green (12 points) for a total of 40 points. (The two card Blue sequence counts zero, it would have to be a sequence of at least 3 before it counts).

<table>
<thead>
<tr>
<th>Number of Cards</th>
<th>White</th>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
<th>Orange</th>
<th>Pink</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Cards</td>
<td>No</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2 Cards</td>
<td></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>Cards</td>
<td>Cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td>28</td>
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<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>12</td>
<td>28</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is a shortage of 3s and 5s in all colours, otherwise there is an approximately equal number of cards of each number and colour in the game.

3. Once a person gets a 7 card sequence in the same colour, S/he can record his score on the chalkboard or newsprint pad and pick up a new set of cards from the director. S/he must then obtain another 7 card sequence before the 3 card sequences count. Each time s/he gets a 7 card sequence, s/he can turn all of her/his cards in, add the points to her/his score, and get another set of 10 cards.

4. The skill at this game comes from being able to figure out which sequence to go after and being able to drive a hard bargain. Two, three and four-of-one trades are possible.

5. Visitors coming from the Alpha culture into the game will have more cards than you and will have more than their share of 3s and 5s.

6. All communication in this culture is done in the Beta language which consists of both words and gestures. The basic language is as follows:

- Agreement is signified by touching the chin to the chest. “No” is signified by raising both elbows sharply with the hands hanging loosely to the side. The higher the elbows are raised the stronger the no.
• “Say Again” or repeat what you have just said is indicated by making a fist and extending the thumb parallel to the ground and moving the hand back and forth of the body about waist high.

• If a person wants more than one card s/he indicates it by pumping her/his closed fist from head to shoulder once for each card desired and then when s/he asks for the cards (see below) s/he pauses before describing the second and third card desired.

• Colours are always mentioned first and numbers second.

• Cards being offered for trade are held up so the other person can see the numbers.

• Instead of having a different word for each number, the Beta language pronounces a syllable for each unit of one. Syllables are made from any two of the persons’ initials plus one of the vowels attached to it. For instance, if your name were Brent Folsom, then you could communicate the number one by saying “Ba”, the number two by saying “BaFa” and the number three by saying “BaFa Ba” and so forth. He might also choose to say the syllables Bi, Be, Bo or Bu and Fe, Fi, Fo or Fu. Below is an example of how a person with the initials BF could say all of the numbers from one to seven.

   One .................. Ba
   Two ..................... BaFa
   Three ................... BaFa Ba
   Four ...................... BaFa BaFa
   Five ..................... BaFa BaFa Ba
   Six ....................... BaFa BaFa BaFa
   Seven ................... BaFa BaFa BaFa Ba

• Colours are indicated by saying the first two letters of the colour and adding a vowel. For example:

   Green – Ga
   Blue – Bla
   White – Wha
   Yellow – Yea
   Orange – Ora
   Pink – Pia

• In the Beta culture, it is the mark of stupidity and coarseness to keep track of the number of syllables by counting on one’s fingers. If you see any member using her/his fingers, toes or in any ways using a visible sign to keep track of the number of syllables you should let them know that they are being coarse and crude. This is quite important.

Brent Folsom holds up a red seven, pumps twice and says “Gra, BaFa, BaFa, Bo” pause, “Ora, BaFa BaFa BaFa BaFa Ba”. Meaning “I want a green 5 and an orange 7 for the red seven I am holding up”.

George Watson raises both elbows up and holds up a green 3 and says “Rea, GaWA, GaWA, GaWa, Ga”. Meaning “No, I won’t give you a green 5 and an orange 7, but I will give you a green 3 for your red 7”.

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• As you can see from the example, one never talks about what s/he is offering only what he wants.

7. It is custom for both traders to quickly and unobtrusively blink the eyes three times while looking directly at the other persons eyes without smiling, before bargaining. This symbolizes that each recognizes that the other is a member of the bargaining community and each will try to drive a hard bargain but will not engage in any deception. If the blinks are not returned it means the person is not a member of the culture.

8. It is a great insult for a person to trade in any language but Beta while in Beta territory. And all attempts to get you to trade in English should be resisted. If strangers cannot speak Beta, you may deal with the foreigners in sign language, but not in English.

9. All trades should be made while standing up.

REMEMBER THE RULES OF THE CULTURE CANNOT BE TOLD TO STRANGERS.
Rules for the Alpha Culture

1. The people in the Alpha culture are very friendly and relaxed. They love to enjoy and develop friendships, however, it is understood that such friendships are to take place within a fairly strict set of rules (which will be explained later). Alphas honour and respect older people. Females are considered to be owned by the men of the culture and strangers do not approach the women unless they have received the O.K. of the oldest member of the group. If such approaches are made without his O.K. the manhood of all members of the group is challenged.

2. The basic transaction around which the members of the group engage in social activities is as follows:

- Each person will be given 3 cards. On one card will be a picture of a Tibber, on another Blimmer and a third a Stipper (see below). Each person will also be given 10 chips and a 3 x 5 card. Person A and Person B each put a chip down on a flat surface or one of the persons makes a flat surface by holding out her/his hand. Person A then puts one of her/his cards face down. Person B puts one of her/his cards on top of it. If the cards match, Person B (the person who owns the card on top) picks up the chips. If the cards do not match, then Person A picks up the chips.

- The only time the Stipper is put down is when a person wants to insult another person. The person who puts down the Stipper wins the chips in the transaction but loses the friendship.

- The 3 x 5 card is used as a means of telling the other person how you feel about them and especially the way they carried out the transaction. When the chips are picked up, if each person feels the other has obeyed the rules of social contact as outlined below, then s/he signs the other person's card with her/his initials. However, if Person A feels that Person B violated rules of good social conduct as outlined below then Person A would sign Person B's card with one or more numbers rather than with his initials. The numbers say to other members of the group that this person has violated our rules of social conduct and should be regarded
suspiciously if dealt with at all. The rules which one should obey to get his card signed with an initial are:

- Before the matching transaction, each of the two persons engage in small talk (movies, sports, weather, relatives) and joking before the transaction.

- After the chips are picked up, more small talk before the person moves to another transaction.

Each touches the other at least once during the transaction. The handshake is not considered touching but as a means of keeping people at distance.

Men always approach the women, never the other way around. However, females can flirt with any man just as long as they do it fairly discreetly. Women may approach men.

No male approaches a female until his card has been initialed by the oldest member of the group. If such an approach is made, it is considered to be an insult to all the male members of the group and appropriate action should be taken, i.e. they might escort him out of the room. At the beginning of the simulation, the oldest member should gather cards of all members of the group and sign their cards.

If a person matches cards with the oldest member, the eldest always wins regardless of whether the cards match or not.

Each person should try to get around to making at least one transaction with every other member of the culture.

REMEMBER THE RULES OF THE CULTURE CANNOT BE TOLD TO STRANGERS.
Selected Bibliography


VITA AUCTORIS

Giselle Kovary was born in 1973 in Scarborough, Ontario. She graduated from R.H. King Academy in 1992. From there she went on to the University of Guelph where she obtained a B.A. in Sociology in 1996. She is currently a candidate for the Master's degree in Communication Studies at the University of Windsor and hopes to graduate in Fall 1998.