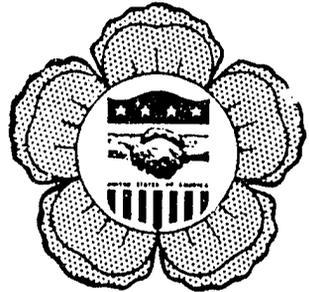
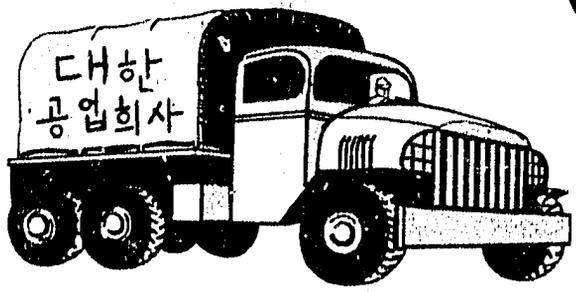


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FINAL REPORT

EVALUATION SURVEY of the KOREA/U.S. PARTICIPANT TRAINING PROGRAM 1955 - 1960

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
Washington D. C.
September 1963

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EVALUATION SURVEY

of the

KOREA/U.S. PARTICIPANT TRAINING PROGRAM

FINAL REPORT

604170

Department of State
Agency for International Development
International Training Division
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EVALUATION SURVEY OF THE KOREA/U.S. PARTICIPANT TRAINING PROGRAM -- 1955-60

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SUMMARY HIGHLIGHTSSURVEY FINDINGS

I. PROGRAMS AND PARTICIPANTS --

- ... The typical Korean participant at selection was male, between 30 and 34 years old, college-educated, a resident of the Seoul area and working for the Korean Government, either directly or for a nationalized industry or institution.
- ... The largest number of participants by field of training were in Industry and Mining, followed by Public Administration.
- ... The median length of training was between 6 and 12 months -- longest in the field of Health and Sanitation, shortest in Agriculture.
- ... Most participants were sent to the U.S. as their training location, with a small number going to third countries, chiefly the Philippines and Taiwan.
- ... Participants were given a considerable variety of types of training, including about equal proportions in observation, on-the-job and university training, alone or in combination. Eight per cent received academic degrees through their training.

II. PRE-TRAINING PREPARATION --

- ... Technician participation in candidate selection has been very limited.
- ... Similarly, participants and supervisors have participated in advance planning much less than they desired.
- ... English language preparation has been a major problem for many participants and has been tackled with considerable success, although continued attention is necessary.

- ... Orientation was generally considered satisfactory, although somewhat more information on cultural aspects of the country of training were desired, especially in the case of third countries.

III. TRAINING PERIOD ABROAD --

- ... Longer programs were found to be both more desired and more effective, in terms of overall utilization.
- ... The location of training (nine-tenths of which was in the U.S.) was unsatisfactory to many supervisors and technicians, many of whom felt there should be more training in third countries or even in Korea itself.
- ... The guidance given by training officials was rated as satisfactory on the whole, but special cases were felt to need more attention than they sometimes received.
- ... Funds provided for living and training expenses were generally considered adequate but satisfaction varied by type of training, with the greatest strain being felt in the academic group.

IV. GENERAL ATTITUDES --

- ... High levels of satisfaction with training as a whole were registered in all groups, but only one-fifth of the participants were "very" satisfied.
- ... Participants and supervisors made similar suggestions for changes in future programs, emphasizing 1) more specialized or practical training, 2) longer training and 3) more participation in planning.
- ... Inappropriate selection methods were seen as the greatest weak point by technicians, followed by training in circumstances unlike home country and by programs inappropriate to participant or country needs.

... The cultural impact of training in the U.S. appeared to be almost as strong as the technical.

... The Communications Seminars were liked even more for the contacts made than for the specific lessons learned.

V. UTILIZATION OF TRAINING AFTER RETURN --

... Only 38 per cent of the participants at the time of interview were holding the same jobs they held at departure. Most, however, were in similar jobs.

... Four-fifths of the participants said they had used at least some of their training on their jobs. Equal proportions had passed it along to others.

... The major types of difficulty in using training reported by participants were first, the lack of sufficient money, equipment or facilities to put what they had learned into practice and second, support from superiors and colleagues.

... Three-quarters of the participants reported post-return contact with USOM, but only 29 per cent said they see U.S. technicians "frequently".

... One-third of the participants (32 per cent) joined U.S. professional societies; one-quarter (26 per cent) still belong; half (52 per cent) now receive U.S. professional publications.

... The follow-up technique suggested most frequently by U.S. technicians is personal contacts with participants.

... Factors most closely associated with high utilization of training after return include: longer or academic programs, overall satisfaction, support from supervisors, frequent contact with U.S. technicians and receipt of professional journals.

RECOMMENDATIONS

Recommendations stemming from the survey (which do not necessarily take into account such key factors as cost and feasibility) include the following:

The role of U.S. technicians in the selection of participant candidates should be increased.

Both supervisors and participants should play a greater role in the advance planning of training programs.

More cultural orientation material should be provided, both for country of training and as background on Korea.

The chief role of the sponsoring ministry and employer in pre-departure orientation should be to emphasize their post-training plans for the participant.

The careful testing of oral and written English competence for all participants going to the U.S. and many third countries should be continued.

Future programs should put more emphasis on specific, practical training.

More training should be programmed for nearby third countries.

Systematic training might be provided in Korea itself.

Communications Seminars should provide more concrete information about communications techniques.

Periodic checks should be made on each participant's current employment status.

Formal commitments to use training for a set period after return should be continued.

Understanding of the training program and support for the new ideas it stimulates should be sought in the higher echelons.

Supervisors, in particular, should be encouraged to discuss participants' training on their return and to be more helpful in putting it to use.

Needed equipment and facilities should be provided as feasible.

More formal dissemination activities should be planned.

Working-level contacts between returned participants and U.S. technicians should be encouraged.

Contact among returned participants themselves should be stimulated.

Membership in U.S. or international professional societies should be promoted.

Continued subscriptions to outstanding American technical journals should be encouraged.

An up-to-date list, by field, of all returned participants should be kept available in both U.S. and ROK offices.

A joint, formalized follow-up operation should be established to promote utilization.

To sum up, the Korean Participant Training Program between its inception in 1954 and mid-1960 has been far more than a qualified success. Large numbers of people have been trained effectively in many fields and are making sizable contributions to the development of Korea. While some changes and improvements may be desirable in the pre-departure and training period phases, the program as a whole has been well carried out except for the utilization period after return, which has been relatively more neglected than other phases in the past. Constructive action in this area should materially increase the already substantial benefits to Korea of the Participant Training Program.

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EVALUATION SURVEY OF THE KOREA/U.S. PARTICIPANT TRAINING PROGRAM -- 1955-60

INTRODUCTION

1. The Korean Participant Training Program

An integral part of the assistance to developing countries under the U.S. aid program is technical training given to "participants" from the various nations, either in the United States or in a "third country". This training of nationals abroad helps develop the human resources needed to make maximum use of other forms of aid, such as commodities and equipment, financial assistance and technical advice. The two-fold need for such training for Korea, following the cease-fire and armistice of 1953, was well expressed in a report by a former Training Officer in Seoul:

"First, there was a tremendous dearth of trained individuals capable of continuing projects developed and supported by aid funds. This absence of technical skills existed, initially, because the (former) Japanese overlords, with only rare exceptions, prevented the Japanese-trained Korean engineer, textile worker, mining specialist or government administrator from taking advantage of his potential abilities... Second, and even more important, many skilled workers and potentially capable engineers and technicians lost their lives or simply disappeared as a result of the Korean War. With the post-war aid program there was a need for retraining those fortunate to have survived the war and for training of new personnel who suddenly found themselves in positions of responsibility but with little practical experience." (Charles K. Bernheisel, Term-End Report, October 17, 1958.)

Post-war Korean participant training began in 1954. As a joint operation of the Republic of Korea (ROK) and U.S. Governments, it entailed a close working cooperation which has continued despite the various changes in the Korean Government. In the fiscal years 1954-1962 about 2,100 Korean academicians and technicians were given specialized training abroad by A.I.D. and its predecessor agencies. Total dollar cost of this training (excluding counterpart and local Korean funds) was about \$10,000,000. Major fields covered were Industry and Mining (including Power and Communications), Public Administration, Agriculture and Education. Most of the training was given in the United States. One-sixth of it was handled through special-

purpose contracts with American academic institutions; the remainder was arranged in Washington by A.I.D. and other participating Government agencies. ^{1/}

Although various administrative and other problems were encountered over the years and generally resolved within the limits of staff and time available, there was no early provision for regular stock-taking or evaluation of the results achieved. A fairly thorough study was made of the post-return use of training by 1954-55 participants, which resulted in a U.S. Mission directive in March 1958 to strengthen local follow-up operations; this was only partially implemented. By 1959, however, it was considered desirable, both in Washington and in Seoul, to make a careful study of the whole training program to date and assess its strong and weak points. Money for this purpose was set up in late 1959 by the Ministry of Reconstruction (now the Economic Planning Board), which handles training programs for the ROK Government. The project was integrated into the world-wide training evaluation survey, which was initiated in November 1959 by the former Office of Participant Training of ICA/Washington, now called the International Training Division of A.I.D. The present report summarizes the results of this study, which was carried out in Seoul and Washington during 1961 and 1962.

2. Purposes and Procedures of the Training Evaluation Survey

a. Objectives. The basic ICA circular message which set up the world-wide study (ICATO A-175, November 5, 1959) listed the following as major objectives of the survey:

- 1) To ascertain whether participants were returning to the jobs for which they were trained, effectively using the training and transmitting it to others,

^{1/} Source: TABULAR REPORT OF PARTICIPANT TRAINING, FY 1954-FY 1961, and Supplement No. 1, FY 1962; U. S. Operations Mission to Korea, December 1962.

- 2) To identify factors contributing to or hindering utilization of training and communication of acquired knowledge and skills,
- 3) To ascertain whether the training provided was at an appropriate level, of good quality and relevant to the needs of the participant and his country,
- 4) To ascertain whether the non-technical aspects of the program (e.g., orientation, extra-curricular activities) were being carried out adequately,
- 5) To identify weaknesses in administrative practices and procedures,
- 6) To study other aspects of the planning and management of participant training, such as the relative merits of U.S. vs. third-country training, the relevance of participant's age to his success, etc.

In carrying out these objectives the intent has been both to describe the Korean training program as it developed through June 1960 and to evaluate it, less in terms of measuring its success than of locating weak spots that might need improvement. For this reason both interviewing and reporting emphasized possible negative aspects of training administration and utilization. Strong points and favorable aspects are also covered but with less elaboration, since they presumably need no remedial action.

b. Procedures. Although the bulk of the day-to-day work on the evaluation survey was done in the Training Office of the U.S. Operations Mission (USOM) in Korea, the entire study was a joint undertaking of both the Korean and U.S. Governments. Contract costs for field interviewing and local coding were paid for out of jointly controlled counterpart funds (under Project #99-340). Using standard instructions distributed from Washington to all participating countries, the survey work was supervised locally by the USOM Training Evaluation Officer, with the active collaboration of two special consultants appointed by the ROK Government and of the ROKG Bureau of Statistics. Many other organizations and persons contributed to the survey; a list of these will be found at the end of the report.

In order to study the training program from several viewpoints, three sets of personal interviews were carried out for this project:

- 1) A 50 per cent sample of all ICA/A.I.D. participant trainees who had returned to Korea by June 30, 1960, selected by taking every other name from the master list (524 cases),
- 2) All available immediate supervisors (if any) of these participants on their current jobs, as identified in the participant interviews (305 individual supervisors covering 420 of the 524 participants),
- 3) All available American technicians at the U.S. Operations Mission (USOM) who were concerned with these training programs and acquainted with participant respondents (52 individual technicians covering 345 participants).

Participant and supervisor interviews were made in the Korean language during the period January-May 1961 by students and faculty members of Korea University; they were substantially completed before the present government took over on May 16, 1961. The technician interviews were made in English by three USOM staff members during February and March of 1962.

The basic questionnaires, codes and processing procedures used were those furnished by A.I.D./Washington for the world-wide study, with only slight adaptations to meet local needs or situations. Coding was done by a private Korean firm in Seoul and punching and preliminary tabulating by the ROKG Bureau of Statistics. Check runs and cross-tabulations were made by the Bureau of Social Science Research in Washington. Details of the sampling and field operations will be found in the Appendix.

A Statistical Summary of the data, together with a brief "Highlights", was published in Seoul in October 1962.^{1/} This Summary presented in tabular form detailed

^{1/} Copies of the Statistical Summary, if desired, may be obtained from the Technical Training Branch, USOM/Korea, or the Bureau of Technical Development, Economic Planning Board, Republic of Korea, Seoul. Although the Summary contains more complete data by training field, all the major findings shown are covered in the present report.

statistical results, by field of training, on most of the major questions of the survey without any special analysis or interpretation. The present report has been prepared by the Study Director in an effort to amalgamate the major findings of the survey in both statistical and narrative terms and to present certain conclusions and recommendations based on the survey results for the consideration of those most closely concerned with the planning and implementation of the Korean participant training program.

It should be pointed out, in this connection, that recommendations for changes in the participant training program made by respondent participants, supervisors, or technicians represent only their own point of view and do not take into account other relevant factors such as cost, feasibility, or the requirements of overall programming. It must also be remembered that the survey data concern only participants who returned to Korea before July 1960 and that interviewing was done in early 1961 for participants and supervisors and early 1962 for technicians. Most of the results reported can be accepted as valid measures of the situation just before the change of government on May 16, 1961, but on issues likely to be affected by later developments a supplementary study of recent returnees would be necessary to provide data on recent changes. On such questions, therefore, projections to the current situation should be made with caution.

Chapter I -- PROGRAMS AND PARTICIPANTS

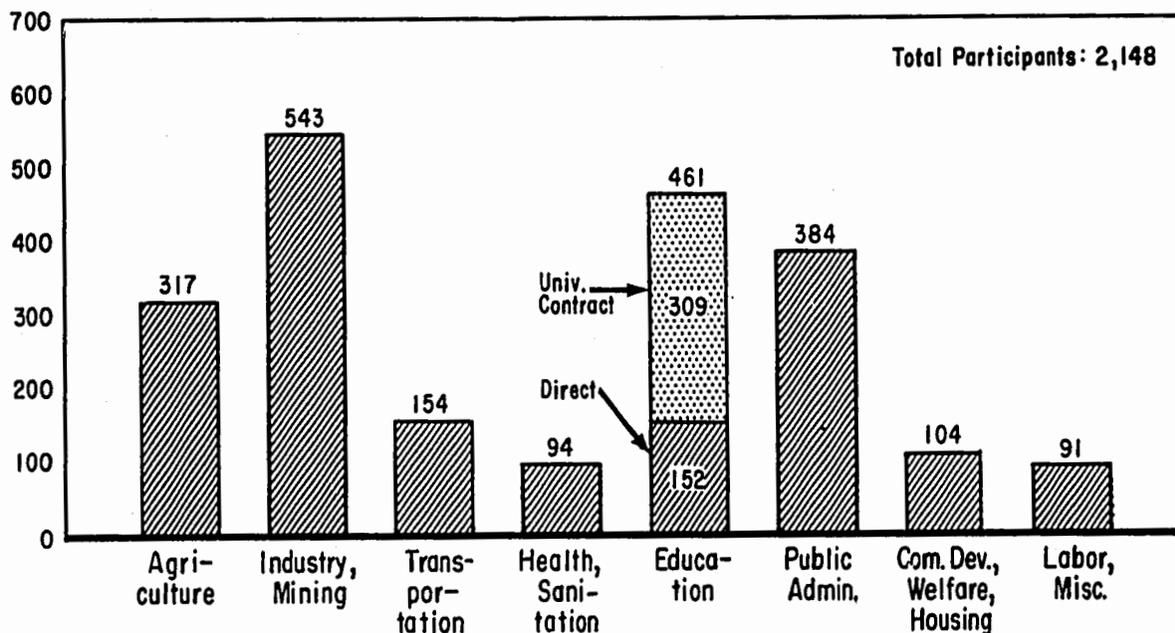
Under the modern technical training program for Korea, which was set up in 1954 following the devastation and division of the country and the depletion of its already very limited trained manpower by the Korean War, a total of 2,148 participants were sent abroad for training through June 1962. Mostly well-educated males, they came from varied backgrounds to acquire industrial, administrative, or educational skills by various means for different periods of time at many places. This chapter presents a detailed description of Korean participants and their training as a setting for the analysis of program effectiveness to follow.

1. Description of Training Programs

a. Fields of Training. Among the 2,148 Koreans sent for training under the joint program through June 30, 1962, the latest date for which detailed figures are available, the largest group, as can be seen in Figure 1, was in Industry and Mining (543), followed by Education (461, including 152 direct and 309 through special university contracts), Public Administration (384) and Agriculture and Natural Resources (317):

Figure 1

KOREAN PARTICIPANTS TRAINED, 1954-62, BY FIELD ^{1/}



^{1/} SOURCE: Tabular report of participant training, USOM/Korea, December 1962.

Within these major groups the chief special fields of training were as shown in

Table 1:

Table 1 -- Korean Participants Trained, 1954-62, by Major and Special Field^{1/}

<u>Training Field Code</u>	<u>Training Field</u>	<u>No.</u>	<u>%</u>
<u>(10) Agriculture and Natural Resources:</u>			
11	Research, Agricultural Education and Extension	46	2%
12	Land and Water Resources	56	3
13	Crop and Livestock Development	60	3
14	Agric. Economics, Farm Organization and Agric. Credit	82	4
16	Home Economics and Rural Youth	27	1
17	Forestry	21	1
18	Fisheries	19	1
	Other Agriculture and Natural Resources	6	*
		<u>317</u>	<u>15%</u>
<u>(20) Industry and Mining:</u>			
21	Mining and Minerals	53	2%
22a	Power	192	9
22b	Communications	51	2
23	Manufacturing and Processing	160	8
27	Industrial Management	72	3
	Other Industry and Mining	15	1
		<u>543</u>	<u>25%</u>
<u>(30) Transportation:</u>			
31	Highways	56	3%
32	Urban Transit and Traffic Engineering	1	*
33	Railways	35	2
34	Port Facilities and Harbor Improvement	15	1
36	Ship Operations	13	1
37	Air Transport	34	1
		<u>154</u>	<u>8%</u>
<u>(40) Labor</u>			
		4	*%
<u>(50) Health and Sanitation:</u>			
51	Control of Specific Diseases	11	*%
52	Environmental Sanitation	21	1
53	Health Facilities -- Operation and Advisory Services	13	1
54	Health Training and Education	40	2
	Other Health and Sanitation	9	*
		<u>94</u>	<u>4%</u>

(Continued)

^{1/} Ibid. Total represents man-programs rather than individuals -- about 50 participants went on more than one program and were counted again each time.

Table 1 -- Korean Participants Trained, 1954-62, by Major and Special Field (Cont.)

<u>Training Field Code</u>	<u>Training Field</u>	<u>No.</u>	<u>%</u>
	(60) <u>Education:</u>		
	DIRECT --		
61	Technical Education	62	3%
66	Professional and Higher Education	67	3
	Other Education	23	1
		<u>152</u>	<u>7%</u>
	UNIVERSITY CONTRACT --		
	University of Minnesota: Agriculture	45	
	Engineering	64	
	Medicine	77	
	Veterinary Medicine	12	
	Public Administration	<u>27</u>	
		225	10%
	George Peabody College: Teacher Training	66	3
	Washington University: Business Administration	18	1
		<u>309</u>	<u>14%</u>
	(70) <u>Public Administration:</u>		
71	Civil Police Administration, Public Safety	74	3%
72	Government-wide Organization and Management	12	1
73	Public Personnel Administration	12	1
74	Organization and Management of Particular Ministries or Programs	11	*
75	Public Budgeting and Finance Administration	194	9
78	Statistics -- General and Census	56	3
	Other Public Administration	25	1
		<u>384</u>	<u>18%</u>
	(80) <u>Community Development, Social Welfare and Housing:</u>		
81	Community Development	68	3%
82	Social Welfare	14	1
83	Housing	22	1
		<u>104</u>	<u>5%</u>
	(90) <u>Miscellaneous:</u>		
96 (92)	Mass Communications	34	2%
97	Supply Services	24	1
98	Peaceful Uses of Atomic Energy	29	1
		<u>87</u>	<u>4%</u>
	GRAND TOTAL	2,148	100%

*Less than one-half of one per cent, on this and all subsequent tables.

A brief study of Table 1 shows that the fields which the present Korean Government has determined should be getting special attention at present in connection with current development plans -- i.e., industry and power -- are in fact those which have been most heavily emphasized in the joint training programs through 1962. There has been considerable shifting of emphasis from year to year, however, as can be seen in the breakdown by fiscal years given in Table 2:

Table 2 -- Korean Participants Trained, 1954-62, by Field and Fiscal Year^{1/}

(No. of Cases)	Fiscal Year							
	1954-55 (177)	1956 (148)	1957 (265)	1958 (314)	1959 (274)	1960 (232)	1961 (255)	1962 (155)
<u>Field of Training:</u>								
Agriculture, Natural Resources	11%	16%	13%	22%	20%	19%	20%	12%
Industry and Mining	50	31	24	23	28	27	31	35
Transportation	17	13	11	6	8	7	5	6
Labor	-	2	*	-	-	-	-	-
Health and Sanitation	2	7	4	6	8	8	3	-
Education	2	6	17	5	6	8	11	9
Public Administration	13	25	20	19	14	22	25	34
Com. Dev., Social Welfare, Housing	2	-	4	12	11	6	3	2
Miscellaneous	3	-	7	7	5	3	2	2
	100%	100%	100%	100%	100%	100%	100%	100%

While half the participants departing for training in the first period of the post-war program were in various fields of Industry and Mining, increased attention was given in 1956 to Public Administration and later to Education and Agriculture. Transportation training was relatively greatest in the early years; Education in 1957; Community Development and Welfare in 1958 and 1959. Industry and Mining continued as the largest field each year with Public Administration or Agriculture generally second. In 1960, the last year of the Rhee regime and the cut-off date for the evaluation survey, about one-quarter of the departing participants were in Industry and Mining and one-fifth each in Public Administration and Agriculture. In

^{1/} Ibid. Breakdown omits 19 independently financed participants and 309 trained under university contracts, which covered several fiscal years.

view of the present Government's desire to key participant training into the industrial development called for by the Five Year Plan, it is significant that by 1962 over two-thirds of the participants trained were in Industry and Mining or Public Administration. In the attempt primarily to improve the educational process, new emphasis has been placed on the development of industrial and administrative skills, as is evidenced by the recent termination of most of the academic training contracts for Korea.

b. Location of Training. The technical training given Koreans between 1954 and 1960, the period covered by the evaluation survey, was very largely done in the United States. Nine-tenths of all training programs were given in one country only; eight-tenths of them in the U.S. alone. Training programs in Community Development and Welfare were more likely than others to cover two or more countries; nearly three-quarters of them were in "third countries" only. Details are shown by field of training in Table 3:

Table 3 -- Number of Countries Involved in Korean Training, by Field ^{1/}

(No. of Cases)	TOTAL (1,199)	Field of Training							
		Agr. (188)	Ind., Min. (357)	Trans. (98)	H'lth (103)	Educ. (117)	Pub. Adm. (234)	Com. Dev. (71)	Misc. (31)
One country only	91%	87%	97%	99%	87%	86%	94%	66%	100%
Two countries	6	4	3	1	13	10	6	19	-
Three or more	3	9	-	-	-	4	-	15	-
	100%	100%	100%	100%	100%	100%	100%	100%	100%
All training in U.S.	79%	64%	91%	83%	79%	82%	88%	19%	94%
U.S. & other c'tries	4	2	3	1	4	4	3	8	-
No training in U.S.	17	34	6	16	17	14	9	73	6
	100%	100%	100%	100%	100%	100%	100%	100%	100%

^{1/} Source: Factual Data and Data Transfer Sheets prepared from file records for all Korean participants by the Training Office, USOM/Korea, and tabulated by the Bureau of Social Science Research, Washington, D.C. These figures are based on records for all the 1,199 participants who had returned to Korea from training on or before June 30, 1960. The breakdown by field differs slightly from that in Tables 1 and 2, because here and in all the survey tables that follow university contract participants have been allocated to their fields of specialty (e.g., Engineers to Industry and Mining, Medicine to Health and Sanitation) rather than being considered as Education trainees.

Further information on country of training from the survey data shows that 86 per cent of the Korean participants who had returned to Korea by June 1960 were trained in the United States, 12 per cent in the Philippines, 7 per cent in Taiwan and 2 per cent or less in other countries. Table 4 shows the actual distribution of training by country:

Table 4 -- Countries Where Training Received ^{1/}

(No. of Cases(N) = 524)

United States	86%
Philippines	12
Taiwan	7
Vietnam	2
Switzerland	2
Pakistan	1
Japan	1
Thailand	1
Germany	*
Denmark	*
	<u>112%</u> ^{2/}

Notable in this table is the very small proportion of participants up to 1960 who had received training in nearby, culturally similar Japan. Since that time, however, serious efforts have been made to increase Japanese training for Koreans and more than 40 per cent of the FY 1962 participants were scheduled for third-country training in Japan.

c. Length of Training. The median length of A.I.D. training programs for Koreans through mid-1960 was between six and twelve months for most fields. In Health and Education training the median length was higher than in other fields:

^{1/} This and all the tables that follow are based on the results of the 524 interviews obtained with participants who had returned to Korea by June 30, 1960. These respondents are a 50 per cent sample (after excluding those who were deceased, incarcerated, abroad, or lost) of the 1,199 returned trainees as of that date. For details regarding sample composition and mortality see the Appendix.

^{2/} Adds to more than 100 per cent because some participants were trained in more than one country. These figures include the first three countries of training only; 1 per cent had training in four or more.

Table 5 -- Length of Korean Training Programs, by Field

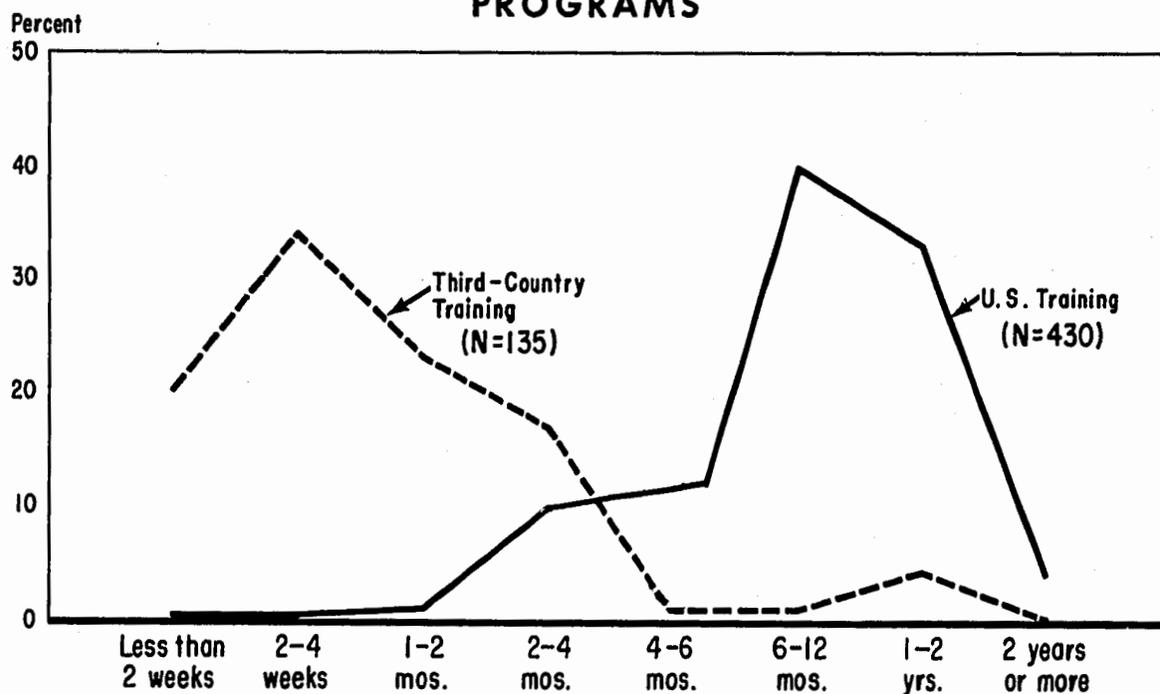
(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
Length of Training:								
Less than 2 months	8%	27%	-%	2%	-%	6%	8%	33%
2 up to 4 months	13	8	21	14	8	6	11	2
4 up to 6 months	10	6	11	16	2	15	10	13
6 up to 12 months	35(M)	26(M)	46(M)	56(M)	29	15	33(M)	27(M)
1 up to 2 years	30	26	17	12	48(M)	58(M)	37	25
2 years or more	4	7	5	-	13	-	1	-
	100%	100%	100%	100%	100%	100%	100%	100%

(M = Median)

Duration of training differed very sharply by location. While three-quarters of the programs held in the United States lasted six months or longer, the median third-country program was less than one month. The contrast can be clearly seen in

Figure 2:

Figure 2
COMPARATIVE LENGTH OF U.S. AND THIRD-COUNTRY PROGRAMS



Since length of training is likely to be at least indirectly related to training effectiveness, it may be of interest to note two other factors which appear to be correlated with time spent abroad -- age and occupation at departure. Table 6 shows the breakdown by age:

Table 6 -- Length of Training by Age

(No. of Cases)	TOTAL (524)	Age at Departure			
		Under 30 (113)	30-34 (153)	35-39 (126)	40 & Over (132)
<u>Length of Training:</u>					
Less than 2 months	8%	3%	1%	12%	19%
2 up to 6 months	23	25	18	19	30
6 up to 12 months	35(M)	24(M)	41(M)	41(M)	30(M)
1 year or more	34	48	40	28	21
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
(M = Median)					

Noteworthy in the above table is the fact that more older people were sent on short programs and more younger people for longer periods. Close to half of the participants under 30 went on training programs of a year or more duration, compared to only 21 per cent of those 40 and over. Likewise, about one-fifth of those over 40 went on programs of under two months in length, compared with only 3 per cent of those under 30. The fact that the median length remains between 6 and 12 months for all age groups, however, suggests that the age variations may be dependent on other factors, such as occupation.

A more striking contrast can be seen in the breakdown of training duration by occupational level, as shown in Table 7:

Table 7 -- Length of Training by Occupational Level

(No. of Cases)	TOTAL (524)	Occupational Level at Departure				
		Policy Makers (43)	Sub. Mgt. (164)	Sub- Prof. (144)	Profes- sionals (139)	Engi- neers (28)
<u>Length of Training:</u>						
Less than 2 months	8%	52% (M)	13%	3%	4%	-%
2 up to 6 months	23	32	24	32	8	29
6 up to 12 months	35(M)	9	41(M)	37(M)	21	53(M)
1 year or more	34	7	22	28	67 (M)	18
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
(M = Median)						

Here it can be seen that length of training fluctuates considerably by occupation. Half the first and second-level policy makers went on tours of less than two months, while two-thirds of the professionals were trained for a year or more. Engineers and subordinate level administrative and professional personnel were more often given programs of intermediate length. These variations in training length are also related to other factors as will be discussed later.

d. Types of Training. Many participants had more than one type of training during the course of their programs. The following table shows both the proportion in each field who reported having each kind of training and the various kinds of training combinations:

Table 8 -- Types of Training Programs, by Field^{1/}

	TOTAL (No. of Cases) (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
a. <u>Total having:</u>								
Observation	48%	58%	32%	54%	31%	60%	57%	68%
On-the-job (OJT)	44	40	65	58	35	8	40	23
University	45	39	32	9	69	70	63	40
Non-univ. special group	8	13	7	9	2	-	11	8
	<u>145%</u> ^{2/}	<u>150%</u>	<u>136%</u>	<u>130%</u>	<u>137%</u>	<u>138%</u>	<u>171%</u>	<u>139%</u>
b. <u>Type Combinations:</u>								
Observation only	24	35	13	37	10	26	24	45
OJT only	21	14	42	40	8	2	7	5
University only	18	14	15	-	46	36	11	20
Observation & OJT	6	5	8	7	11	2	5	5
Observation & University	10	7	4	-	10	30	17	7
OJT & University	10	11	7	5	13	2	20	7
Obs., OJT & University	3	1	4	2	-	2	5	3
Spec. group (all comb.)	8	13	7	9	2	-	11	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

^{1/} As reported by participant respondents. Reports could not be checked against training records and may differ slightly from official classifications, especially with regard to "special groups".

^{2/} Percentages add to more than 100 per cent because some participants received more than one kind of training.

The figures in Table 8 are based on participants' reports about their types of training, which may contain some confusion as to definitions, particularly of "Observation" and "On-the-job." Nevertheless, careful study of the data indicates several interesting comparisons and contrasts. In the first place, it can be seen that each major type of training was given to nearly half the participants and roughly one-fifth had each type alone without any other. Types of training given varied considerably by training field, however. The largest group of Agriculture participants said they went on Observation programs only. In Industry and Mining the major type of training received was On-the-job. Health and Sanitation participants utilized University programs primarily, while Education participants were sent on both University and Observation programs, either alone or in combination. Public Administration participants had the greatest variety of program type. Participants in other fields (chiefly Community Development, Atomic Energy and Mass Communications) went mostly on Observation tours, with a smaller group getting academic training.

In view of the relationship between age and length of training discussed above, it seems desirable to investigate the correlation of these factors with type of training. Table 9 shows the difference in kinds of training given to the various age groups:

Table 9 -- Types of Training by Age

(No. of Cases)	TOTAL (524)	Age at Departure			
		<u>Under 30</u> (113)	<u>30-34</u> (153)	<u>35-39</u> (126)	<u>40 & Over</u> (132)
<u>Types of Training Received:</u>					
Observation only	24%	5%	12%	32%	45%
On-the-job only	21	28	29	15	11
University only	18	28	18	19	11
Observation & OJT	6	5	6	6	7
Observation & University	10	5	9	9	17
OJT & University	10	16	12	6	5
Obs., OJT & University	3	4	4	3	1
Spec. group (all comb.)	8	9	10	10	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Older participants, who generally went on shorter tours, were much more likely to be sent on observation tours, close to half of those over 40 having had observation only during their training. The youngest group, those under 30, were divided almost evenly between On-the-job and University training.

The comparative length of each type of training is shown in Table 10:

Table 10 -- Length of Training by Type

(No. of Cases)	TOTAL (524)	Type of Training							
		Obs. Only (124)	OJT Only (108)	Univ. Only (97)	Obs.& OJT (34)	Obs.& Univ. (53)	OJT & Univ. (52)	Obs. OJT & Univ. (16)	Spec. Group (40)
<u>Length of Training:</u>									
Less than 2 months	8%	30%	3%	-%	6%	-%	-%	-%	5%
2 up to 6 months	23	42(M)	37	7	18	11	4	13	10
6 up to 12 months	35(M)	25	42(M)	17	61 (M)	36	36	50(M)	55(M)
1 year or more	<u>34</u>	<u>3</u>	<u>18</u>	<u>76(M)</u>	<u>15</u>	<u>53(M)</u>	<u>60</u>	<u>37</u>	<u>30</u>
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 10 shows that the median length of Observation-only programs is 2 to 6 months, of OJT-only 6 to 12 months and of University-only one year or more. This is consistent with the findings on length of training and age, since the older people tend to go on observation programs, which are shorter, and the younger people to take OJT or university training, which require longer periods. These interrelationships must be borne in mind in later analyses, since any differences in effectiveness that may be indicated by age or type of training may actually be a function of the different lengths of time involved.

Among the 45 per cent of participants who received university training 16 per cent went as "regular" students, 25 per cent as "special" students, and 4 per cent as members of special university group programs. Academic degrees were earned by 8 per cent and another 14 per cent received special certificates for their academic work. The breakdown of participants' academic work by training field is given in Table 11:

Table 11 -- Participants' Academic Status During Training, by Field

a. Kind of University Training: "Now when you attended the university or school, were you enrolled as a regular student, as a special student (an observer, auditor, or on a special program), or were you a member of a group program?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
Regular student	16%	11%	10%	2%	38%	34%	14%	22%
Special student	25	28	13	7	29	34	47	17
Member of group program	$\frac{4}{45\%}$	$\frac{-}{39\%}$	$\frac{10}{33\%} \frac{1}{/}$	$\frac{-}{9\%}$	$\frac{-}{67\%} \frac{1}{/}$	$\frac{2}{70\%}$	$\frac{3}{64\%} \frac{1}{/}$	$\frac{3}{42\%} \frac{1}{/}$

b. Degrees Received: "Did you receive a degree or diploma?"

Yes, received academic degree	8%	8%	4%	-%	11%	21%	6%	15%
No, but received special certificate	14	9	15	2	19	19	16	15
No, received nothing	$\frac{23}{45\%}$	$\frac{22}{39\%}$	$\frac{12}{31\%}$	$\frac{7}{9\%}$	$\frac{39}{69\%}$	$\frac{30}{70\%}$	$\frac{40}{62\%}$	$\frac{10}{40\%}$

Participants in Education earned the greatest academic recognition through training, about one-fifth acquiring regular academic degrees and another fifth special certificates. About one-third of Health and Sanitation participants received degrees or certificates. Transportation participants got very little academic training and received no degrees. As will be shown later, assisting participants to get academic degrees contributes to both their satisfaction with training and their utilization of it (See below, pages 82 and 160).

e. Sponsorship. Over four-fifths of the Korean training programs through mid-1960 were sponsored directly by USOM and ICA/A.I.D. The remainder were carried

^{1/} Percentage totals do not check exactly with proportions reporting academic training in Table 8 because of some duplication in kinds of academic training and a few "no answers."

out through special contracts with three American universities. These were: 1) the University of Minnesota contract to train the faculties of the Colleges of Engineering, Agriculture and Medicine and the School of Public Administration of Seoul National University; 2) the contract with the Peabody College of Teachers of Nashville for the training of secondary school teachers; and 3) the contract with Washington University of St. Louis to provide advanced training in Business Administration for the faculties of Yonsei and Korea Universities. The variation in sponsorship by field shown in Table 12 reflects these specific arrangements; about half the programs in the Health and Sanitation field and three-tenths of those in Education were handled by university contract, with lesser proportions in Agriculture, Industry (Engineering) and Public Administration.

Table 12 -- Participant Sponsorship, by Field

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
Regular ICA/A.I.D.	84%	84%	84%	100%	52%	72%	94%	98%
University contract	$\frac{16}{100\%}$	$\frac{16}{100\%}$	$\frac{16}{100\%}$	$\frac{-}{100\%}$	$\frac{48}{100\%}$	$\frac{28}{100\%}$	$\frac{6}{100\%}$	$\frac{2}{100\%}$

Since 1955 there has been a steady trend away from contract training (from 28 per cent of participants departing in the first year to only 8 per cent of participants who left for training in 1959). By the end of 1962 only the Washington University contract was still in effect.

In terms of sponsoring ROK ministry, the survey data show that the Ministry of Education (MOE) sponsored the most participant training programs -- 24 per cent (including nearly all contract programs) -- followed closely by the Ministry of

Commerce and Industry (MCI) at 21 per cent. The Ministries of Agriculture and Forestry (MOAF), Home Affairs (MHA), Health and Social Affairs (MHSA) and the Economic Planning Board (EPB, formerly Ministry of Reconstruction) each sponsored close to 10 per cent of the total. Table 13 shows the division of programs among the various ministries:

Table 13 -- Sponsoring Ministry

(N = 524)

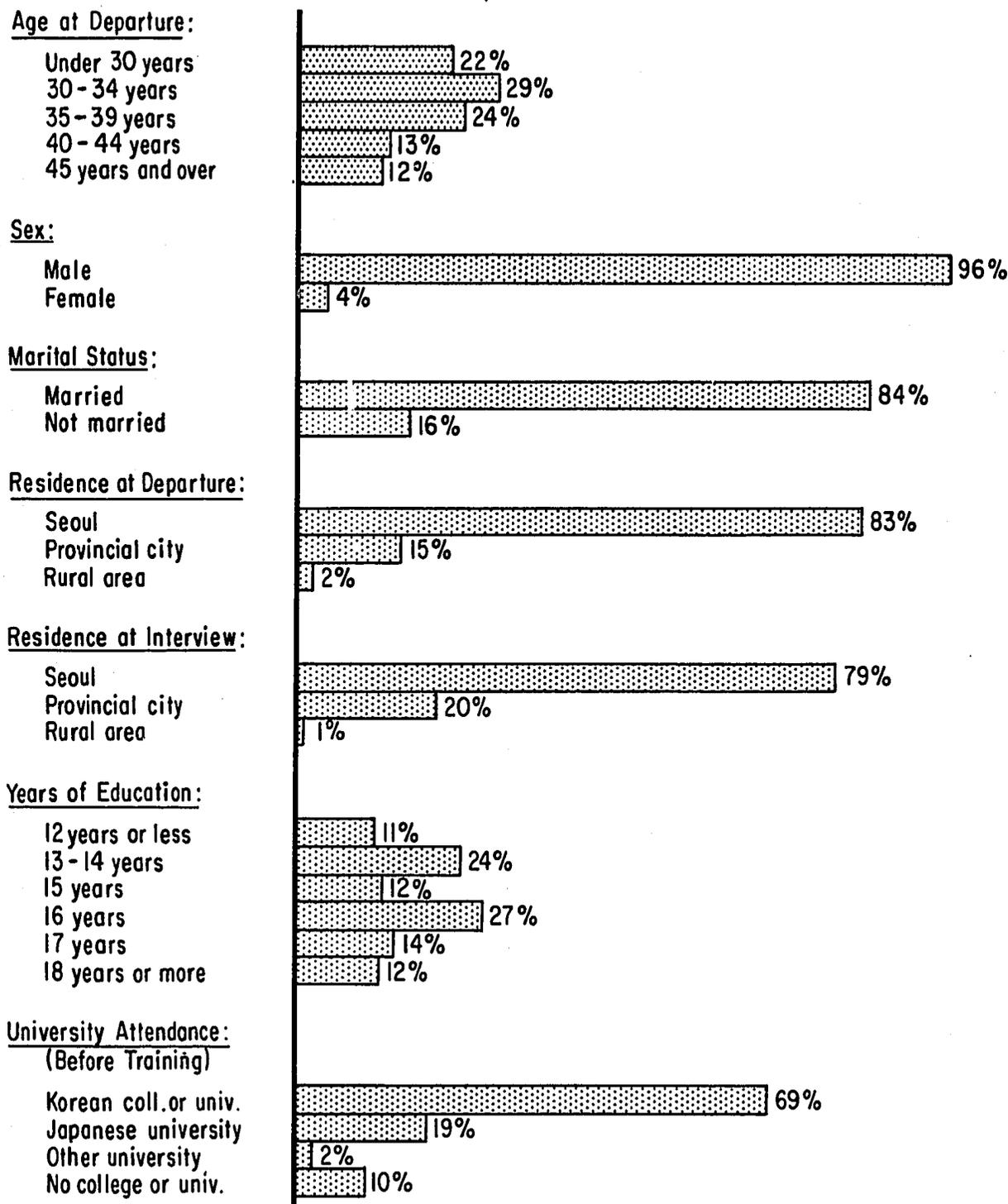
Ministry of Education (MOE)	24%
Ministry of Commerce and Industry (MCI)	21
Ministry of Agriculture and Forestry (MOAF)	11
Ministry of Home Affairs (MHA)	9
Economic Planning Board (EPB/MOR)	8
Ministry of Health and Social Affairs (MHSA)	8
Ministry of Finance (MOF, incl. BOK, KRB, BOA)	5
Ministry of Communications (MOC)	5
Ministry of Transportation (MOT)	4
Ministry of Justice (MOJ)	2
Ministry of Cabinet Administration (MCA)	1
Ministry of Public Information (MPI)	1
Ministry of National Defense (MND)	1
	<u>100%</u>

2. Background Profile of Participants

The typical Korean participant at selection was a young man between 30 and 34 years of age, married, well educated, experienced in his field, living in the capital city of Seoul, and working either directly for the Government or for a nationalized industry or institution, in a sub-management, professional or sub-professional capacity. Figure 3 summarizes in graphic form the personal characteristics of Korean participants between 1955 and 1960:

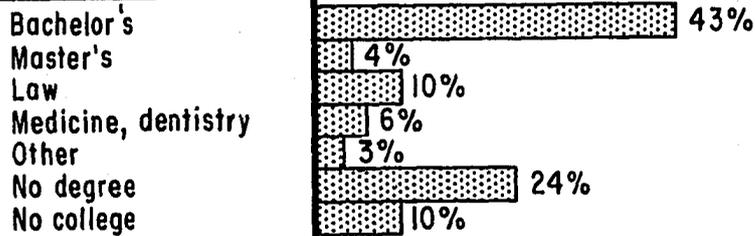
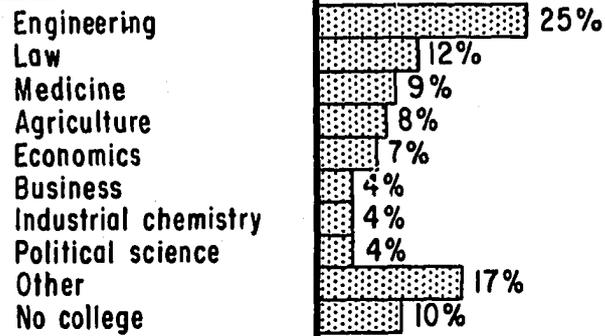
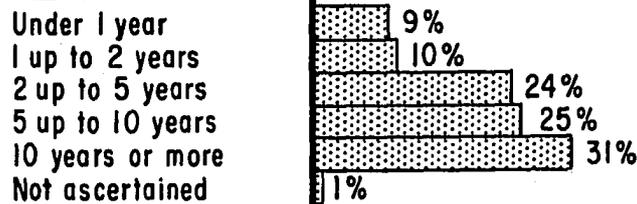
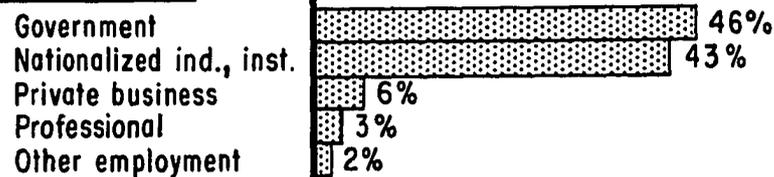
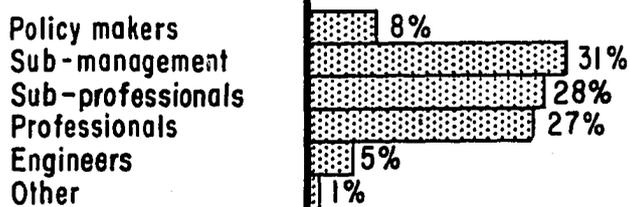
Figure BACKGROUND PROFILE OF KOREAN PARTICIPANTS ^{1/}

(N=524)



^{1/} For details by field of training, see Appendix, Table A-1.

Figure 3
BACKGROUND PROFILE OF KOREAN PARTICIPANTS (Continued)

College Degree:Major Subject:Years in Special Field:Type of Employer:Occupational Level:

Looking behind the overall profile, it may be interesting to note some of the differences in participant background by field of training (for details, see Appendix Table A-1). Participants in Industry and Mining and in Transportation, for example, were relatively younger than those in other fields, while those in Health and Sanitation had the most academic training. As might be expected, nearly half the Agricultural participants and one-third of those in Education came from the provinces rather than from Seoul, compared with only 17 per cent of all participants -- but very few of any group came from the rural areas, most of those from outside the capital living in provincial cities. Most of the small number of female participants were in the fields of Health, Agriculture and Education (chiefly in professional or sub-professional occupations). Engineers were concentrated in Transportation, "Professionals" (mostly teachers) in Health and Education. The largest proportions of direct Government employees were in Transportation and Public Administration, with Industry and Mining showing the largest group in "nationalized industries and institutions" (coal mining, power, heavy industry, education, etc.) followed by Health and Education (both the national universities and the public school system, for which many participants in both fields were trained, are under the supervision of the Ministry of Education and hence considered "nationalized").

A detailed description of participants' professional backgrounds is available in the general occupational and economic activity classifications used by A.I.D. in administering the technical training program. The breakdown of participants' occupations at selection and at interview according to the standard A.I.D. codes is given in full in Appendix Table A-2. These figures yield several interesting findings: 1) the largest single occupational group drawn upon for the Korean training program through FY 1960 (17 per cent of all participants) was university teachers, with another 8 per cent in other educational fields; 2) the largest group from any one economic activity was in utility (primarily electricity) services (10 per cent), with equal proportions in some branch of agriculture or manufacturing;

3) there has been a wide distribution of occupational backgrounds; 4) only minor shifts occurred in either occupation or economic activity between selection and interview. Such shifts as did occur were mostly in the expected direction of slightly higher occupational levels; since these changes relate to post-training utilization, they will be discussed more fully in a later chapter. (see below, pages 110-116).

Summary -- In its first seven years the ROK/U.S. participant training program provided advanced training for over 2,100 Korean nationals abroad, the largest group of them in Industry and Mining. Among participants in the Industry area, power was the major specialty, followed by manufacturing and processing; in Public Administration the greatest number of programs was in public budgeting and finance. Other training fields were widely scattered in popularity and varied in emphasis from year to year.

Nearly eight-tenths of the programs were given in the U.S. only; the Philippines and Taiwan were the major "third countries" participating through 1960. The median length of the training programs was between 6 and 12 months, with the longest being in Health and Sanitation and in Education. Third-country programs, observation tours, and programs given to policy makers and older participants tended to be shorter than the on-the-job or university programs more often arranged in the U.S. and for younger people. There was considerable overlapping of types of training, with nearly half the participants getting each of the three major kinds. A small minority of 8 per cent got academic degrees from their training. One-sixth of the programs were handled through contracts with American universities for specific types of training; however, the overall trend in use of contract training is clearly down.

In terms of personal characteristics, the typical Korean participant was likely to be male between 30 and 34 years old, relatively well educated, with at least 5 years of experience in his field in a professional, sub-professional or

subordinate management job. About one-quarter were in the education field, about one-tenth each in manufacturing, agriculture and utilities.

Now that the setting is laid as to the nature of the training given and the participants who received it, the next chapter will look into some of the processes involved in selecting Korean participants and preparing them for their assignments.

Chapter II -- PRE-TRAINING PREPARATION

Between the initial idea of an administrator or supervisor that a certain training program would be desirable and the actual arrival of the participant at the first stop on his training itinerary, a great deal of work is necessary by a large number of people. Leaving aside the routine but far from simple problems of financing, documentation and transportation, there are at least four types of operations which affect each training program differently and must be resolved before successful training can get under way. These are: 1) Selection, 2) Language Preparation, 3) Orientation and 4) Advance Program Planning. Only limited survey data are available for some aspects of these problems, but some facts can be given and some inferences drawn to help analyze them as they pertain to the effectiveness of participant training.

1. Selection

The vast majority (92 per cent) of Korean participants said they were "selected" to go on their particular missions; only 8 per cent made application themselves. When asked by whom they were selected, 78 per cent replied that they were chosen by their Supervisors; 13 per cent said by the relevant Ministry and 4 per cent by USOM, with a few scattered other replies. Despite the apparently high percentage of supervisor participation in selection, however, only one-quarter of the participants are now working for the same man who was their supervisor when they were chosen. An even smaller proportion of current advisory technicians took part in selecting the participants they now oversee. The findings on these questions are shown in Table 14.

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Table 14 -- Selection of Participants

- a. Participants: "Thinking back, what was the first step on that training program -- did you make application yourself to go, or were you selected by someone else?"

(N = 524)

Applied	8%
Was selected	<u>92</u>
	100%

"Who selected you?"

Supervisor	78%
Ministry	13
USOM	4
Other sources (special board, university, etc.)	<u>7</u>
	102% ^{1/}

- b. Supervisors: "When (participant) left on this training program, was he working for you?" (If "Yes") "Did you recommend that he be sent on a training program?"

(N = 420)^{2/}

Yes, was working for me:		27%
Did recommend him	21%	
Did not	5	
Don't know	<u>1</u>	

No, wasn't working for me	55
---------------------------	----

Wasn't here then	<u>18</u>
	100%

- c. Technicians: "Did you help select (participant) for the training program?"

(N = 345)^{3/}

Yes, did help select participant	5%
No, did not	3
Didn't know participant before he left	15
Wasn't here then	<u>77</u>
	100%

^{1/} Adds to more than the 92 per cent who said they were "selected" because some participants gave more than one answer.

^{2/} Responses from 305 supervisors covering 420 individual participants.

^{3/} Responses from 52 technicians covering 345 individual participants.

Turnover is a particularly serious problem in the case of American technicians three-quarters of whom were not in Korea at the time the surveyed participants were chosen. Moreover, among the 23 per cent who were on hand, more than half did not know their participants before they returned; only 5 per cent of the total (22 per cent of those on hand) had actually helped select them. Thus, while many technicians have played an important role in planning programs and in screening and preparing participant candidates for training, they apparently have had a lesser part in choosing the specific individuals to be sent abroad.

In an effort to find out which factors were considered most important in selection, participants were asked their judgments about the relative importance of several specific factors in deciding whether or not they would go overseas. The results are given in Table 15:

Table 15 -- Factors in Selection

"In deciding if you would go on the training program, a number of factors may have been important in different degrees -- for example, your personal ability, the needs of your job, your personal contacts, your language ability, your professional and educational qualifications. Would you please tell me whether you think each of these factors was important or not very important in deciding if you would go on the training program? How about:

		(N = 524)
"Your personal ability:	Very important	87%
	Not very important, Don't know	<u>13</u> 100%
"The needs of your job:	Very important	85%
	Not very important, Don't know	15
"Your personal contacts:	Very important	17%
	Not very important, Don't know	83
"Your language ability:	Very important	60%
	Not very important, Don't know	40
"Your professional and educational qualifications:"	Very important	92%
	Not very important, Don't know	8

In participants' opinion, then, the most important factors leading to their selection for training were their own qualifications and ability and the needs of the job, with language ability given considerably less weight and personal contacts emphasized by less than one-fifth. While these reports cannot be considered particularly objective, the fact that personal contacts were not thought to be a very salient factor in selection indicates at least acceptance of the principle of objectivity in the selection process.

Supervisors were only moderately satisfied with the selection process, as shown in Table 16, but their reasons for dissatisfaction were scattered.

Table 16 -- Supervisors' Attitudes on Selection

"Now I'd like to ask your comments on some aspects of ICA training programs in general. I am going to read off a list of items relevant to training programs and I'd like you to tell me whether you think these are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

"Procedures by which participants are selected:

(N = 305)^{1/}

Satisfactory	60%
Unsatisfactory	24
Cannot rate	16
	<u>100%</u>

"Why unsatisfactory?"

Participants should be selected by competition	5%
Participants should be selected by own government	2
Selection should fit needs of job, employer, country	2
Knowledge of English too important a criterion	4
Knowledge of English should be important criterion	1
Knowledge or experience should be important criterion	3
Selection procedures too slow, complicated	2
Selection procedure should be more thorough	2
Selection too restrictive	2
Other comments on selection	4
No answer	1
	<u>28%^{2/}</u>

^{1/} Responses from 305 individual supervisors

^{2/} Adds to more than the 24 per cent who said "Unsatisfactory" because some supervisors gave more than one reason.

Technicians, as has been seen above, appear to have contributed less to participant selection in past years than might be considered desirable. Moreover, the greatest "weak point" of the training program seen by technicians was "inappropriate selection methods" (see below, pages 95-98). Technician voices want to be heard in the selection process, especially concerning candidates' qualifications, as evidenced by the following selected comments:

"In many cases I don't think the technical abilities of the boys are placed in as high a priority as we would like them to be. Many times the convenience of a situation, the need for somebody who can speak English, is given a higher priority than the fact that this man is technically competent to do a specific job." (Agriculture)

"Greater benefits could be derived by making the qualifications for participants so high technically that only the best could go to the United States." (Power)

"Too large a percentage of the trainees came from too far down in the organization so that they were not able to influence the program when they came back." (Agriculture)

Selection of Korean candidates for participant training, like many other aspects of the program, is in theory a joint binational operation. In practice, however, the contacts of USOM technicians are often too narrow at the working level or too handicapped by the language barrier to permit widespread participation in the early stages of nomination and much reliance must be placed on the recommendations of supervisors and ROKG intermediaries, with the American advisors coming into the picture at later stages to help judge competence and language ability. The situation has varied considerably from field to field and even by project within field.

In light of the above, it would seem that efforts to increase technician participation in selection over the 1955-60 situation would be desirable. Since there have been major changes both in the ROK Government and at USOM since mid-1960, and definite steps have been taken to formalize training operations, it is likely that progress is already being made in this direction.

2. Language Preparation

The problem of language ability is a serious and continuing one for Korean participant training. There have been fairly frequent complaints in the past that Koreans have been sent abroad with insufficient language knowledge to profit properly from their training. The problem of how to minimize language difficulty has received a great deal of attention from both the U.S. mission and the host government, particularly through support of the Foreign Language Institute (FLI) and later the Language Training Center (LTC) for special instruction of participant candidates. The survey findings throw some light on several aspects of this key problem, although the data do not cover the most recent developments.

In almost all cases the language needed for training abroad has been English; even third- country programs in Taiwan and the Philippines, the major non-U.S. countries involved in Korean training through 1960, are likely to require English as a common language. As more Korean training is undertaken in Japan in the future, as currently planned, the language requirement will, of course, be altered.

Findings from several questions on the language problem are summarized in Table 17. They show, in the first place, that all but 3 per cent of the participants studied reported needing English for their training. Three-quarters of the participants were given special preparatory language instruction prior to training, most of it in Korea. Two-thirds would have liked "more" or "some" English instruction for their programs. When asked about language difficulties during their programs, 29 per cent said they had no trouble at all with their English; the rest were split between difficulty in understanding others and in being understood. Yet 80 per cent of the technicians questioned felt their participants had "adequate" English. It would perhaps be fair to say from these findings that, in general, Korean participants had enough English to "get along" but not as much as would have been desirable.

Table 17 -- English Language Training and Ability

a.	<u>English Requirement:</u> "Now I have a few questions about English-language training. Did that program require a knowledge of English?"	
		(N = 524)
	Yes, English required	97%
	No, English not required	3
		<u>100%</u>
b.	<u>English Instruction for Program:</u> "Did you receive any English-language instruction specifically in preparation for your program? Where?"	
	Yes, received instruction:	
	In Korea only	56%
	In country of training only	4
	In both places	17
		<u>77%</u>
	No, received <u>no</u> instruction	20
		<u>97%</u>
	(If "Yes") "Would <u>more</u> instruction in English have been helpful to you on your program?"	
	Yes, helpful	57%
	No, not helpful	20
		<u>77%</u>
	(If "No") "Would <u>some</u> instruction in English have been helpful to you on your program?"	
	Yes, helpful	11%
	No, not helpful	9
		<u>20%</u>
c.	<u>Difficulty Encountered:</u> "If you had any difficulty at all with your English during the program, was this <u>mainly</u> in making yourself understood, or <u>mainly</u> in understanding others?"	
	No difficulty at all	29%
	Difficulty being understood	20
	Difficulty understanding others	23
	Both equal (volunteered)	25
		<u>97%</u>
	English not required	3%
		<u>100%</u>
d.	<u>Technicians' Evaluation of Language Competence:</u> "Was his/her knowledge of the language in which training was given adequate or inadequate?"	
		(N = 345)
	Adequate	80%
	Inadequate	12
	Can't rate	8
		<u>100%</u>

As a measure of English competence, the standard American University Language Center (AULC) English language tests (now called ALIGU tests) were taken before departure by 52 per cent of the participants surveyed. Their median pre-departure scores, as shown in Table 18, were 74 for the written and 70 for the oral:

Table 18 -- AULC English Test Scores

	WRITTEN	ORAL
Under 40	2%	2%
40-49	3	1
50-59	5	7
60-69	9	15
70-79	15	17
80-89	14	8
90 and over	4	2
	<u>52%</u>	<u>52%</u>
No score available	48	48
	<u>100%</u>	<u>100%</u>
<u>Median Score</u>	74	70

Since these tests were not given until 1957, trend data are available for only three full years, so it is difficult to assess the long-term effectiveness of the binational effort to improve English competence of participants. There is evidence, however, that these efforts have borne some fruit, in that participants who departed in 1959 scored noticeably higher than those who left in 1957. This is particularly true with respect to oral scores, as might perhaps be expected, since FLI and LTC programs especially emphasized oral facility in English.^{1/} Table 19 shows the breakdown of English scores by year of departure and age:

^{1/} The written tests and scoring systems used over the three-year period remained relatively constant. Oral scores, however, while based on standardized instructions and scoring sheets, may involve some variation among different examiners, which might possibly account for some of the differences.

Table 19 -- English Scores by Year of Departure and Age

<u>Year of Departure</u> (No. of Cases)	<u>TOTAL</u> ^{1/} (272)	<u>Year of Departure</u>		
		<u>1957</u> (69)	<u>1958</u> (116)	<u>1959</u> (80)
WRITTEN:				
01-69	36%	38%	34%	38%
70-79	30	39	30	22
80 and over	<u>34</u>	<u>23</u>	<u>36</u>	<u>40</u>
	100%	100%	100%	100%
ORAL:				
01-69	47%	67%	51%	27%
70-79	33	29	28	45
80 and over	<u>20</u>	<u>4</u>	<u>21</u>	<u>28</u>
	100%	100%	100%	100%

<u>Age at Departure</u> (No. of Cases)	<u>TOTAL</u> ^{1/} (272)	<u>Age at Departure</u>		
		<u>Under 35</u> (152)	<u>35-39</u> (65)	<u>40 & over</u> (55)
WRITTEN:				
01-69	36%	29%	41%	48%
70-79	30	31	28	28
80 and over	<u>34</u>	<u>40</u>	<u>31</u>	<u>24</u>
	100%	100%	100%	100%
ORAL:				
01-69	47%	40%	53%	60%
70-79	33	34	32	31
80 and over	<u>20</u>	<u>26</u>	<u>15</u>	<u>9</u>
	100%	100%	100%	100%

It is also interesting to note in Table 19 that younger participants had significantly higher English scores than older ones. Since the teaching of English in the schools and colleges of Korea was very limited under the Japanese occupation through 1945, participants over 40, who had completed their schooling under the Japanese, had fewer opportunities to learn English during their basic education than those under 35, for whom it was far more widely available. With the opening up

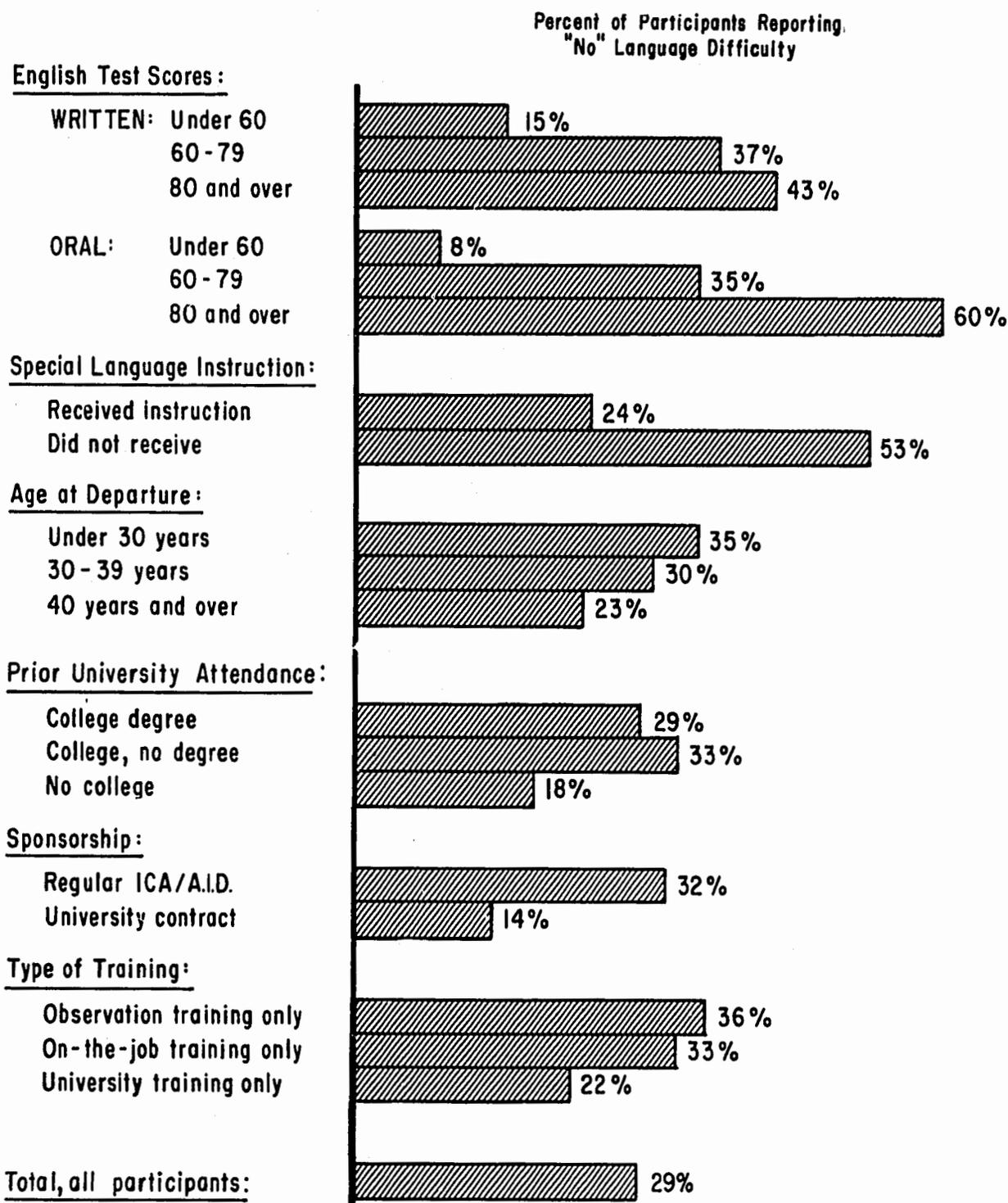
^{1/} Percentages based only on those respondents who took the English tests.

of the nation to direct relations with the rest of the world after 1945 and the coming of many Westerners, especially Americans, the study of English has increased manyfold. It can be anticipated, therefore, that the level of English competence for future participants as a whole will generally be higher than in the past, although there will still be difficulties in individual cases. There may also be a Japanese-language problem in the future, as more training is done there with younger participants.

Some of the factors affecting language problems are shown in a series of cross-tabulations of the survey results on the question of English difficulty encountered during training. These findings, which are shown in detail in the Appendix (see Table A-3), are summarized in Figure 4 and indicate some clear correlations on factors such as age, education and English test scores.

Perhaps the most striking of these findings is the unmistakable progression of "no difficulty" with higher English test scores, especially oral. Despite the fact that the early tests were administered with a relatively low degree of standardization, they do appear to have discriminated in the main between good and poor English speakers, and it can be assumed that with the greater refinement used in the tests today they should be even more accurate measures of language ability. It is also interesting to note that participants who received preparatory language training had more trouble than those who didn't. This might be explained by the fact that those whose language competence was low were given special training until they reached the minimum while those who qualified without special instruction may have been well above that level. Participants who went on university programs had more language difficulty than others. Contract participants reported considerably more trouble than regular participants -- perhaps because they were mostly on academic programs which required a higher than average level of language competence, perhaps because they did not get sufficient preparatory instruction. And finally, older

Figure 4
FACTORS AFFECTING LANGUAGE DIFFICULTY DURING TRAINING
 (Summary) ^{1/}



^{1/} For complete figures see Appendix, Table A-3.

trainees had more difficulty than younger ones and non-college-educated than university alumni. It is evident from these findings that language competence and needs vary considerably according to background and training requirements and hence that continuing attention must be paid to the language factor in planning future training programs. The importance of language preparation is demonstrated in the following selected verbatim comments from survey respondents:

"Should have enough knowledge in the language of the country being visited." (Participant, Agriculture)

"USOM's English test is not a good standard of evaluating individual English efficiency." (Participant, Public Finance)

"An interpreter should go with any team whose English comprehension is not sufficient." (Supervisor)

"Send able technicians in teams for training when they are not proficient in the English language." (Supervisor)

"In our own field we think the English language requirement is the most difficult to meet and for that reason we are tending to use third country training more." (Technician, Education)

To sum up the survey evidence on the language problem, it can be said that the problem is a serious one which has been handled with considerable success so far but needs continuing effort.

3. Orientation

a. Advance Information in Home Country. Except for the occasional lack of sufficient language training already noted and some particular suggested improvements in orientation, Korean participants seemed to be generally satisfied with the preparation they were given for their training programs, both in Korea and in the country of training (chiefly the U.S.). Table 20 shows participants' evaluations of the pre-departure information they received regarding various aspects of their programs and countries of training:

Table 20 -- Pre-Departure Information on Program and Country of Training

a. Advance Information on Training Program: "Before you left home to go on your program, did you get enough information about specific aspects of the program that was being arranged for you? In particular, did you find out all you needed to know about:

(N = 524)

" <u>What</u> you would be learning?"	
Enough	90%
Not enough	10
	<u>100%</u>
" <u>Where</u> you would be going?"	
Enough	87%
Not enough	13
" <u>When</u> you would be going?"	
Enough	94%
Not enough	6
"The length of the program?"	
Enough	99%
Not enough	1
"Any other aspects?"	
Enough	91%
Not enough	9

b. Advance Information on Country of Training: "In addition to information about the program, did you get enough information about how to get along in (country of training)? For instance, did you get enough information about:

"How to use restaurant and public facilities?"	
Enough	94%
Not enough	6
	<u>100%</u>
"Colloquial speech and idioms?"	
Enough	87%
Not enough	13
"Religious practices of that country?"	
Enough	96%
Not enough	4

(Continued)

Table 20 -- Pre-Departure Information on Program and Country of Training (Continued)

"Use of their money?"	
Enough	97%
Not enough, no answer	3
"Their manners and customs generally?"	
Enough	94%
Not enough, no answer	6

OVERALL SATISFACTION:

	PROGRAM (5 items)	COUNTRY (5 items)	COMBINED (10 items)
"Enough" on all items	76%	79%	63%
"Not enough" on one item	15	13	19
"Not enough" on two items	6	5	10
"Not enough" on three or more items	3	3	8
	<u>100%</u>	<u>100%</u>	<u>100%</u>

c. Additional Information Desired: "Is there anything else you would have liked to know more about before you left? What?"

Program factors:		13%
Content	7%	
Background information	4	
Scheduling	2	
Cultural factors:		32%
Language	12	
Customs and conditions	9	
Etiquette	7	
Restaurants and food	2	
Transportation	2	
Earlier information		4
Other comments		7
No additional information wanted		49
No answer		3
		<u>108%^{1/}</u>

From the above table it can be seen that nearly two-thirds of all participants were fully satisfied with all ten items of pre-departure information asked about and a half had no suggestions for additional information desired. Among those who did

^{1/} Adds to more than 100 per cent because some participants gave more than one answer.

suggest some possible improvements in pre-departure preparation, there appears to be a greater need for further information on the cultural aspects and the facilities (of both home and training country) rather than on the technical aspects relating to the training programs. Additional language training, discussed in the previous section, was the largest single item mentioned, both in the specific question on country information and the "overflow" question on "anything else" wanted. Small minorities totaling 16 per cent called for additional information on foreign customs, conditions and etiquette. Conversely, included in "other" comments are several requests for background information on Korea to pass on to their hosts.

Since only very small groups complained about their advance briefings on restaurants and eating facilities, it can be assumed that participants felt properly warned about differences between Eastern and Western eating habits, even though, as shown in Table 21, this was the aspect of life abroad they found hardest to adjust to:

Table 21 -- Adjustment Difficulties Abroad

"What aspects of life abroad did you find it most difficult to adjust yourself to? Anything else?"

(N = 524)

Food, drink	34%
Customs, etiquette	12
Language, slang	12
Physical problems, health	12
Personal, psychological problems	6
Money (usage, shortage)	2
Travel, transportation	1
Racial discrimination	1
Other difficulties	4
No difficulties, nothing	38
No answer	$\frac{2}{124\%1/}$

1/ Adds to more than 100 per cent because some participants had more than one kind of difficulty.

The following are a few of the comments offered by participants regarding their pre-departure orientation in Korea:

- "Wish I had heard from former participants about their experiences in the country of training." (Highways)
- "Wish I had known what reference books, statistical data, etc. to take along with me." (Public Finance)
- "The organizational set-up of ICA and FAA." (Air Transport)
- "I wish I had learned more about the U.S. at FLI." (Railways)
- "Contact with Americans before departure from Korea." (Public Finance)
- "Wish I had taken some traditional Korean music records." (Agriculture)
- "What we can proudly show off about Korea." (Public Finance)

A further point regarding orientation in Korea concerns pre-departure information furnished about third countries, as opposed to that about the U.S. While only a small number of Koreans went primarily to third countries before 1960, those interviewed are nearly half the total group, so the findings have some relevance. Table 22 shows the proportions satisfied with all aspects of their briefings prior to departure for the U.S., the Philippines or Taiwan:

Table 22 -- Satisfaction with Orientation on Program and Country of Training

<u>Primary Country of Training:</u>	<u>Per cent Getting "Enough" Information on All Five Items about:</u>		
	<u>Program</u>	<u>Country</u>	<u>No. of Cases</u>
U.S.	75%	83%	(447)
Philippines	80	64	(36)
Taiwan	80	45	(20)
Other third countries	76	52	(21)
<u>Total</u>	76	79	(524)

Despite the small numbers involved, the above figures show an unmistakable contrast between satisfaction with the information received on training programs, which was generally satisfactory for both the U.S. and third-country programs, and that

on the country of training, which was considered lacking in one or more respects for third countries, particularly Taiwan.

The weakness in country orientations demonstrated by the survey data has been recognized in Korea for some time, and considerably more emphasis than previously has been given to this aspect of pre-departure operations over the last several months. Special sessions have been arranged for groups of participants going to the U.S. and to major third countries. Former participants have been called in to present the trainee's-eye view. Particular attention has been given to this problem by the ROK Government's TC Center, which has also provided all departing participants with background material on Korea to enable them to answer questions about their own country more capably than in the past. In view of these actions, it is likely that the complaints about pre-departure country briefings shown in the survey findings (which cover only participants who left before early 1960) have been fairly well met, although it would be desirable to have further survey data on more recent participants to check on success.

In the past, outgoing participants received considerable pre-training information secondhand from their sponsoring ministries or employers (chiefly supervisors), as shown in Table 23:

Table 23 -- Pre-Departure Information Obtained from Employer and Ministry

"When your program was being planned, did anyone at your place of employment or school give you any information about it?"

"Did the Ministry that sponsored you give you any information about the program being planned for you?"

"What kinds of things did you learn about your program...?"

	(N = 524)	
Information received:	<u>Employer</u>	<u>Ministry</u>
Subject-matter of program	29%	26%
Administrative aspects of program	8	3
Program in general	13	6
Post-training job plans	7	15
Role of ROK government	4	2
Background on country of training	2	-
Other information	2	4
Not specific	1	1
No information received	$\frac{49}{115\%} \frac{1}{/}$	$\frac{63}{120\%} \frac{1}{/}$

While it is, of course, desirable for the employer and the sponsoring ministry to play a part in the orientation process, they appear in the past to have concentrated on the substantive and administrative aspects of training, an area which is probably more in the sphere of the local ROK and U.S. training offices administering the program. It is hoped that with the revamping of the local orientation operation more attention will be given by the employer and ministry to post-training job plans, which are vital to the ultimate utilization of participant training.

b. Orientation in Country of Training. About three-quarters of the participants reported receiving general orientations of more than one day after arrival in their country of training. Over half attended the Washington International

1/ Adds to more than 100 per cent because some participants learned more than one kind of thing about their programs.

Center; however, attendance at W.I.C. varied considerably by field, ranging from only 25 per cent of Health and Sanitation participants to 86 per cent of those in Transportation. The 15 per cent oriented elsewhere in the U.S. included 3 per cent each given orientation at American University or a U.S. Government agency and 9 per cent at another U.S. university. Table 24 shows the breakdown of U.S. orientation by field of training:

Table 24 -- Place of Orientation in Country of Training, by Field

"When you arrived in (country of training), did you attend any general orientation sessions that took more than one entire day? What was the name of the place where the orientation sessions were held?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Ind., Agr. (74)	Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Adm. (104)	Oth. (40)
Washington Int'l Center	54%	45%	53%	86%	25%	55%	70%	31%
Elsewhere in U.S.	15	13	16	-	39	17	12	9
Outside U.S.	8	7	6	10	9	6	6	30
Don't know, no answer	1	-	1	2	-	-	1	-
Did not receive general orientation	22	35	24	2	27	22	11	30
	100%	100%	100%	100%	100%	100%	100%	100%

Those who received orientation in the U.S. were asked some additional questions about their experiences. Details by location of orientation are given in Table 25:

Table 25 -- Participant Attitudes Toward U.S. Orientation

- a. Overall Value: "Do you consider the time you spent in these orientation sessions valuable, or would you have preferred to spend that time on the rest of your program?"

(No. of Cases)	TOTAL ^{1/} (365)	Location of U.S. Orientation			
		W.I.C. (282)	School or Coll. (48)	Amer. Univ. (17)	Gov't Agency (14)
Valuable	90%	91%	83%	100%	86%
Prefer time for rest of program	8	7	13	-	7
Don't know	2	2	4	-	7
	100%	100%	100%	100%	100%

^{1/} Excluding those not trained or oriented in the U.S.; including 3 whose orientation site was indefinite. Figures are shown separately for the American University orientation program and for Government agencies, despite the small number of cases involved, because they cannot be logically combined, but the percentages should be interpreted with wide latitude.

- b. Suggestions for Improvement: "Can you think of any improvements in the orientation session that would make it more useful to future participants from your country? What would you suggest?"

(No. of Cases)	Location of U.S. Orientation				
	TOTAL (365)	W.I.C. (282)	School or Coll. (48)	Amer. Univ. (17)	Govt. Agency (14)
Do orientation in home country	4%	5%	-	6%	7%
Have longer orientation	3	3	6%	-	-
Have shorter orientation	3	3	2	6	7
More information about training	3	3	2	-	7
More information about country	3	2	11	-	7
Group participants by nationality, age, field, etc.	3	3	-	6	-
Chance to meet people of country	1	1	2	-	-
Reduce pace of orientation	1	1	-	-	-
Other suggestions	9	8	8	23	15
OK as is, no improvement needed	66	67	69	53	50
No answer	4	4	-	6	7
	100%	100%	100%	100%	100%

As indicated in the above table, the orientation sessions were considered valuable by more than four-fifths of participants in each orientation group. The scattered suggestions for improvement do not indicate any major weak point, although some tightening up of certain items might be helpful.

4. Advance Program Planning

A large part of the planning of participants' actual training programs is done in Washington by the International Training Division of A.I.D. or by training offices in the various participating agencies. In the case of third countries, training is arranged by local USAID offices through the host governments. It appears from the survey findings that up through mid-1960 the people most concerned with the end results -- participants, supervisors and even U.S. technicians -- did not play as large a part as might be desirable in planning the content of Korean training programs. Only one-third of the participants said they were brought in on the planning, and only one-quarter of present supervisors helped plan their employees' programs. Relevant questions on this matter are shown in Table 26:

Table 26 -- Local Participation in Program Planning, by Field

a. Participants: "Did you have the opportunity to take part in the planning of your program? Did you take part to the extent you wanted to?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
Yes, part. to extent desired	27%	30%	18%	42%	25%	26%	36%	18%
Yes, part. to lesser extent	$\frac{7}{31\%}$	$\frac{8}{38\%}$	$\frac{4}{22\%}$	$\frac{7}{49\%}$	$\frac{8}{33\%}$	$\frac{10}{36\%}$	$\frac{10}{46\%}$	$\frac{2}{20\%}$
No, did not participate	$\frac{66}{100\%}$	$\frac{62}{100\%}$	$\frac{78}{100\%}$	$\frac{51}{100\%}$	$\frac{67}{100\%}$	$\frac{64}{100\%}$	$\frac{54}{100\%}$	$\frac{80}{100\%}$

(If "Yes") "Was your program based mainly on your ideas or the ideas of others?"

My ideas	14%	10%	11%	21%	19%	14%	16%	10%
Those of others	7	8	4	5	2	11	10	8
Both equally (volunteered)	13	20	6	23	12	11	20	2
No answer	*	-	1	-	-	-	-	-
	$\frac{34\%}{}$	$\frac{38\%}{}$	$\frac{22\%}{}$	$\frac{49\%}{}$	$\frac{33\%}{}$	$\frac{36\%}{}$	$\frac{46\%}{}$	$\frac{20\%}{}$

(If "No") "Do you think it would have helped your program if you had participated in the planning?"

Yes, would have helped	50%	53%	58%	45%	45%	51%	38%	60%
No, would not	8	5	10	2	9	4	10	10
Didn't care, don't know	$\frac{8}{66\%}$	$\frac{4}{62\%}$	$\frac{10}{78\%}$	$\frac{4}{51\%}$	$\frac{13}{67\%}$	$\frac{9}{64\%}$	$\frac{5}{53\%}$	$\frac{10}{80\%}$
	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$	$\frac{100\%}{}$

b. Supervisors: "Did you help in planning (participant's) training program?"

(No. of Cases)	(420)	(61)	(124)	(34)	(46)	(40)	(85)	(30)
Yes, helped plan program	28%	41%	16%	47%	65%	25%	13%	23%
No, did not	26	15	39	24	11	25	27	27
No answer	2	1	-	-	4	-	1	7
Not aware of program before participant left	$\frac{44}{100\%}$	$\frac{43}{100\%}$	$\frac{45}{100\%}$	$\frac{29}{100\%}$	$\frac{20}{100\%}$	$\frac{50}{100\%}$	$\frac{59}{100\%}$	$\frac{43}{100\%}$

(Continued)

Table 26 -- Local Participation in Program Planning, by Field (Continued)c. Technicians: "Did you help in planning his program?"

(No. of Cases)	TOTAL (345)	Field of Training						
		Agr. (46)	Ind., Min. (102)	Tran. (38)	H'lth (25)	Educ. (42)	Adm. (67)	Oth. (25)
Yes, helped plan program	7%	11%	2%	8%	-%	-%	13%	8%
No, did not; no answer	1	2	-	3	-	-	5	8
Didn't know participant before he left	$\frac{92}{100\%}$	$\frac{87}{100\%}$	$\frac{98}{100\%}$	$\frac{89}{100\%}$	$\frac{100}{100\%}$	$\frac{100}{100\%}$	$\frac{82}{100\%}$	$\frac{84}{100\%}$
"Did you coordinate his program with the host country?"								
Yes, did coordinate	7%	11%	2%	8%	-%	-%	13%	12%
No, did not; no answer	1	2	-	3	-	-	5	4
Didn't know participant before he left	$\frac{92}{100\%}$	$\frac{87}{100\%}$	$\frac{98}{100\%}$	$\frac{89}{100\%}$	$\frac{100}{100\%}$	$\frac{100}{100\%}$	$\frac{82}{100\%}$	$\frac{84}{100\%}$

Of the participants who did take part in planning their programs, about four out of five participated to the extent they desired; the most satisfied in this respect were those in the field of Transportation, the figure being 6:1. Most of those who were consulted felt that their ideas were given at least equal consideration; the least satisfied in this respect were participants in Education. Those who were not brought in felt more than five to one that they should have been. The half of all supervisors who knew of the programs before participants left were split almost evenly as to their participation in planning, with Health, Agriculture and Transportation supervisors playing the greatest role and Industry and Public Administration the least. In contrast to their part in selection, as shown above (see pages 28-29), technicians who were at the post before their participants left did help in program planning in almost every case (those few who did not presumably were working on different assignments at the time); but because of turnover, very few of them were advising the same participants whose training they had helped to implement.

Despite this relatively low degree of local participation in program planning, close to two-thirds of the participants in all fields reported themselves as "well satisfied" with their programs before they left. Nearly all of them found their programs set up in at least partial detail when they arrived in the country of training:

Table 27 -- Pre-Training Satisfaction and Degree of Planning Detail

"Before you left to go abroad, how satisfied were you with your training program? Were you well satisfied, not very well satisfied, or didn't you know enough about it?"

	(N = 524)
Well satisfied	63%
Not very well satisfied	26
Didn't know enough about it	<u>11</u>
	100%

"When you arrived in (country of training), was your program arranged in complete detail, in partial detail, or not set up at all?"

Complete detail	58%
Partial detail	37
Not set up at all	4
Don't know, no answer	<u>1</u>
	100%

Unlike local planning participation, there were no major differences by field of training in advance satisfaction or planning detail (except for variations between "complete" and "partial," with Public Administration having less than half the programs planned completely ahead of time and observation types likely to be more completely planned). Nor were any great variations evident on either point by type of training. (for detailed tabulation, see Appendix Table A-4). The relationship of advance planning participation to post-training utilization is quite clear, however, as will be shown in detail in Chapter V. (see below, pages 159-161).

Some typical comments, in respondents' own words, bearing on advance planning follow:

"I prefer making an itinerary as I wish. This is because the unilateral plan prepared by the country being visited for observation is not necessarily good for us." (Participant, Agriculture)

"Training itself was important but planning was not too good, so I could not attain what I aimed at." (Participant, Public Finance)

"Wish to have both ICA (A.I.D.) official and participant participate in making program." (Supervisor)

"In establishing participant's training program, the ROK side should do more thorough work than the USOM side." (Supervisor)

"The training program should be determined on the basis of an overall plan in the light of ROK development." (Supervisor)

Summary -- In this chapter four pre-departure operations have been discussed. With regard to selection of participant candidates, most were chosen by their supervisors, although only one-quarter are still working under the same overseer. Hindered by a high turnover rate and the language barrier, U.S. technicians in the past have not played as great a role in selection as many would like; but it is believed that this situation is improving at the present time.

Language competence and needs vary considerably according to background and training requirements. All but 3 per cent of the Korean participants reported needing English for their training and 68 per cent had difficulty with it, particularly among older groups. Three-quarters were given special preparatory language training, 56 per cent in Korea only and 17 per cent in both Korea and the U.S. Because of the intensive language instruction and the wider use of English in Korea in recent years, this problem has been easing up a little, although continued attention will be necessary. The survey findings also serve to validate the AULC/ALIGU English language tests, which have been given in Korea since 1957, since those who score highest on the tests generally have the least language trouble during training.

Orientation, both in home country and country of training, appears to be generally satisfactory, although there has been a need for even more language training, as mentioned above, and for more emphasis on cultural as opposed to program information in pre-departure briefings, particularly in relation to third countries. This too

is receiving local attention at present and should improve in the near future. There were few criticisms of the orientations given in the country of training, nearly all of which were considered valuable.

With respect to advance program planning, the survey findings indicate that both participants and supervisors play a lesser role than might be desirable (both in terms of their own satisfaction and of later utilization of what was learned); only one-quarter of the participants took part in planning to the extent they desired. Technicians here, as in selection, are handicapped by the rotation system, under which few of them are on hand to help put to use programs which they help plan. There is some variation by training field in the amount of advance planning participation and thus apparently room for further coordination along this line in the future.

Chapter III -- TRAINING PERIOD ABROAD

Once the participants are selected, oriented and transported (currently at the expense of their home Government) to the country of training, the conduct of their programs is turned over, in the U.S., to A.I.D./Washington and the participating agencies or, in third countries, to the U.S. mission and the host government, which carry out the substance of the training. The overall dimensions of the training given, in terms of fields, type, length, etc., were described in Chapter I. This chapter takes up the attitudinal findings of the survey regarding both technical and non-technical aspects of the training received, in an effort to locate potential weak spots and suggest means of strengthening the program where needed.

1. Technical Aspects

a. Coverage. Both supervisors and U.S. technicians were generally satisfied with the coverage of their participants' training programs with regard to subject-matter, though supervisors were somewhat more critical. As shown in Table 28, one-fifth of the supervisory group considered the subjects studied "Unsatisfactory". They gave a variety of different reasons, indicating a minority of individual difficulties rather than any consistent type of weakness in covering the desired subject-matter. The few "Unsatisfactory" complaints made by technicians (mostly in the Industry and Mining field) were also for scattered reasons.

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Table 28 -- Satisfaction with Subject-Matter Coverage

- a. Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

"Subject-matter covered in training programs"

(N = 305)^{1/}

Satisfactory	63%
Unsatisfactory	20
Can't rate	17
	<u>100%</u>

"Why unsatisfactory"

Too broad	3%
Too narrow	3
Not appropriate to needs of job, employee, country	3
Not appropriate to participants' background	2
Too much theory, academic work	2
Too much practical work	1
Other comments	7
No answer	*
	<u>21%^{2/}</u>

- b. Technicians: "Was the subject-matter coverage satisfactory or unsatisfactory?"

(N = 345)^{1/}

Satisfactory	85%
Unsatisfactory	5
Can't rate	10
	<u>100%</u>

In addition to the questions on subject-matter, supervisors and technicians were also asked about the means used to cover the training subjects. Table 29 shows their attitudes on the practical experience provided:

^{1/} This issue, like others that follow, was put once to all 305 supervisors and therefore represents a generalized opinion based on total experience. In the case of technicians the question was asked once for each participant program under discussion and hence represents the sum of 345 reports from 52 individual technicians.

^{2/} Adds to more than the 20 per cent who said "Unsatisfactory" because some supervisors gave more than one reason.

Table 29 -- Satisfaction with Practical Experience

- a. Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

"Practical experience provided in the program"

(N = 305)

Satisfactory	73%
Unsatisfactory	13
Can't rate	14
	<u>100%</u>

Reasons for "Unsatisfactory" ratings: Not enough practical experience provided - 9%; not broad or varied enough, not relevant to rest of program, not appropriate to needs of job or country - each 1%; other - 2%.

- b. Technicians: "How about the type of program he/she took part in -- was it satisfactory or unsatisfactory for his/her needs?"

(N = 345)

Satisfactory	85%
Unsatisfactory	5
Can't rate	10
	<u>100%</u>

"(How would you rate) the practicality of experience provided? Was he trained in the use of appropriate materials, equipment, and techniques?"

Satisfactory	85%
Unsatisfactory	3
Can't rate	10
No answer	2
	<u>100%</u>

Supervisors appear to be relatively more satisfied with the practical experience provided during training than with the actual subjects covered (73 per cent as compared with 63). Yet close to one-tenth called for a larger amount of practical training, while another 5 per cent criticized it for other reasons. Again the problems reported are on a minority basis and can probably be handled individually as they arise, although continued attention should certainly be paid to the desirability and feasibility of practical experience during training in planning future programs.

Participants were not asked directly about their reactions either to the subject-matter covered or to the amount and kind of practical experience provided. They were queried, however, on the variety of their programs. Nearly two-thirds were satisfied, while the remainder were split almost evenly between wanting more or less training activities. There was not much difference between participants in the various fields on this subject, except that those in Health and Sanitation, though most satisfied with the overall variety offered, tended to want more rather than fewer things to do; Public Administration participants were the least satisfied with the variety of their programs. Details are shown in Table 30:

Table 30 -- Participants' Attitudes on Variety of Program, by Field

"Do you think the planned part of your training required you to do or see too many different things, or would you have preferred more different things?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
Too many things	17%	11%	17%	19%	6%	17%	24%	23%
Would have liked more	19	16	20	21	19	13	22	12
All right as was (vol.)	63	70	61	60	75	70	53	65
Don't know, no answer	1	3	2	-	-	-	1	-
	100%	100%	100%	100%	100%	100%	100%	100%

Checks were also made to see whether attitudes on program variety were related to other factors, but no major differences by age, country of training, or year of departure were found. As would be expected, there was a slight tendency for participants who went on only one kind of training to want a little more variety than those who had a combination of types, but as the differences are not great and have no program significance the figures are not reported here in detail.

A good many general and specific comments bearing on program content were received from all three groups on the various "open" questions in the survey. Some of the more relevant are quoted below:

"Participant training should not be used as a mass medium but should clearly and specifically strive for training to suit individual needs. This implies that fewer participants should be sent to the United States for training." (Technician, Forestry)

"Training a small number of specialists is much more important than sending a lot of participants." (Participant, Power and Communications)

"Participant's background and program have to be closely related." (Supervisor)

"The plan should be made according to the specialty of the individual participant." (Participant, Industry and Mining)

"Exchange culture through the training program." (Supervisor)

"Test the knowledge of training received." (Supervisor)

"Too much to observe within too limited a time. It would be better to condense many items to several important ones with enough time to observe carefully." (Participant, Power and Communications)

"Don't send people for observation." (Supervisor)

"I prefer letting us stay in one place and have an observation tour at the end." (Participant, Power and Communications)

"Repeat observations of the same nature should be stopped." (Participant, Power and Communications)

"Observation is better than listening to college lectures for a doctor of medicine." (Participant, Health and Sanitation)

"Do not confine us to one school for all subjects. Let us go to several tough schools depending on subject." (Participant, Higher Education)

"Would have liked to have an opportunity for an observation tour between terms. I want to see the people as they are." (Participant, Agriculture)

"In getting academic courses, one should start at the beginning of school terms and in observing industrial firms participants should be employed for a certain period to let them learn thoroughly." (Participant, Manufacturing and Processing)

"I wanted to attend official academic meetings. We were not able to attend them because no funds were allotted for it." (Participant, Health and Sanitation)

"Some factories don't show places in order to keep their secrets."
(Supervisor)

"In on-the-job training I want to have more time for operating machines directly." (Participant, Power and Communications)

"We want to learn things concretely -- practice teaching and evaluation of the teaching afterward. The training was too general because I only saw and heard about things." (Participant, Agriculture)

b. Country of Training. With regard to location of training, technicians again were well satisfied, but only about half the supervisors considered it satisfactory, as shown in Table 31:

Table 31 -- Satisfaction with Country of Training

a. Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

(N = 305)

"Country or countries of training"

Satisfactory	54%
Unsatisfactory	40
Can't rate	6
	<u>100%</u>

"Why unsatisfactory"

Should be somewhere more like home country (Korea)	12%
Some or all training should be in:	
Europe	12
Asia	10
U.S.	5
Should include more countries	2
Other reasons	9
Don't know	1
	<u>51%^{1/}</u>

b. Technicians: "(How would you rate) the country of training?"

(N = 345)

Satisfactory	89%
Unsatisfactory	2
Can't rate, no answer	9
	<u>100%</u>

^{1/} Adds to more than the 40 per cent who said "Unsatisfactory" because some supervisors gave more than one reason for dissatisfaction.

Nearly all the reasons given for dissatisfaction, particularly by supervisors, pertain to the desire for more third-country as opposed to U.S. training. The following are typical comments from all groups on the subject of location of training:

"We need to give selected subject-matter specialists training in third countries." (Technician, Agriculture)

"Wish to see participants trained in Japan, which is near and has no language handicap among participants." (Supervisor)

"Training in the Philippines or Taiwan would be more meaningful to a lot of participants because their economies are similar." (Technician, Industry)

"Participants should also be sent to Europe." (Supervisor)

"I want to be trained in a country other than the U.S., because we know the U.S. to some extent. The important thing is to learn how we can attain greater things using small resources." (Participant, Highways)

"Sending people to places where economic and living conditions are similar to Korea is more important than sending them to the U.S., where there are quite different conditions from Korea. This is particularly true for the field of science. Everything is too different." (Participant, Mining and Minerals)

"Training programs should include visiting other countries such as Japan and Holland on the way back." (Participant, Agriculture)

"I want to go to a more advanced country. Far Eastern countries are not more developed than Korea." (Participant, Fisheries)

Because current training policy is already tending toward more use of third-country facilities, there seems to be little need for elaborating this point further. It might be pointed out, however, that some supervisors and technicians also stressed the desirability in at least certain circumstances of providing more technical training within Korea itself. The following are typical comments:

"It would be nice if Americans came to Korea to train participants." (Supervisor)

"Domestic training would be effective if carried out locally." (Supervisor)

"You could teach larger numbers of people by having the training given to them here." (Technician, Agriculture)

"Participant training within Korea and in the Korean language should be the next and most valuable step." (Technician, Higher Education)

"A course of on-the-job training for the older section chiefs and branch heads in the host government." (Technician, Agriculture)

"I do think that we would have more of a multiplier effect if we had direct hire employees come here to do the training on the job, in the shops, in the plants and in the offices rather than send these people to the U.S., because then they would be operating their own equipment in their own environment and probably could gain more from this type of training."
(Technician, Industry)

c. Length of Training. It will be remembered from Chapter I that the median length for participant training programs abroad was between 6 and 12 months, although the different types of programs varied greatly in duration, ranging from one-week conferences or workshops to graduate programs at universities of three years or more. Technicians in nearly all cases were satisfied with the length of training, but only about two-fifths of the participants found it satisfactory, the rest feeling about 10 to 1 that it should have been longer. Supervisors, who were asked the question in general terms rather than specifically about particular participants' programs, showed very much the same reaction as participants: although one might have expected them to feel that workers should not be away from their jobs very long, only about two-fifths were satisfied with training duration and most of the rest thought it was too short. Table 32 gives the findings on this topic:

Table 32 -- Attitudes on Length of Training

- a. Participants: "How was the length of your program -- do you think it was too long, about right, or too short?"

(N = 524)

About right	44%
Too long	5
Too short	<u>51</u>
	100%

- b. Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

(N = 305)

"Length of programs"	
Satisfactory	42%
Unsatisfactory	50
Can't rate	<u>8</u>
	100%

"Why unsatisfactory"	
Too long	2%
Too short	44
Other reasons	6
No answer	<u>1</u>
	53% ^{1/}

- c. Technicians: "The length of the program? (Was it satisfactory or unsatisfactory?)"

(N = 345)

Satisfactory	82%
Unsatisfactory	8
Can't rate	10
No answer	*
	<u>100%</u>

(If "Unsatisfactory") "In what way do you feel that it was unsatisfactory?"

Too long	*%
Too short	7
No answer	<u>1</u>
	8%

^{1/} Adds to more than the 50 per cent who said "Unsatisfactory" because some supervisors gave more than one reason.

Satisfaction with training duration is of course related to the actual length and purpose of the training. Hence, various cross-tabulations are needed to help interpret the level of satisfaction with training length. Figure 5 shows some key breakdowns of the participant sample on this issue.

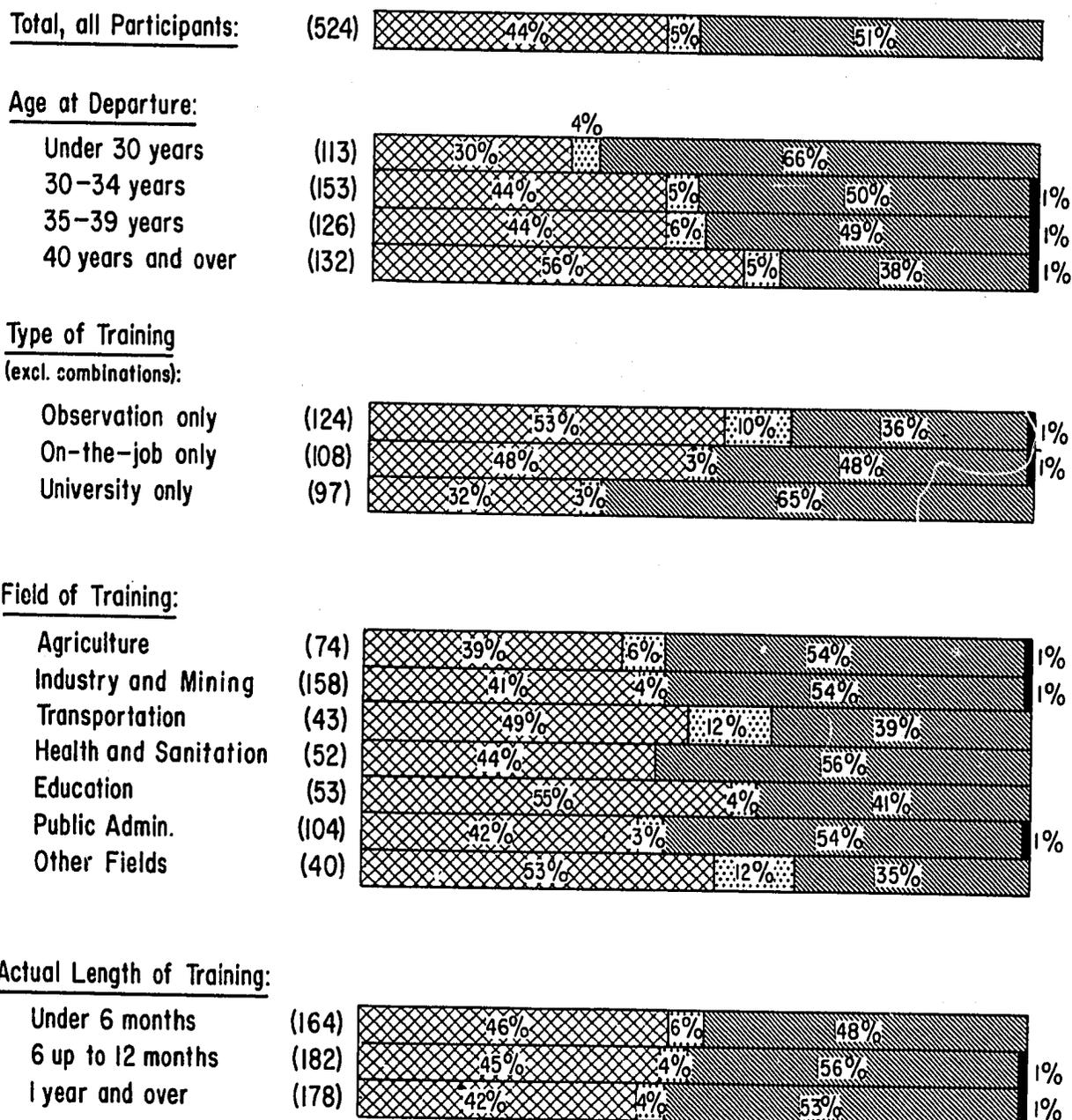
Notable in Figure 5 is the fact that there appears to be a clear relationship between opinion on length and both age and type of training, as well as some differences by field. Younger participants were barely half as satisfied as older ones with the length of their training: Almost twice as many felt their programs were too short. Participants who went on observation tours were most likely to consider the duration of their programs about right or even too long, while those with university training were most likely to feel they were too short (even though academic programs were the longest kind). These two findings are corollaries, since, as was shown in Chapter I (see above, page 16), older people were more often sent on observation tours and younger ones for academic training. One cannot say from these results whether age or training type is the more influential factor in dissatisfaction with length of training, but on the basis of the age level and types of programs given through FY 1960, one can expect a lower level of satisfaction among younger participants and those on primarily academic programs.

While differences by field are not great, participants in Transportation, Education and Other Fields (chiefly Community Development) were least likely to find their programs too short. Participants in Transportation and Other Fields were more likely than others to find their programs too long.

When related to actual duration of training, there is no indication, contrary to what might have been expected, that those with the most training are most likely to consider their programs too long. If anything, the contrary is the case. When asked what the proper length should have been, most of those who said "Too short" showed a preference for programs of more than a year's duration, while those few

FIGURE 5
PARTICIPANT ATTITUDES ON TRAINING DURATION
BY AGE, TYPE, FIELD AND LENGTH

 About Right
  Too Short
 Too Long
  No Answer



who thought their training too long tended to prefer programs of less than 4 months in length. As shown in Table 33, the more training a participant had, the more he wanted -- of those who had less than 6 months training, 45 per cent wanted a year or more, compared with 98 per cent of those who had at least a year. Here again attitude on length is likely to be related to type of training, since those with the longest kind of training (academic) were the ones who particularly wanted even more.

Table 33 -- Preferred Length of Program

(If "Too short" or "Too long") "How long should it have been?"

(No. of Cases)	<u>Actual Program Length</u>			<u>Attitude on Program Length</u>	
	<u>Under 6 mos. (88)</u>	<u>6-12 mos. (99)</u>	<u>1 year & over (104)</u>	<u>Too Short (264)</u>	<u>Too Long (26)</u>
<u>Preferred Length:</u>					
Less than 2 months	7%	-	-	2%	4%
2 up to 4 months	16	1%	-	3	24
4 up to 6 months	6	-	-	2	-
6 up to 12 months	25	10	1%	11	19
1 up to 2 years	40	67	7	39	19
2 up to 3 years	4	17	54	27	15
3 years or more	1	3	37	15	15
No answer	<u>1</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>4</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

d. Level of Training. Three-quarters of the participants reported that the level of their programs was "about right". The remainder felt nearly 3 to 1 that the programs were "too simple" rather than "too advanced". Most supervisors and technicians agreed that the level was satisfactory, but (in contrast to participants) those who were not satisfied tended to feel the level was too high rather than too low. Findings on these questions are shown in Table 34:

Table 34 -- Attitudes on Level of Training

- a. Participants: "And how did you find the level of your program? Judging from your background and experience at the time, do you think the program was generally on too simple a level for you, was it about right, or was it too advanced?"

(N = 524)

About right	76%
Too simple	16
Too advanced	6
Don't know, no answer	2
	<u>100%</u>

- b. Supervisors: "I'd like you to tell me whether you think these (items) are generally satisfactory or unsatisfactory. If you think they are unsatisfactory, please tell me why you think so:

(N = 305)

"Level of programs"

Satisfactory	66%
Unsatisfactory	17
Can't rate	17
	<u>100%</u>

Reasons for "Unsatisfactory" ratings: Too advanced - 5%; too elementary - 3%; good for low or middle level jobs, not advanced - 2%; good for high level jobs, not lower - 2%; other reasons - 7%.^{1/}

- c. Technicians: "How was the level of his/her training program?"

(N = 345)

Satisfactory	85%
Unsatisfactory	4
Can't rate	11
	<u>100%</u>

Reasons for "Unsatisfactory" rating: Too advanced - 3%; no answer - 1%.

"Have his/her educational qualifications been adequate or inadequate? Or can't you rate this?"

"How about the intelligence of Mr./Miss/Mrs. _____? Has he/she shown it to be adequate or inadequate?"

	<u>Educational Qualifications</u>	<u>Intelligence</u>
Adequate	90%	93%
Inadequate	3	1
Can't rate	7	6
	<u>100%</u>	<u>100%</u>

^{1/} Adds to more than the 17 per cent who said "Unsatisfactory" because some supervisors gave more than one reason for dissatisfaction.

A series of cross-tabulations on factors that might be related to satisfaction with level of training, which are given in detail in the Appendix (see Table A-5), shows little difference by age, years of experience, or departure date. Factors which do show some variation on this issue include, as might be expected, field and type of training, participation in preliminary planning, advance information on level, previous education and knowledge of English.

Satisfaction with level ranged only from 73 to 81 per cent in the various fields. Among the dissatisfied, those in Industry and Mining, Transportation, Education and Other Fields tended to feel their programs were too simple rather than too advanced, while those in Public Administration, Health and Sanitation and Agriculture were more evenly divided between thinking them too simple or too advanced. By type of training, participants who went on special group programs not at a university were much more likely to find their programs too simple than were those who went on observation or academic programs. Participants who helped plan their programs were more likely than others to find them about right, as were those who had been told something about the level before leaving. Relatively more people with a college background found their training too advanced, not, presumably, because they were less able but because they were likely to be given more difficult assignments. Not surprisingly, those who had trouble with both speaking and understanding English were especially likely to find their programs too advanced.

Despite these group differences, in view of the general agreement that program level was "about right" (at least two-thirds in all breakdown groups), it would seem that this issue is not a major problem area calling for any program-wide adjustments in level for Korean participants. What difficulties do exist appear to be special cases that must be watched for and adjusted on an individual basis, perhaps by providing some additional review or preparatory briefing if needed or making available some extra piece of training, especially language, that might fill in a shallow spot.

e. Guidance from Project Manager. Practically all participants on arrival in the country of training meet with a training officer to discuss program plans. The person who handles the details of a participant's training program has been known as a project manager or program specialist. He may be an A.I.D. employee, a representative of one of the participating agencies from another part of the U.S. Government, a state government official, a university faculty advisor, etc. Over half the Korean participants reported having project managers who worked directly for ICA/A.I.D., while about one-fifth each were from participating agencies and universities. The findings on this subject are summarized in Table 35:

Table 35 -- Contact with Project Managers

"When you arrived, did you meet someone who discussed your program with you?"

(If "Yes") "Do you happen to recall where this official worked? Although all training programs are sponsored by ICA, the officials who manage programs do not all work at ICA -- some work at other government agencies, some at universities, and some at private organizations. At what place did the official who managed your program work?"

(N = 524)

Met someone who discussed program from:		
ICA/A.I.D.		54%
Other government agency:		19
Dept. of Agriculture	5%	
Health, Educ. & Welfare	4	
Federal Communications Comm.	2	
Other	6	
No answer	2	
University		19
Private organization		5
Other		2
Don't know, no answer		*
Did not discuss program with anyone		<u>1</u>
		100%

Only 10 per cent of Korean participants were dissatisfied with the guidance given them by their project managers during their programs. They were relatively more satisfied with the amount of attention given them by ICA managers than by those from other agencies, by managers in the U.S. rather than in third countries, and by those who had planned the program in complete rather than partial detail ahead of time. Public Administration managers were rated highest and Agriculture lowest, but more than three-quarters in all fields were satisfied. No significant difference was found by type of training. Table 36 (in which the percentages run horizontally) shows the key breakdowns on this question:

Table 36 -- Attitudes on Guidance Received from Project Managers

"Do you think he (project manager) gave enough attention or guidance to you during the course of the program, or not?"

	<u>Enough Attention</u>	<u>Not Enough</u>	<u>DK, No Ans.</u>	<u>Had no Proj. Mgr.</u>	<u>No. of Cases</u>
<u>Total</u>	88%	10%	1%	1% = 100%	(524)
<u>Project Manager Affiliation:</u>					
ICA (A.I.D.)	93%	7%	*%	*%	(280)
Other U.S. Gov't:					
Dept. of Agriculture	79	21	-	-	(24)
Health, Educ. & Welfare	84	16	-	-	(19)
Other	91	9	-	-	(43)
University	84	15	1	-	(103)
Other	85	11	-	4	(27)
<u>Primary Country of Training:</u>					
United States	89%	9%	1%	1%	(447)
Third country	80	13	4	3	(77)
<u>Amount of Advance Planning:</u>					
Complete	93%	6%	*%	1%	(304)
Partial	82	16	1	1	(214)

(Continued)

Table 36 -- Attitudes on Guidance Received from Project Managers (Continued)

	<u>Enough Attention</u>	<u>Not Enough</u>	<u>DK, No Ans.</u>	<u>Had no Proj. Mgr.</u>	<u>No. of Cases</u>
<u>Total</u>	88%	10%	1%	1% = 100%	(524)
<u>Field of Training:</u>					
Agriculture	78%	16%	3%	3%	(74)
Industry and Mining	88	9	1	2	(158)
Transportation	89	9	2	-	(43)
Health and Sanitation	85	11	-	4	(52)
Education	91	9	-	-	(53)
Public Administration	94	6	-	-	(104)
Other fields	90	10	-	-	(40)
<u>Type of Trng.(excl.combinations):</u>					
Observation only	84%	11%	2%	3%	(124)
On-the-job only	88	10	1	1	(108)
University only	88	9	1	2	(97)

In the light of the above results, project managers can feel fairly well satisfied with their service to participants as a whole through mid-1960. To meet the complaints of the minority, special attention should continue to be given in the future to those with special problems, particularly in agricultural or third-country programs, and to general improvements in arranging training programs as outlined elsewhere in this report.

2. Non-Technical Aspects

A great deal of routine and specially tailored administrative work goes into every participant program, from budgeting and handling the necessary funds to planning special meetings or arranging local hospitality. If all goes well, most of this work passes unnoticed. Two aspects of these non-technical operations -- expense funds and outside activities -- affect participants especially closely, however, and hence are frequently raised for discussion and review by the administrative personnel involved. The survey provides some data on which to evaluate each of them.

a. Adequacy of Funds. It would hardly be expected that many participants -- or any other students or trainees living on fixed allowances far from home -- would complain about having too much money to live on. Hence it is perhaps encouraging that two-thirds of the participants surveyed reported that the money made available to them during training was "about right". Those who felt it was "too little" had scattered reasons, including the high cost of living and travel and extra expenses required for training (e.g., reference books), as shown in Table 37:

Table 37 -- Adequacy of Funds Provided

"What is your opinion of the money ICA made available to you for living costs and travel during the training program: Would you say it was too little, about right, or more than needed?"

(N = 524)

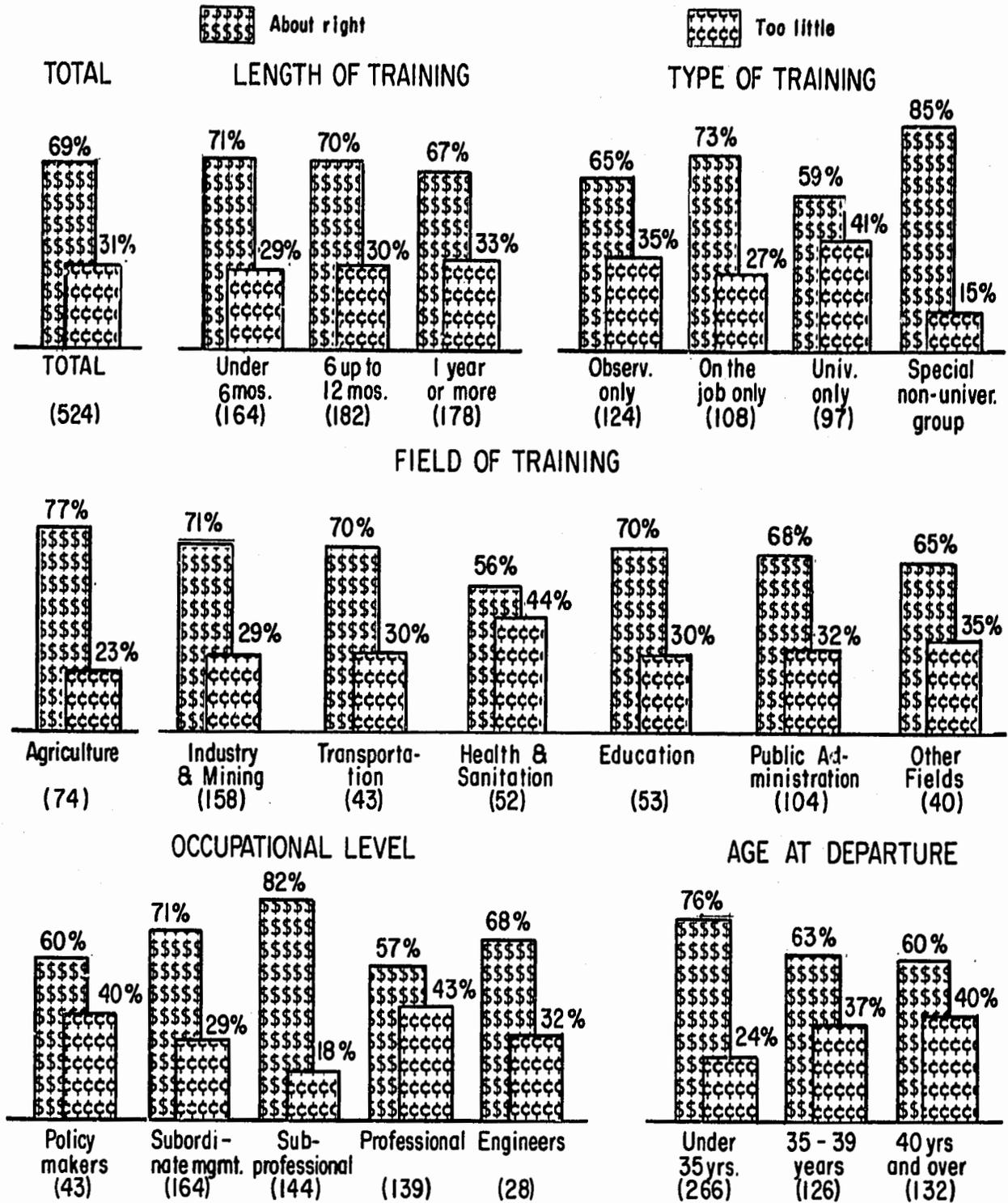
About right	69%
Too little	31
More than needed	-
	<u>100%</u>

(If "Too little") "Why do you feel that way?"

Cost of living too high	7%
Need extra expenses for training	6
Hotel and travel expenses too high	4
Amount should be adjusted to program	3
Not enough (general)	5
Other reasons	6
	<u>31%</u>

There were some interesting variations on this issue among different subgroups, as shown in Figure 6. By training field, for example, the largest proportion of complaints came from participants in Health and Sanitation, (who, along with Education participants, were especially concerned about extra training expenses). Agriculture participants, who presumably spent much of their time in rural areas, were least dissatisfied with financial allowances. Perhaps surprisingly, there was no

Figure 6
ADEQUACY OF FUNDS BY RELEVANT FACTORS



significant difference by length of training. The breakdown by type of training, however, shows that participants who went on university-only programs had the most trouble with money and those on specially arranged non-university group programs the least; observation programs appeared to cause more financial difficulty than on-the-job training, perhaps because they require more moving around. By age and occupation, the older the participant or the higher or more professional his job level, the more trouble he had with his allowances -- but again this may be a function of the different types of training given to these groups.

Because the differences in adequacy of funds, while quite noticeable, are not startlingly great, it does not seem desirable to recommend special adjustments in allowances for any particular groups on the basis of these results, especially since the survey covers only one country and per diem rates have to be uniform for participants from all countries. If similar results are obtained from other studies, however, consideration might be given to providing supplementary allowances for participants in academic programs, particularly in Health and Sanitation or where extra expenses are involved, and for older or higher-level participants. Since these data were obtained from participants who had returned home before July 1960 and as the financial situation may have changed considerably since then, it might also be advisable to check on the experience of more recent participants before taking definite action.

b. Outside Activities. Half the participants felt crowded for time to look after their personal interests, but most were well satisfied with the home hospitality and other activities arranged for them during their programs. Because the most interesting variations on this issue concern field of training, Table 38 presents the results on four related questions on this matter by field:

Table 38 -- Social Life and Outside Activities, by Field

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
a. <u>Time for Personal Interests:</u> "Do you think that the program left you time for your personal interests, after your official duties were finished? Did you have too much time, enough time, or too little time?"								
Enough time	52%	34%	57%	58%	58%	55%	59%	37%
Too little time	46	66	41	35	40	45	39	60
Too much time	1	-	1	5	2	-	-	3
Don't know, no answer	1	-	1	2	-	-	2	-
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
b. <u>Visits to Private Homes:</u> "Were you entertained in private homes during the course of your program? How did you feel about visiting private homes -- did you like the visits very much, fairly well, or did you not like them?"								
Very much	82%	77%	87%	95%	75%	77%	80%	75%
Fairly well	10	8	9	5	15	15	9	15
Did not like	1	-	2	-	4	2	1	-
No answer	1	3	-	-	-	-	1	-
Did not visit private homes during training	6	12	2	-	6	6	9	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
c. <u>Other Social Activities:</u> "Speaking now of other social activities, do you think there were too many activities arranged for you, or not enough? (That is, arranged by your program advisors, by organizations, church groups and the like?)"								
Too many	5%	5%	2%	2%	2%	4%	7%	12%
About enough (vol.)	76	80	75	65	86	87	72	65
Not enough	18	14	22	31	12	9	19	20
No answer	1	1	1	2	-	-	2	3
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
d. <u>Additional Activities Desired:</u> "What kinds of activities would you have liked more of?"								
Professional meetings	7%	6%	6%	16%	8%	6%	6%	5%
Social activities	5	6	10	2	-	-	6	3
Hospitality	1	1	1	-	-	-	3	3
Int'l. meetings	1	-	1	-	-	-	1	-
Other activities	3	-	4	7	2	2	4	3
Don't know, no answer	4	2	3	7	4	2	3	12
	<u>21%^{1/}</u>	<u>15%</u>	<u>25%</u>	<u>32%</u>	<u>14%</u>	<u>10%</u>	<u>23%</u>	<u>26%</u>

^{1/} Adds to more than the 18 per cent saying "not enough activities" because some participants named more than one kind.

Least satisfied with time for personal interests were Agriculture participants, who however made no more complaints than average about the number of outside activities arranged. Transportation participants made the most calls for more outside activities, wanting in particular more professional meetings. Industry and Mining participants wanted relatively more social activities, while one-fifth of the Public Administration participants wanted a little more of everything.

Since around four-fifths of the participants were satisfied with both home hospitality and other activities, as far as Koreans are concerned there appear to be no serious deficiencies in these programs to help participants get the most out of their training abroad. It might be helpful, however, particularly among Agriculture participants, for project managers to make an effort to find out what "personal interests" are being neglected and how they can be better handled within the time limits imposed by training programs. It may be useful to point out in this connection that participants on observation and university programs appeared to have considerably more difficulty in finding time for their own interests than did those in on-the-job or special group programs:

Table 39 -- Time for Personal Interests by Type of Training

(No. of Cases)	TOTAL (524)	Type of Training			
		Observ. only (124)	OJT only (108)	Univ. only (97)	Sp. Grp. (comb.) (40)
<u>Time for Personal Interests:</u>					
Enough time	52%	43%	58%	49%	58%
Too little time	46	56	36	50	40
Too much time	1	1	3	-	2
Don't know, no answer	1	-	3	1	-
	100%	100%	100%	100%	100%

A few miscellaneous complaints and suggestions were received from participants regarding life outside of training. The following are examples:

"It was inconvenient not letting us mining participants have a car." (Mining)

"An accompanying wife is important in training." (Manufacturing and Processing)

"I need a companion while traveling, because I am a woman." (Social Welfare)

"Life in a college dormitory was miserable." (Mass Communications)

"Be more kind to Oriental people." (Health and Sanitation)

The results presented above on participants' overall satisfaction with the funds made available to them and with their extra-curricular activities indicate that these areas are being well covered on the whole. Although some improvement is possible in individual cases or groups, these are not major problems or causes of dissatisfaction among Korean participants and appear to need no large-scale remedial attention at the present time.

3. Communications Seminars

In recognition of the many problems of adjustment, adaptation and communication which most participants experience when they return home and try to put their training to use, special seminars in communications principles and techniques have been set up to help them overcome these hurdles. Seminars have been available to Agriculture participants since the beginning of Korean training. Week-long seminars conducted under government contract by Michigan State University at Cacapon Lodge, West Virginia, or Boyne Mountain, Michigan, began in 1958. While only about one-

quarter of Korean participants as a whole have taken part in any of these seminars, attendance has been increasing each year and included almost half the group who left in 1959. Table 40 shows participation in the communications seminars by date of departure:

Table 40 -- Attendance at Communications Seminar by Year of Departure

"At the end of your training program, did you attend a seminar in communications?"

(No. of Cases)	<u>TOTAL</u> (524)	<u>Year of Departure</u>				
		<u>1955</u> (79)	<u>1956</u> (88)	<u>1957</u> (97)	<u>1958</u> (133)	<u>1959</u> (108)
<u>Attendance at Communications Seminar:</u>						
Yes, attended seminar	28%	13%	22%	25%	36%	44%
No, did not attend	72	97	78	74	64	56
Don't know, don't remember	<u>*</u> 100%	<u>-</u> 100%	<u>-</u> 100%	<u>1</u> 100%	<u>-</u> 100%	<u>-</u> 100%

The attempt to divide seminar alumni according to which seminar they had taken, in order to evaluate the effectiveness of the major programs, was not very successful because many participants did not seem to know who ran the seminar sessions they attended. Only 40 definitely stated they had attended the Michigan State seminar and only 19 Agriculture-sponsored meetings. The remainder probably includes many from each group. Hence it is difficult to make a separate analysis of the results on either type of seminar and not very meaningful to combine them. Some light is thrown on the possible similarities and differences, however, by the following table:

Table 41 -- Attitudes About the Communications Seminars by Type of Seminar

(No. of Cases)	TOTAL (149)	Seminar Conductor		
		Mich. State (40)	Dept. of Agric. (19)	Other or Not Ident. (90)
a. <u>General Attitudes:</u> "What did you like <u>most</u> about the Seminar?"				
Exchange of ideas, meeting people	21%	25%	5%	22%
Suggestions for adapting training	16	10	26	16
Learning how to communicate	9	15	-	9
Contact with teachers	8	8	16	7
Other aspects	10	10	26	7
Non-specific (good, helpful, etc.)	6	10	16	2
Nothing in particular	26	22	11	30
Don't know, no answer	4	-	-	7
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
"What did you like <u>least</u> about the Seminar?"				
Nothing at all, waste of time	3%	5%	-	2%
Too superficial, obvious, elementary	2	3	5%	1
Other aspects	13	13	16	12
Liked everything	72	67	68	75
No answer	10	12	11	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
b. <u>Use of Seminar Materials:</u> "Have you used any of the materials or ideas from the Seminar in your work?" (If "Yes") "What did you use? How did you use it?" (If "No") "Why is that?"				
Yes, have used Seminar materials:				
Used principles in teaching others	10%	7%	11%	12%
Used ideas in suggesting changes	8	3	11	10
Used ideas in dealing with people	5	15	-	2
Used materials in teaching others	2	-	-	3
Used other concepts or items	1	3	-	-
Used material in non-specific ways	34	27	47	33
	<u>60%</u>	<u>55%</u>	<u>69%</u>	<u>60%</u>
No, have <u>not</u> used Seminar materials:				
Seminar added no new knowledge	10%	3%	11%	15%
Had no opportunity to use	9	17	-	7
Ideas not useful in work now doing	8	12	-	8
Nothing useful, applicable to c'try	5	5	5	4
Adm. problems, lack of supervisor, government help	4	8	5	2
Other reasons	3	-	5	4
No answer	1	-	5	-
	<u>40%</u>	<u>45%</u>	<u>31%</u>	<u>40%</u>

Because of the small number of participants involved and the evident confusion as to seminar sponsorship, as well as the lapse of time since the experience, any conclusions drawn from the above table must be considered only tentative and subject to confirmation by later data or reports from other countries. In the meantime, it is encouraging to note that there were very few criticisms of the Seminars and considerable praise for the opportunities they offered to exchange ideas with people from other countries, as well as the practical suggestions they included on how to communicate newly acquired knowledge to the people at home. Alumni of the Michigan State seminar seemed to emphasize the former more general thought, while Agriculture seminar participants appeared especially grateful for the more practical suggestions.

It is also encouraging that well over half the seminar participants reported having used something from their seminars in their work. Agricultural seminar alumni appear somewhat higher in utilization, perhaps because of the practical communication aids they particularly liked about the seminar content. Michigan State alumni gave as their major reasons for not using seminar materials their lack of opportunity and their feeling that what they had learned was not suitable to their present job or applicable to their particular country.

These fragmentary results appear to indicate that both seminars have served a real purpose in making Korean participants stop to think a little about how they are going to put what they learn abroad to effective use at home. The Michigan State seminar in particular would be considered even more helpful if it provided a little more concrete information about specific communication techniques to help do the job.

Summary -- In this chapter survey findings regarding many aspects of the actual training period abroad have been examined. General satisfaction was found in most cases, in all three groups surveyed, no one aspect being unsatisfactory to a large majority of any group. Supervisors appeared to express more dissatisfaction with

specific facets of training than did technicians, but some of this difference may have arisen from the more general nature of the questions put to supervisors. Furthermore, technicians also had many overall comments of a critical nature, as will be seen later.

Among the scattered complaints that were unearthed from all groups were calls for more practical experience in certain types of programs; considerably more emphasis on third-country rather than U.S. training and some suggestions that training be given in Korea; longer programs, especially for younger people or those on academic training; higher allowances for older, higher-ranking participants or those in academic programs; more time for personal interests and, to a lesser extent, for social activities. About one-quarter of Korean participants had attended a communications seminar at the end of their formal training, and most of these reacted favorably, the main criticism being a need for more practical tools to relate seminar content to home problems.

Chapter IV -- GENERAL ATTITUDES ON TRAINING

In addition to the many specific questions about various phases of training discussed in the preceding chapter, survey respondents were also asked a series of general questions to ascertain their overall feelings about the value of training as a whole and the needs for improvement, if any. Results from these questions cover somewhat the same subject matter; but using mostly "open" rather than multiple-choice questions, they give a wider perspective of the relative importance of different factors. Findings will be presented separately for participants, supervisors and technicians.

1. Participants

a. Satisfaction with Training Received. A large majority, 80 per cent, of participants were at least "moderately" satisfied with their training programs, but only one-quarter of these found their programs "Very" satisfactory. Results on this question are given in Table 42:

Table 42 -- Participants' Satisfaction with Training

"From an over-all viewpoint, how satisfactory was that training program? Was it very satisfactory, moderately satisfactory, not too satisfactory, or not satisfactory at all?"

(N = 524)

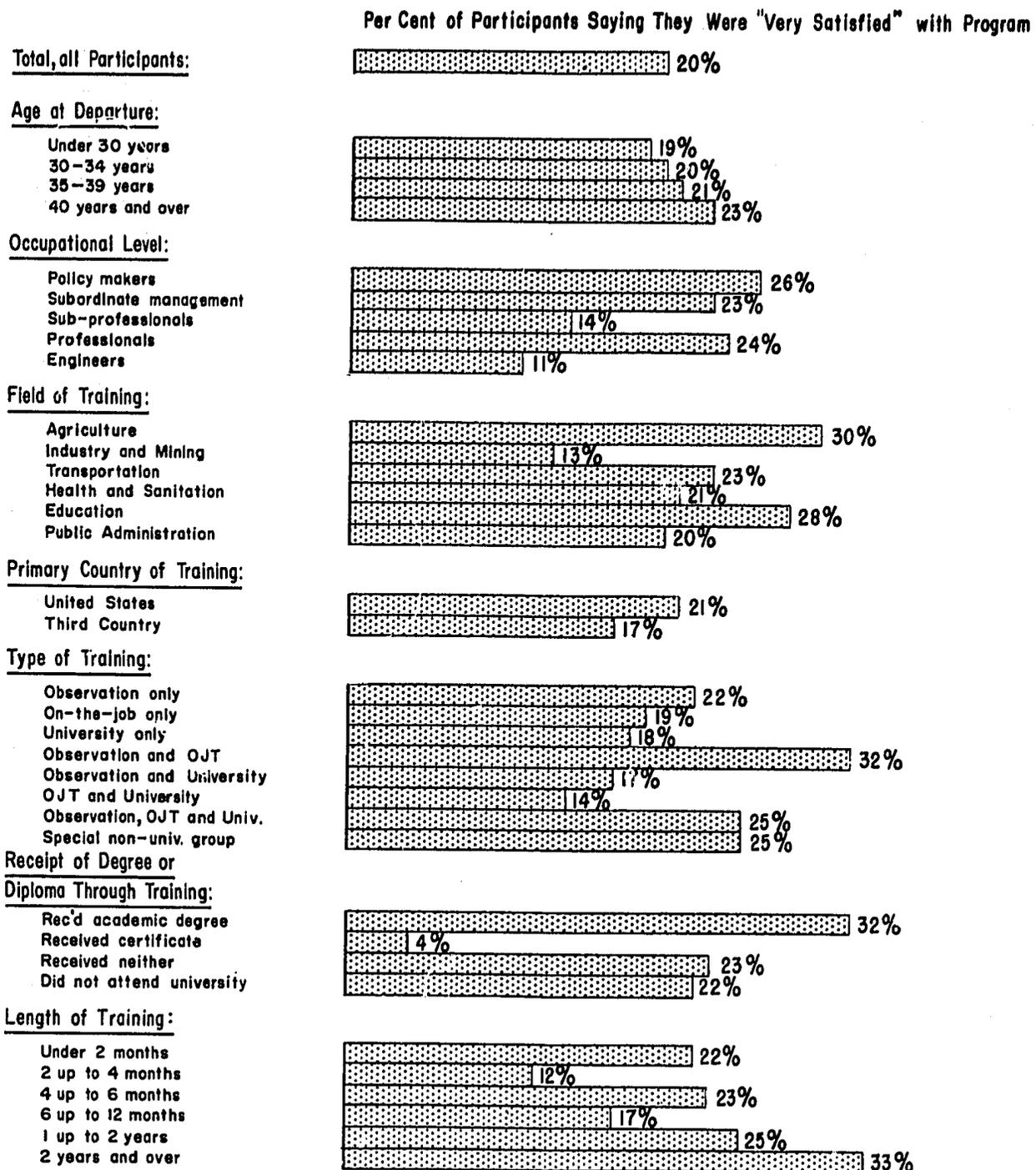
Very satisfactory	20%
Moderately satisfactory	60
Not too satisfactory	19
Not satisfactory at all	*
Don't know, no answer	<u>1</u>
	100%

In order to study the variations in satisfaction in detail, a large number of cross-tabulations were made on this question, details of which are given in the Appendix (see Table A-6). Figure 7 shows the highlights of these comparisons in graphic form:

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Figure 7

FACTORS RELATED TO PARTICIPANTS' SATISFACTION WITH TRAINING (Summary)^{1/}



^{1/} For complete figures see Appendix, Table A-6.

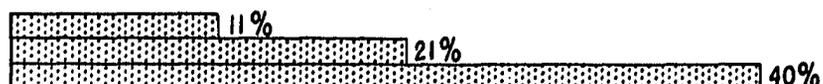
Figure 7

FACTORS RELATED TO PARTICIPANTS SATISFACTION WITH TRAINING (Continued)

Per Cent of Participants Saying They Were "Very Satisfied" with Program

Level of Program:

Too simple
About right
Too advanced



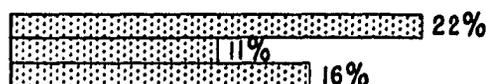
Advance Information on Program:

Adequate on all five points
Adequate on four points
Adequate on three or less



Advance Information on Country:

Adequate on all five points
Adequate on four points
Adequate on three or less



Orientation in Country of Training:

Received orientation
Did not receive



Pre-Departure Satisfaction:

Well satisfied
Not very well satisfied



Participation in Planning:

Part. to extent desired
Part. less than desired
Did not participate



Program Detail on Arrival:

Complete
Partial
Not set up at all



Attention from Project Manager:

Rec'd. enough attention
Did not receive enough



Adequacy of Social Activities:

About enough
Too many
Too few



Home Visits:

Visited private homes
Did not visit



The first thing to be noticed about this analysis of participant satisfaction is the absence of many large variations. Differences between groups that might be expected to be considerable (e.g., age, type of training) turn out in many cases to be small or statistically insignificant. The major contrasts to be found among the "Very satisfied" groups in Figure 7 (most of which also hold in reverse for comparisons of the "Not satisfied" groups) include the following:

Occupation -- engineers and sub-professionals were least satisfied, policy makers most;

Field -- participants in Industry and Mining were least satisfied, those in Agriculture and Education most satisfied;

Length of training -- those with short to intermediate-length programs (2-4 months) were least satisfied, those with programs of a year or longer most satisfied;

Pre-departure participation in planning -- those who participated as much as desired in planning their programs were much more satisfied with the results than those who did not;

Advance information -- the more information given on program, the greater the satisfaction, but there is little variation in satisfaction according to advance information on country (although country information was considered less adequate than program, it apparently pertains more to personal adjustment to the training situation than to overall satisfaction with the program itself -- this is borne out by the lack of difference in satisfaction by orientation in country of training);

Attention from project manager -- the more attention and guidance, the more program satisfaction;

Receipt of an academic degree through training -- participants who earned degrees were considerably more satisfied than others, especially those given certificates or citations;

Level of program -- the few who felt their programs were "too advanced" were much more satisfied with them than were those who found them "too simple" and hence less of a challenge;

Outside activities -- those who did not visit private homes were less likely to be "Very" satisfied, but no more likely to be "Not" satisfied than those who did.

In summary, it would appear that participant satisfaction with training might be increased by planning longer programs, providing more advance planning participation and detailed program information, increasing guidance and attention from project managers and arranging more home visits or other social activities for those who do not now get enough. Because of the interrelationship of so many of these factors one cannot with certainty ascribe any causal function to any of them, but efforts to capitalize on the relationships shown are likely to improve participant satisfaction with training and in any case unlikely to decrease it.

It should not be forgotten, however, that participant satisfaction, while desirable in itself, is not the primary aim of the training program, which is to meet the needs of developing countries for trained manpower. While it can probably be assumed that a satisfied participant is more likely to have gotten what he needs from his training and to make good use of it, major remedial action should be taken not merely to improve satisfaction but primarily to increase utilization of training after return to the home country. Therefore, any possible actions that seem to be called for by this analysis of satisfaction should be reviewed in the light of the findings on utilization presented in the next chapter.

b. Rating of Importance. Four-fifths of the participants considered their training abroad "one of the most important things they ever did". The main reasons they gave were that it provided them with new ideas and methods to help solve their country's problems, gave them education, experience or added effectiveness, or

helped develop mutual understanding. Detailed results are shown in Table 43:

Table 43 -- Participants' Rating of Importance of Training

"Some participants after their return think their program was one of the most important things they ever did, some think it was a waste of time, and others rate it somewhere in between. How would you rate your program?"

(N = 524)

Most important	81%
Waste of time	1
In between	17
Don't know, no answer	<u>1</u>
	100%

(If "Most important") "Why do you feel that way?"

Provided new ideas, methods to solve country's problems	29%
Educational, gave me experience	16
Made me more effective in my field	15
Developed mutual understanding	13
Provided useful comparison of home situation, abroad	8
Useful to employer, country	8
Got broader insight	4
Other personal gains (new friends, self-confidence, etc.)	3
Other reasons	6
No answer	<u>1</u>
	103% ^{1/}

c. Usefulness of Training. As a further measure of participant attitudes about their training, respondents were asked what was the "most useful and valuable part" of their experience and what was the "least" useful. About half made comments relating to specific aspects of their programs, while nearly as many commented on the characteristics of the people and the understanding they got of other ways of life. These latter aspects cannot be considered more than indirectly related to

^{1/} Adds to more than the 81% who said "Most important" because some participants gave more than one reason.

training objectives, but it is interesting to note that the cultural impact of training was almost as strong as the technical. Only one-fifth noted any "least useful" aspects which were scattered in nature. Table 44 gives the results on useful and valuable aspects:

Table 44 -- Useful Aspects of Training

a. Most Useful: "During your stay in (country training), what stands out as the most useful and valuable part of your experience?"

(N = 524)

<u>Program-related comments:</u>	
Specific subjects studied	19%
Conditions seen --	18
Organization of offices, plants, discipline, teamwork	7%
Facilities for work, study	5
Procedures, equipment	6
Observation tours, visits	7
OJT, practical work	3
High quality of instruction	2
Meeting professional counterparts	2
Other program aspects	<u>1</u> 52%
<u>People, Customs (non-program):</u>	
Characteristics of people (honesty, cooperation, friendliness, respect, punctuality)	25%
Understanding other ways of life	13
Meeting participants, students from other countries	1
Other non-program comments	<u>5</u> 44%
Everything (non-specific)	*
Nothing	4
No answer	*
	<u>100%</u>

(Continued)

Table 44 -- Useful Aspects of Training (Continued)b. Least Useful: "What was the least useful and valuable part of your experience?"

(N = 524)

Program comments:

On-the-job training	2%
Visits to specific places	1
Other program aspects	5
	<u>8%</u>

Non-program comments:

Strange, irrelevant customs, practices	6%
Racial discrimination	2
Social and recreational activities	1
Other non-program aspects	3
	<u>12%</u>

Nothing 78

Don't know, no answer 2
100%

Except for shifts between "specific subjects studied" and "conditions seen", which can be considered as two facets of program content, there is virtually no variation by training field or age on the question of useful aspects. Replies varied greatly in specificity; but in their relative emphasis on positive rather than negative answers, they reinforce the previously-shown indications that participants are very appreciative not only of the training given them but also of the additional benefits of studying abroad.

d. Suggestions for Changes. When given a chance to review their experiences during training and suggest how it might be improved, almost nine-tenths of the participants had concrete suggestions to offer. The most frequent suggestion, after general calls for longer training, was for more specialized or more practical work. Participation in planning and more advance information were also desired by many. Table 45 shows the results in detail, by field of training:

Table 45 -- Participant Suggestions for Changes, by Field

"Now I have a few questions on that training program in general. If you were to go through that program again, what changes would you like to have made in it? What do you think would make it more useful to you? Why would you have these changes made? Do you have any additional ideas or comments about that training program that you'd like to mention?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Ind., Agr. (74)	Ind., Min. (158)	Iran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
More, longer, broader training	29%	28%	32%	21%	27%	21%	32%	32%
More specialized program (fewer places, subjects done better)	19	23	25	9	19	11	16	17
More practical work, OJT, less theory	14	7	20	9	9	4	13	25
More participation in planning	12	7	18	17	15	4	6	12
More information in advance	12	11	15	12	9	6	14	12
Some or more academic training, theory	8	10	8	9	6	9	9	10
Some or more observation, visits	8	12	5	12	10	17	3	8
Training in different place	6	10	3	9	8	7	4	5
Training more specifically related to needs	5	7	4	7	4	7	3	10
More planning for utilization	5	5	4	9	6	-	6	3
Better planning, more guidance	4	4	3	7	6	6	2	3
More help on living expenses	4	5	3	7	8	-	4	3
More language training	3	3	5	-	9	-	2	5
Obtain academic degree	3	8	-	-	2	4	6	-
Other suggestions	19	12	18	9	33	27	11	35
No changes suggested	12	15	8	12	8	15	17	10
No answer	1	1	1	5	-	-	1	-
	164% ^{1/}	168%	172%	154%	179%	138%	149%	190%

^{1/} Adds to more than 100 per cent because some participants gave more than one suggestion.

The call for longer or broader programs was heard from all training fields, but other suggestions varied in frequency according to field. Agriculture participants called for more specialization and various changes in kind of training. Participants in Industry and Mining were particularly interested in more specialized and more practical work and more advance planning and information. Transportation participants were relatively well satisfied with the practicality of their approach and called instead for more participation in planning. Health and Sanitation participants felt a need for more specialization and more planning participation, while those in Education were particularly anxious to have more observation or visits in their schedules. Public Administration participants were among the least concerned with taking more part in planning, but did want more specialization and practical work and more advance information.

The data presented here were collected in 1961 concerning programs that were completed by mid-1960. Four of the five most frequently-voiced suggestions have been the recent concern of the U.S. Mission and the ROK Government, which have striven to tighten up training program requests in terms of getting more specialized and practical content and have made definite efforts to improve pre-departure contact with participants for planning and orientation. Hence, it is likely that a survey of more recent participants would show less desire for more practical as opposed to theoretical training and for more advance information. Since the actual planning of program substance and schedules, however, is in the hands of A.I.D./Washington and the participating agencies, all concerned might wish to review the current situation to see whether these suggestions from participants are still relevant and valid in terms of overall aims and feasibility.

2. Supervisors

Supervisors as a whole were very enthusiastic about participant training. As shown in Table 46, nine-tenths said the training programs were "worth the cost and difficulty" caused their organizations:

Table 46 -- Supervisors' Satisfaction with Training Given

"Do you think that this training program was worth the cost and difficulty it caused your organization, or was it not worth it?"

(N = 420)

Worth cost and difficulty	92%
Not worth cost and difficulty	2
Don't know, no answer	6
	<u>100%</u>

Despite this overall approval, however, supervisors had suggestions for changes in 61 per cent of the individual programs and two-thirds of them offered comments on "other aspects" after the direct questions were finished. The largest number of suggested changes in individual programs (42 per cent) was concerned with program content. Supervisors of participants in Industry and Mining and in Transportation were especially anxious to make the training "more specific", while those in Agriculture, Health and Sanitation and Education were about equally divided between wanting more specific content and different aspects of the subject matter. About one-tenth of the total felt that supervisors should have a greater role in planning, especially in Public Administration, and almost as many made other comments on planning. As on the direct question about program length (see above, p. 60), supervisors again called for longer rather than shorter programs, especially for Health and Sanitation participants. Their attitudes about training in general were quite similar to those of participants, as both saw needs for 1) more specialized or practical training, 2) longer training, and 3) more participation in planning.

In the more general comments, most emphasis was given to the number and kind of participants to be trained, with 12 per cent feeling that more people from Korea or from their own organization should be trained and 8 per cent wanting more people trained in their specific field. About one-fifth commented on planning, as on the more specific question above, and about one-tenth each mentioned program content, length or post-training utilization. Table 47 shows the results of these questions in detail:

Table 47 -- Supervisor Suggestions for Changes

- a. Suggestions for Changes in Specific Programs: "If you had to send another person on a training program like (participant's), would you like to see any changes made in it?"

(No. of Cases)	TOTAL (420)	Field of Training						
		Agr. (61)	Ind., Min. (124)	Tran. (34)	H'lth. (46)	Educ. (40)	Pub. Adm. (85)	Oth. (30)
<u>Content:</u>								
Programs should be more specific	18%	16%	24%	29%	20%	10%	12%	7%
Programs should cover different aspects	12	18	7	12	17	10	8	20
Programs should be more practical	6	10	6	6	7	3	4	10
Other comments on content	$\frac{6}{42\%}$	$\frac{5}{49\%}$	$\frac{11}{48\%}$	$\frac{6}{53\%}$	$\frac{-}{44\%}$	$\frac{-}{23\%}$	$\frac{1}{25\%}$	$\frac{-}{37\%}$
<u>Planning:</u>								
Supervisors should have greater role in selection, planning	11%	8%	7%	9%	9%	10%	18%	10%
Other comments on planning	$\frac{8}{19\%}$	$\frac{2}{10\%}$	$\frac{14}{21\%}$	$\frac{24}{33\%}$	$\frac{4}{13\%}$	$\frac{8}{18\%}$	$\frac{9}{27\%}$	$\frac{3}{13\%}$
<u>Length:</u>								
Programs should be longer	15%	11%	18%	6%	37%	10%	11%	10%
Other comments on length	$\frac{2}{17\%}$	$\frac{2}{13\%}$	$\frac{3}{21\%}$	$\frac{3}{9\%}$	$\frac{4}{41\%}$	$\frac{-}{10\%}$	$\frac{2}{13\%}$	$\frac{3}{13\%}$
Other suggestions	5%	7%	8%	3%	2%	3%	5%	3%
No changes suggested	27	23	22	9	32	45	25	40
Don't know, no answer	$\frac{12}{122\% \frac{1}{}}$	$\frac{16}{118\%}$	$\frac{6}{126\%}$	$\frac{6}{113\%}$	$\frac{6}{138\%}$	$\frac{7}{106\%}$	$\frac{20}{115\%}$	$\frac{17}{123\%}$

- b. Suggestions for Changes in General: "Are there any other aspects of training programs on which you would like to comment?"

(N = 305)

Selection:

More people from country, agency should be trained abroad	12%
More people in specific field should be trained	8
Participants should be experienced people	3
Other comments on selection	$\frac{9}{32\%}$

Planning:

Programs should be planned to meet specific needs	13%
Other comments on planning	$\frac{8}{21\%}$

(Continued)

1/ Adds to more than 100 per cent because some supervisors gave more than one suggestion.

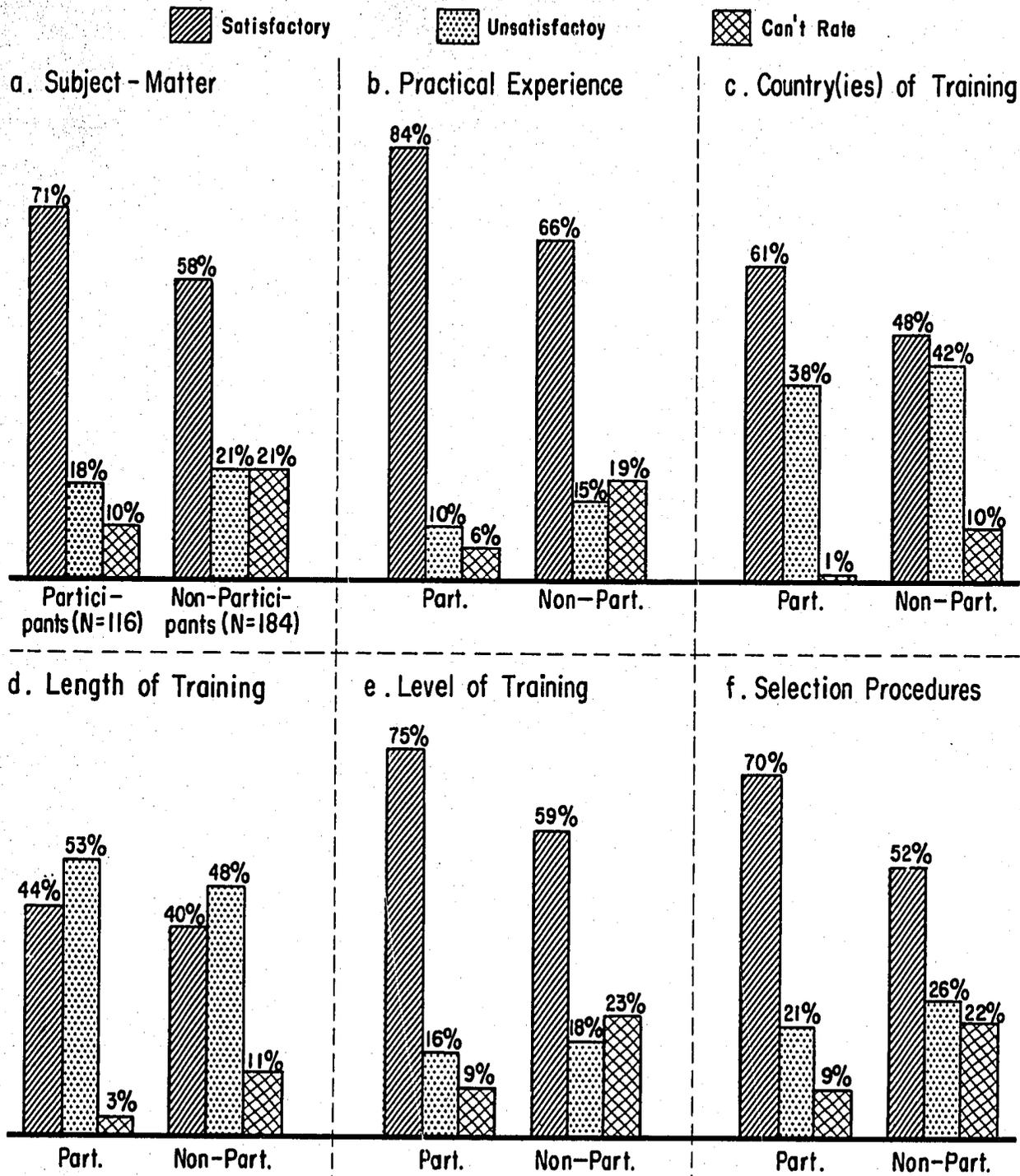
Table 47 -- Supervisor Suggestions for Changes (Continued)

b. <u>Suggestions for Changes in General:</u> "Are there any other aspects of training programs on which you would like to comment?"		(N = 305)
<u>Content:</u>		
Programs should be more practical		3%
Programs should include more social contacts		3
Other comments on content		<u>2</u>
		8%
<u>Length:</u>		
Programs should be longer		8%
Programs should be shorter		<u>1</u>
		9%
<u>Post-Training Period:</u>		
Participants should be placed in jobs where training can be applied		9
Other comments on utilization		<u>3</u>
		12%
Other comments		24%
Favorable comments only, no suggestions or criticisms		1
No answer		<u>32</u>
		139% ^{1/}

In reviewing supervisor attitudes toward participant training, it is interesting to note the differences between the 38 per cent of supervisors who had previously been participants themselves and those who had not had such an experience. Attitudes on the various technical aspects of training programs, discussed in detail in the preceding chapter, show distinctly more favorable reactions from supervisors who were former participants. Least contrast between the two groups is on the issue of length of training: about half of both groups feel programs were unsatisfactory; on other aspects, former participants are about 15 per cent more satisfied than other supervisors. Findings on this point are shown in Figure 8:

^{1/} Adds to more than 100 per cent because some supervisors gave more than one suggestion.

Figure 8
SUPERVISOR SATISFACTION WITH TRAINING, BY OWN TRAINING EXPERIENCE



In addition to being more favorable toward the training given participants under their supervision, supervisors are less likely to say they "can't rate" the training if they are former participants themselves. Hence, it seems likely that their opinion of their employees' training is colored by their own and that this influence in general is a positive one. This finding is also significant in terms of utilization of training by returned participants and will be discussed further in Chapter V.

3. Technicians

The 52 USOM technicians who were acquainted with any of the participants covered in the survey were asked a general question about the strong and weak points of participant training as a whole. Their answers were quite scattered, with "Selection" being mentioned prominently on both positive and negative sides. Important weak points seen by technicians include training given in circumstances too unlike Korea, programs not appropriate to needs of participant or country, need for more practical training and lack of proper job placement after return. Table 48 summarizes the major categories of responses:

Table 48 -- Technicians' General Attitudes on Training

"Now I have a few questions on the program in general. For this question I would like to have your opinions about the effectiveness of the Participant Training Program in your field. Do you have some strong feelings about either its strong or weak points that you would care to talk about?"

	(N = 52)
<u>Strong Points:</u>	
Program is good, effective, adequate, over-all	29%
Methods of selection particularly good	10
Training of high quality	6
Cooperation, interest, participation by host government	6
Program appropriate to needs of country, participants	4
Other strong points	13
	<u>68%</u>

(Continued)

Table 48 -- Technicians' General Attitudes on Training (Continued)

"Now I have a few questions on the program in general. For this question I would like to have your opinions about the effectiveness of the Participant Training Program in your field. Do you have some strong feelings about either its strong or weak points that you would care to talk about?"

	(N = 52)
<u>Weak Points:</u>	
Program poor, ineffective, inadequate, over-all	10%
Methods of selection not appropriate	23
Training should be in circumstances more nearly like home country	17
Participants not always placed in jobs where they can use training	13
Program not appropriate to needs of participants	13
Program not appropriate to needs of country	12
More practical, on-the-job training needed	12
Lack of cooperation, interest, participation by host government	6
Pre-departure orientation inadequate	4
More participants should obtain academic degree	4
Participants have inadequate training or experience before they leave	2
Other weak points	$\frac{36}{152\%}$
No answer	$\frac{2\%}{22\% \frac{1}{}}$

The apparently unfavorable findings on this question are not necessarily inconsistent with those reported earlier which showed generally high satisfaction with most specific aspects of individual programs on the part of technicians -- insofar as they were familiar with programs most of them had not been on hand to help plan. Only small minorities mention any particular weak point, and the preponderance of negative answers over positive ones results not from overall disapproval of training

1/ Adds to more than 100 per cent because some technicians named more than one point.

operations but rather from the attempt to find difficulties with the effectiveness of participant training, as requested in the introduction to the question. "Open" questions of this sort often elicit more negative than positive response, as errors and weaknesses manifest themselves more clearly than strengths, which cause no easily seen failures or limited fulfillment. Hence the usefulness of this question is not as an overall evaluation of the accomplishments or failures of the participant training program, but rather as a tool to unearth problem areas that may be dealt with by various means.

While technicians' acquaintance with individual programs may be fairly limited because of the rotation factor, considerable weight should be given to their overall reactions to the program as a whole, which are based on their total experience as well as their contacts with participants, ROK Government officials and their fellow staff members. A rather extensive selection of their general comments on strong and weak points is therefore presented below, by topic, to supplement the more detailed discussion of various program aspects given in previous pages:

A. Selection -- Comments on this subject covered both participant qualifications and the selection process:

"In Korea I have seen a number of returned participants who should not have been selected for study abroad, particularly in the United States. These people were generally deficient in English language ability and in the background essential to success in a complex training program." (Banking and Finance)

"Training was not effective, but mostly due to us, in all honesty, because we were so eager to get participants -- chiefly based on who could speak English enough to go. This was pretty general. The result was that they didn't get out of training what they should." (Health)

"Possibly stronger candidates could have been found. I am inclined to think that there is an unevenness in the quality of the people selected because the selection process was done so hurriedly back in 1957 when we did not have advisors here permanently assigned to the school. In other words, a man came for a few weeks...and selected 11 participants in a very short order. This permitted errors... Of course this is only based on hindsight five years later. This is an area in which there had been no training in this country prior to the establishment of the school, an area in which training was needed so whatever was done was to the good." (Education)

"The principal reasons why a number of the participants have proven less than satisfactory is that, prior to the recent ROK national revolutions, selection of the...participants by the responsible ROKG agency...was too often based largely upon favoritism, nepotism or other considerations, which had little, if any, relation to the technical or other necessary qualifications and suitability of the proposed candidates for the training contemplated... It was not possible under the then existing conditions, to screen out all of the less than adequately qualified candidates proposed." (Community Development)

"The picking of participants is important. It is better today because there is little politics involved now, but it used to be pretty hard to get the right guy." (Industry)

"This program of training should be re-oriented so that we reach a level of trainees who can command the ear of their superiors. I know a number of cases, not these trainees but others, where they have become frustrated and discouraged simply because they were too young on the job and when they came back and went to work their superiors didn't listen to them." (Water Resources)

"I would recommend most highly that they pull the sections chiefs first." (Agriculture Research)

"The people we have trained have usually been on too low a level... The training impact has worn off by the time they reach a position where their training could make a real contribution." (Agriculture, Production and Management)

"Some talk that we should select younger participants, but I always thought older ones; if they're young they can't do anything because they're usually not in a position where they can get much done. Older technicians are usually in a higher position of responsibility, so when he returns he can get more changes made. I think the age limit should be lifted, if there is one." (Agriculture, Soil Improvement)

"There should be greater cooperation in selection and in what training the country needs -- e.g., now in agriculture, I think the host government has selected participants without even consulting USOM..." (Agriculture, Soil Improvement)

B. Language Ability -- The importance of adequate language facility was stressed by many technicians:

"I would say that the program has been effective in direct relationship to the selection procedure. Some of the men who went were not capable of getting the training. This is particularly true with respect to those people who do not speak English. Of the people who spoke English, I would say the results were quite satisfactory." (Agricultural Extension)

"I think our weak point is the language problem of the participants that we send to the States... The universities in the States are really not equipped to handle these people with a poor grasp of the American English and that has been our problem. We have sent over men who are intelligent, well trained in local schools and even Japanese universities but they have difficulty in the States. Usually they will spend three months or more getting acclimatized -- even good competent men -- before they can start to absorb anything. If we send them on a nine months tour, they really get only six months training." (Water Resources)

"By insisting upon English language training and a thorough examination in English, which pertains specifically to the subject matter of the training. In other words, if a chemist is to be trained, he should know the language of the U.S. chemists. The language examination should be given by the USOM (American) technician." (Industry)

"My only note of dissatisfaction is that I do believe at times the language criteria established is a little severe. We feel that when we can talk to a participant in technical language and give him on the job training in English, it is unfair to hold him back because of his inability to understand the English composition given in the English language test... If they can read from our technical books, that should be sufficient." (Civil Aviation)

C. Pre-Departure Preparation -- Some additional steps that might be taken before sending a candidate abroad were recommended:

"Printed materials of a technical nature should be made available to the participant in his special field so that he might learn before he goes to the United States. I have in mind technical textbooks. These require a command of English and the participants response or lack of response in a group prior to departure would give USOM a good indication of whether or not he should be eliminated. I would recommend technical films on the subject of the man's own speciality before he departs. The better equipped they are before they go, the better job they will do when they get there." (Communications Media)

D. Length -- Few technicians commented on this subject, and those who did disagreed:

"I think the one thing that has made this program strong is the fact that most of them were sent to one school long enough to not only pick up skills but to observe and develop this philosophy of learning by doing which is so essential to agricultural education. I would favor the 12-month program because of that reason." (Technical Education)

"In general, (programs) should not be for a period as long as one year, as it has been my observation that either the program becomes too fragmented or that there is unnecessary repetition in the program. Six months would be a more suitable period for highly specialized U.S. training." (Banking and Finance)

"I am inclined to believe that in our area -- graduate level training -- the policy of limiting the training period in the United States to one year, with possible extension, represents something of a handicap... In the United States we would expect a person to have some undergraduate training in this area, a Ph.D. representing an additional four or five years of graduate work, plus some teaching experience before he would be considered qualified to instruct...at the graduate level. In this instance we took Koreans who had no training in this field, gave them one year of training in the U.S. and then made them responsible for teaching at the graduate level. There may have been practical reasons for this speed but we cannot expect adequate performance until the policies of USOM and A.I.D. permit training roughly equivalent to what we would expect of an American professor in this field." (Education)

E. Location of Training -- As indicated in Chapter III, technicians were quite voluble on the desirability of reducing training in the U.S., in favor of either third-country or local training in Korea:

"If the ROK Government could implement an agreement with Germany or Italy, both of which countries have supplied large amounts of machinery and equipment, it would be helpful if training could be had in the country where the equipment is made." (Industry)

"From the standpoint of language, it would be a distinct advantage for Korean participants to be trained in Japan. I would say that 90% of the Korean policemen today are proficient in the Japanese language, and the language factor is an important one in training, not only in field of law enforcement but in others as well." (Public Safety)

"I personally do not approve of training in the United States for participants from the Far East area by reason of the fact that the local conditions are in no way comparable to those in the United States, either socially or economically, and that the training received in most instances would not be on the same level as that required in the Far Eastern areas. I am a firm believer in training people under conditions similar to those under which they will be working. I favor third-country training in Japan, Taipei, Manila, or in the Far East generally." (Public Safety)

"I feel quite strongly that training in the U.S. is not the proper thing to do because the participants come back with dream ideas of what this country could look like 20 or 30 years from now. There is no chance of approximating (here) what we have to offer over there. Third-country training is much more important." (Agriculture, Production and Management)

"Third-country training would be more effective than U.S. training in this part of the world. So many of our participants have come back with a lot of information but apparently were not able to adapt it to their own situation here." (Health)

"I have often thought that we could emphasize the training aspect locally more -- if we had some American firm working on a particular job, if a definite part of the function were given over to actual training, giving the employees an opportunity to work on the job in a sort of a training category. There is just no substitute for experience in the engineering field." (Engineering, Sanitation)

"Too much time is spent by participants in the States in learning the language, in becoming familiar with American technical terminology and getting adjusted to American work situations. More intensive preparation through the use of American instructors in host countries would materially increase the effectiveness of the participant training program." (Public Administration)

"I feel that if they were trained locally by someone who knows about these things, it would have much more effect than sending a man to the States for a year. They should be trained more in terms of local situations, particularly in the engineering field, rather than the examples we have to offer in the United States. We have different situations, different motivations, different types of problems, particularly say in the case of private enterprise versus government enterprise." (Engineering, Sanitation)

"I think we should spend more money in Korea and less in the U.S. I feel in many of these areas that if we brought an American to Korea and trained a small selected group of people here in Korea by an American, we would get further. As hard as we try to make the State-side participant training program...practical, it is very difficult to achieve that in reality because it is a strange and exciting new world. They go to America and have to make adjustments, the language problem makes it difficult and all those are heavy handicaps for the program.

"Another comment I have -- and this too is in favor of doing more training in Korea as opposed to the U.S. -- is that very often we have to make our choice largely on the basis of a person's knowledge of English -- and that is very necessary if we are going to send them to the United States -- but sometimes the individual who needs the training, is in a position to use it, could benefit by being trained in Korea with a translator or interpreter." (Power)

"The American hospitality and willingness to help foreigners has helped to create a better image of Americans for those who have been in the States than those who have observed us over here. From a general standpoint it is O.K. but not from the training standpoint." (Agriculture, Production and Management)

"My complaint is with the participant program itself -- not training. The first weakness is that the program is heavily linguistic, requires the Western language. Second that education is oriented to American life and standards, not to conditions at home. Third complaint that program is very costly -- we could educate 5-6 times as many on home ground. We should send only sophisticated, advanced people to U.S., train majority at home or in third country, like Japan." (Agriculture, Crop and Livestock Development)

F. Type of Training -- Typical complaints about the usefulness of academic or observational training, compared to practical experience, included:

"Essentially we have tended in the past to promote too many academic activities which are too short-time to be really effective. This was done because of the request of the Koreans for academic standing. I think that for short-time participants, of nine months or so, the training should be applied directly to the industry concerned and not to the university." (Water Resources)

"I don't believe in these observation type of programs where they wander all the way through the country. I have known one who visited 70 different plants and where you just walk through the plants you don't gain any knowledge." (Industry)

"Observation of plants I believe should be eliminated. I don't feel that we want to impress participants with the greatness of the United States as far as our industrial progress is concerned by sending them on observation tours. I believe the first plant he goes into, if it's a fair sized plant, he can acquire an opinion about American industrial advancement." (Industry)

G. Program Planning and Content -- Technicians had many comments in this area, many of them calling for closer adherence to PIO/P requests or more individual handling:

"Generally I am not over-enthusiastic about sending people off unless their itinerary is definitely established as to what he is supposed to do. I think in some cases Washington has made changes which were not in the original objectives and I don't think this should happen because I think those of us who select them are a little better qualified. We want them to retain specific knowledge and not something that they decide in Washington which may give them a better idea of how America operates." (Industry)

"I don't think there is enough attention paid in Washington to the desires of the field for a particular participant. Sometimes we suggest programs for them which are not followed through in their entirety." (Communications Media)

"My main criticism of the Participant Training Program concerns its inflexibility. We have had a great deal of trouble in at least two cases when we were unable to change a program after the man reached Washington. We do appreciate the efforts that have been made in Washington to follow the PIO/P, and believe that these difficulties were due to our own shortcomings, rather than to the Washington office. The main trouble was that the programs were established by my predecessor and I 'inherited' them, and was unable to revise them before the participants went to the United States." (Mining)

"Recognizing the difficulties encountered in Washington in initiating and developing programs for large numbers of participants, I feel, nevertheless, that in this field such programs have become largely stereotyped and follow a pattern which may be somewhat out of date."
(Banking and Finance)

"I sometimes have some doubts as to whether in the engineering field that type of training could ever be adequate -- to really give a man the type of thing that he needs. For instance, in the States it takes a college degree and years of experience before we really become qualified to do a job and then if you take a man who has received an education from one of the local institutions, which might have been certainly not up to the standards of our schools, and give him a year's training, he certainly has improved but there is still a gap there before he could take a leadership position. Some are outstanding and can make a go of it but that doesn't apply to all of them." (Engineering, Sanitation)

"I think the training programs that have been worked out have been too general. I think we should send participants to get definite training in a specific field so that when they come back they can be recognized as an authority in a certain field and not just general." (Agriculture, Production and Management)

"I feel that the training has been too much inside and not enough outside -- that the practical training experience has been minor and it should have been major." (Agricultural Extension)

"Another thing is the timing -- I have always squawked about that. Participants should not be sent until the equipment has been screened so that they can learn to use the kind of equipment we are going to buy."
(Industry)

"In some cases they have received German or Swiss equipment and the training was done in the United States so he learned to use American equipment and when he came back to Korea he had to use German equipment. If some method could be devised for gearing the program to the type of equipment available it would be helpful." (Industry)

"In general I am not sympathetic with the program... To state some specific cases -- I talked to a man who had received training in battery work. His knowledge was very general, similar to what it might have been before he left. He did not seem to be a finished product." (Industry)

"In the early days of the coal mining engineering training, at least three Korean participants were personally conducted around to the different mines in the United States by an American mining engineer who had been in Korea and who knew the particular Korean problems these men would encounter. The result of this was that these three men really learned a great deal in a short time in the United States. This has had a great influence upon their attitude toward their jobs and the contribution they have been able to make since their return to Korea. These three men today are outstanding leaders in the coal mining industry."
(Mining)

H. Administrative Difficulties -- The chief complaint here, as would be expected, was about the "red tape" required, but some also mentioned the sheer size of the job:

"Perhaps the greatest source of difficulty...is the multiplicity of persons and agencies involved in getting the program operational and the great number of vague and conflicting directives put out. Before a participant can enter training he and his program must be proposed, scrutinized, interviewed, investigated, reviewed, recommended, concurred in, cleared, documented and implemented. This is then cleared by a training officer in the U.S. or third country, plus industrial plants, schools or other training facilities. Agreement must be reached on every participant with at least fifteen separate individuals or agencies on almost as many facets of his training." (Industry)

"It is recommended that a thorough study be made to improve directives related to participant training in Korea. There is lack of agreement and understanding of the functions of ROK government agencies, their area of responsibility, and the responsibility of USOM in setting up and implementing this program." (Industry)

"I would recommend that continued effort be made to revise regulations that hamper the program such as the one limiting participants to employees of project plants." (Industry)

"I see why all the paperwork is necessary, but I wish it could be simplified." (Agriculture, Soil Improvement)

"Among unfavorable factors is the difficulty in long-term planning because of lack of statistical information and also the lack of understanding on the part of some segments of Korean industry for the need or value of training." (Industry)

"The effectiveness of our program has been severely hampered by the sheer volume of participants which have been programmed, and by the great diversity of the fields which these participants have represented... A secondary difficulty, and one which I am confident is not confined to our division, has been the tendency to program participants for fields which are not related to projects or project technicians. When American technical advisors are placed within a Ministry and are available to work closely with their counterparts, not only in the preparation of training programs but in helping the participants to apply the knowledge they have acquired upon their return to Korea, the total effect of the program is increased one hundred per cent. It is my personal opinion that USOMs will never get the desired results from the participant training program until training is limited to only that which can be coordinated closely with the plans made by American technical advisors in the Ministries." (Public Administration)

"The participant program has been one of numbers rather than one of selectivity and quality. This began to change in the FY '61 program." (Public Administration)

I. General Comments -- Most of these were favorable:

"The effectiveness of the training programs has been proven by the number of high level positions which the participants now hold in the ROK Government and in private industry." (Marine Transportation)

"I am very well pleased -- we have had a very successful participant training program. All of them were completely cooperative and almost everyone is in an important position. It worked out very well." (Agriculture, Fisheries)

"I think that returned participants are the most effective and forward looking Korean educators that I know. In educational meetings that I attend in Korea, I think that in every case the returned participant is the spark plug -- acts as a kind of unofficial leader in the group." (Education)

"If it had not been for the effective training programs already completed, at the present time our electric system would not be operating. The returned participants are the backbone of the trained men we have right now." (Power)

"In my field if we hadn't had the participant program we would practically never have gotten started because data processing is a new field in Korea. There were no experienced Korean people in the field when we came... We sent 25 people to Japan for training and these people formed the central hub of our whole organization." (Economic Development)

"A book has just been published on the principles of teaching in agricultural high schools. It was written by two returned participants under the guidance of our agriculture technician. It is the only book in its field and it wouldn't have been written if these men had not had this opportunity. Another first -- five participants actually produced a complete shop manual for the first year of electricity and a complete shop manual for the first year of electronics. These were the first two shop manuals created in Korea since the Japanese were sent home in 1945. Without these participants it could never have been done." (Vocational Education)

"I think that in our case it has been very effective because from our standpoint it has opened the door. People know what you are trying to accomplish. The technicians who start with even a moderate amount of knowledge, when they go to the U.S. (they) can see our central offices, they see the factories, the way we manufacture equipment and when they come back to Korea and when we talk to them they can visualize what we are trying to do." (Industry, Management)

"I will say that the Ministry has been very fortunate in its position in the ROK Government in that it is not a political ministry. There are, of course, little internal politics, but it is not in the overall political arena and it is not a pawn. Therefore our people have been left pretty much alone." (Industry, Management)

"I would say that roughly half of the participants we have sent have been very worthwhile. For about half of them I don't think it has been too useful. But in all fairness to these people, I think that the very rapidly changing political situation since this program began in 1958 has been responsible for USOM's loss of these participants. A lot of them were sent over as national assemblymen, really to get support for the program, and before they had time to get this support the government changed. So in view of the political instability we have done pretty well -- we have kept about a half of them. And a lot of these people who have been trained are in responsibility positions in the program and some of those we have lost are in very responsible positions in other agencies." (Community Development)

Summary -- On an overall basis, four-fifths of the participants were satisfied with their training but only 20 per cent were "very" satisfied; 60 per cent were "moderately" satisfied. Greatest satisfaction was found among participants who were trained in Agriculture and Education, earned academic degrees, felt their programs were too advanced rather than too simple, got adequate preparatory information, participated in advance planning, got enough attention from their project managers and had a moderate amount of outside activities. Least satisfied were participants who were in engineering and subprofessional occupations, Industry and Mining, programs that seemed "too simple" or that they had not helped to plan, or who received too little attention from their project managers or had too few outside activities. Four-fifths of the participants also considered their training "one of the most important" things they had done. The cultural impact of the experience was almost as strong as the technical, with 44 per cent naming people or customs as the "most useful and valuable" part of their experience against 52 per cent naming program aspects. The most frequent participant suggestion for change was a call for longer or broader training, followed by more specialized or more practical work, participation in planning and more advance information. It is likely that a survey of recently returned participants would show less concern with some of these issues, since the Mission has taken several concrete steps to improve them over the past

year; responsibility for many of them, however, is widely distributed and a further review on the part of all concerned might be useful.

Supervisors in general appear to be very enthusiastic about participant training, especially the 38 per cent of them who were former participants themselves. They had many specific suggestions to offer for possible changes in future programs. Like participants, they called for more specialized or practical content, longer programs, and more participation in planning. Technicians were especially articulate in commenting on strong and weak points, mentioning "selection" prominently on both sides and, as weak points, training given in circumstances unlike Korea, instances of inappropriate or not practical programs and lack of utilization after return.

Taken together, results from the three groups of survey respondents indicate that training as a whole has been a very satisfactory operation in Korea. Individual instances of weaknesses were found most often in not specific enough program content, inappropriate locations and insufficient advance planning and participation by participants and supervisors, who are the end-users most concerned. The relative importance of these difficulties in terms of the "payoff" criterion -- post-return utilization -- will be discussed in the following chapter.

Chapter V -- UTILIZATION OF TRAINING AFTER RETURN

Although the survey findings presented up to this point reveal many useful facts and opinions relating to the participant training program as carried out through FY 1960, the definitive dimension of successful training is not attitudes towards it but the use to which it is put after completion. Even the most perfectly planned and executed program is of no practical value if the participant does nothing at all with it on his return. The present chapter on post-training utilization is therefore the most crucial of the entire survey analysis. It begins with a report on the use actually made of their training as revealed by returned participants and their transmittal of it to others (multiplier effect); then, using a composite index of degree of utilization, it attempts to analyse the factors making for high or low usage to see how use of training might be increased in the future.

1. Use of Training On and Off the Job

The most important single requirement for effective utilization of training is that a returned participant be placed in a job where his training will be relevant and useful. Ordinarily, this would be the job for which he was specifically trained and to which he was usually assigned before departure. If economic, political, or other considerations cause him to be shifted to another job, it should, of course, be one where the same skills are needed. The following comments from participants clearly illustrate some failures on this score:

"My present job is not one where I can utilize the skill I acquired abroad. What I learned abroad is production supervision, not inspection." (Manufacturing and Processing)

"There were no plans for utilizing participants after their return when they were sent." (Community Development)

"There is no use in being trained abroad without a position after return. I have no position." (Agriculture)

In Korea, where there has been a great deal of job shifting in recent years, participants have often moved to quite different jobs, where they may be able to

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use some of what they learned, especially the more general aspects, but may not be making the most or best use of it. The findings in this section throw some light on the various aspects of post-return employment and use of training.

a. Employment and Job Stability. Before they left for training, about one-third of the Korean participants were in subordinate management occupations and about one-quarter each were professionals or sub-professionals. At the time of the 1961 interview, from six months to six years later, the distribution by occupational level had not changed radically, although there were relatively fewer in the sub-professional category and somewhat more in management. A total of 5 per cent were unemployed at the time of interview, a not unexpected proportion in view of the governmental changes that have taken place in Korea since the spring of 1960. The differences in occupational distribution between selection and interview are shown in Table 49 (for details see Appendix, Table A-2):

Table 49 -- Occupational Level at Selection and Interview

(N = 524)

	<u>Occupation at Selection</u>	<u>Occupation at Interview</u>
Policy makers, top level	1%	*%
Policy makers, second level	7	10
Subordinate management	31	36
Sub-professionals	28	19
Professionals	27	25
Engineers	5	5
Artisans, Craftsmen	*	-
Other (clerical, students, etc.)	1	*
None (unemployed)	-	5
	<u>100%</u>	<u>100%</u>

Analysis of individual shifts from selection to interview, as shown in Table 50, gives a slightly less stable picture:

Table 50 -- Shifts in Occupational Level Between Selection and Interview

	<u>Position at Selection</u>				
	<u>Policy Makers</u>	<u>Sub. Mgt.</u>	<u>Sub-Prof.</u>	<u>Professionals</u>	<u>Engineers</u>
(No. of Cases)	(43)	(164)	(144)	(139)	(28)
<u>Position at Interview:</u>					
Policy makers	<u>65%</u>	11%	-	4%	7%
Sub-management	2	<u>80</u>	29	6	32
Sub-professionals	2	2	<u>62</u>	1	-
Professionals	5	2	3	<u>86</u>	-
Engineers	-	2	4	1	<u>54</u>
None (Unemployed)	<u>26</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>7</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

Figures underscored in Table 50 represent the proportion of participants in each occupational level who did not shift between selection and interview. Those in professional and sub-management categories remained quite stable, while barely half the engineers were in practical engineering jobs at the time of interview, about one-third having shifted to sub-management jobs, as had about as many sub-professionals. One-quarter of the "policy makers" (mostly former National Assemblymen) were not employed at the time of interview, but other groups showed relatively low rates of unemployment.

There was also a very small proportion (only 6 per cent) who said they had ever been unemployed since their return, as shown in Table 51. It should be noted, however, that interviewing for this survey was completed just before the military coup of May 1961, in the wake of which there were many job shifts and some dismissals (chiefly for non-completion of military service, not many of which affected returned participants). Unemployment figures could thus be expected to be somewhat higher a few months later. A complete tally of 1,839 participants returned

to Korea through June 30, 1962, shows 8.9 per cent unemployed as of April 1963, including those in custody or abroad (who were excluded from the survey sample). ^{1/}

It cannot be said that this employment situation is as good as desired, but in view of the widespread unemployment in Korea as a whole, the figures might be worse.

Table 51 -- Unemployment Since Return

"Since you've been back from that program, have there been any periods when you were not employed? If so, when were they and how long did they last?"

	(N = 524)
No, employed continuously since return	94%
Yes, have been unemployed for:	
3-4 months	1
5-6 months	1
7-12 months	3
1-2 years	1
	<u>100%</u>

While the large majority of returned participants have been working steadily since they came back from training, there have been many changes in specific jobs. Only 38 per cent at the time of interview were working in the same jobs they had held at selection and were presumably trained to fill more competently. Table 52 summarizes several questions on job history before and after training:

^{1/} Utilization Tally of A.I.D.-Financed Participants, Training Office (AD/M-T), USOM/Korea, April 24, 1963, p. 1.

Table 52 -- Job History

"Now I'd like you to think of the first job you had after you returned from the training programs we've been speaking of. Was it the same as the job you had before you left for training, or was it different?" (If "Different") "Was it the job you had expected to get on your return?"

(N = 524)

Same job on return as before departure	80%
Different job on return:	
Job expected	12
Job not expected	8

"Is your present position the same as the one you had when you first returned, or is it different?" (If "Different") "In what respects is your present position different from the one you had when you first came back?"

Same job now as on return	46%
Different job now:	49
Better job	38%
Worse job	1
Different part of government	5
Diff. job in same gen. field	5
Other differences	5
	<u>54%^{1/}</u>
Not employed now	<u>5</u> 100%

Combined (Job Stability Index):

Same job now as before departure	38%
Same job on return, but different now	38
Different job on return, still same	8
Different job on return, different now	11
Not employed now	<u>5</u> 100%

The Index of Job Stability which results from this combined tabulation of job shifts shows that about two-fifths of the participants are in the most stable group who are still working in the jobs for which they were trained and one-tenth, the least stable, have changed jobs at least twice. Breakdown analyses of this Index show some

^{1/} Adds to more than the 49 per cent who said "Different" because some participants named more than one kind of difference.

interesting variations in stability and some equally interesting instances of lack of variation. For example, participation in advance planning seems to have no relation to job stability after return. Only the professionals differ from other occupational groups, being somewhat more stable. Participants in Education, Health and Sanitation and Agriculture have shown noticeably more job stability than others, with Industry and Mining and Other Fields being particularly unstable. Younger people, as would be expected, tend to shift jobs more, as do those with higher education. And of course, those who have been back the longest have the largest proportion of job-shifters. Highlights of this analysis are shown in Figure 9; detailed tabulations are given in the Appendix, Table A-7.

Further evidence on the subject of job stability in terms of training and working fields is contained in the previously cited follow-up study of returned participants recently completed by USOM/Korea.^{1/} In this study a tabulation was made of 1,839 participants who had returned to Korea by June 30, 1962, to see what proportion were still working in the same or a related field. The overall findings of this study were as follows:

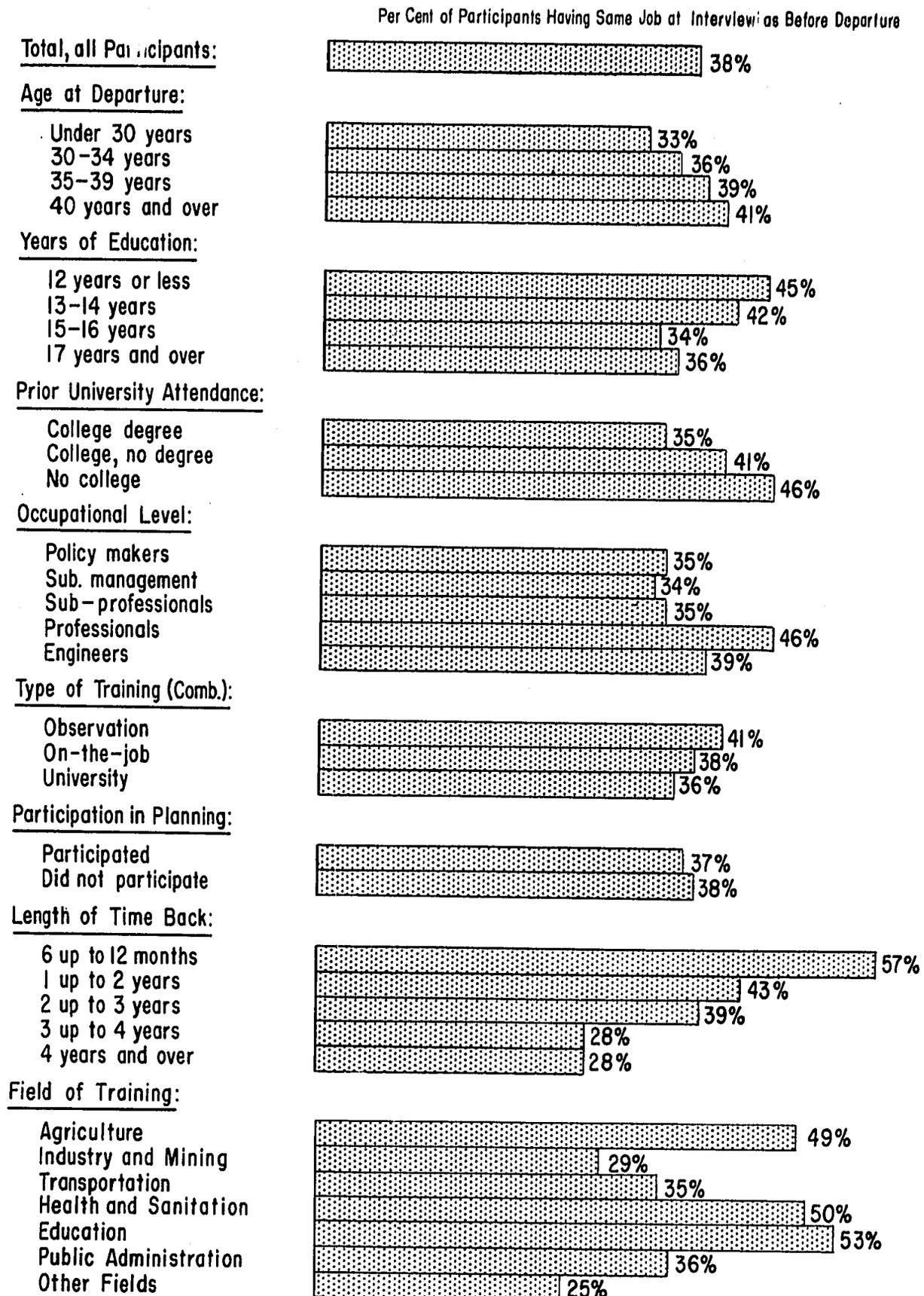
Table 53 -- Current Employment of Returned Participants ^{1/}

	No.	%	
Working in same field as trained	1,132	61.6%	} 74.0%
Working in related type of activity	229	12.4	
Working in unrelated activity	183	9.9	
Unemployed (including in custody, abroad)	163	8.9	
Unknown	<u>132</u>	<u>7.2</u>	
	1,839	100.0	

^{1/} Utilization Tally of A.I.D.-Financed Participants, Op. cit.

Figure 9

JOB STABILITY AMONG PARTICIPANT GROUPS (Summary) ^{1/}



^{1/}For complete figures see Appendix, Table A-7.

The results of this very recent study indicate that, despite the job shifts and dislocations that have followed the changes in the Korean government, a minimum of three-quarters of returned participants are still in jobs where they can make use of the training they received abroad (and some of the Unemployed and Unknowns may also be doing so now or shortly). The employment figures vary considerably by field of training, the lowest in terms of job stability being Community Development, Social Welfare and Housing (44 per cent), followed by Public Administration (65 per cent); highest employment in the same or related fields is in Transportation (83 per cent) and Industry and Mining (82 per cent). Detailed employment figures from this study, by special field of training, are shown in the Appendix, Table A-8.

b. Suitability of Training. When asked about the relationship of their training to their previous and present jobs, most participants said it was "directly related" in both cases. They were somewhat more likely to consider their training related to the jobs they held before departure than to their current jobs, although three-quarters saw a direct relationship even in the latter case. Most supervisors and technicians also felt that participant training was helpful and appropriate. Table 54 summarizes the survey findings on the suitability of training:

Table 54 -- Suitability of Training for Participant's Joba. Participants:

"Would you say that the training you received was related directly to the position you had before you left, was it indirectly related, or was it something quite different?"

"Would you say the training you received was related directly to the job you are now doing, was it indirectly related, or was it something quite different?"

	(N = 524)	
	<u>Job Before</u> <u>Departure</u>	<u>Current</u> <u>Job</u>
Directly related	85%	75%
Indirectly related	13	16
Quite different	2	8
No answer	*	1
	<u>100%</u>	<u>100%</u>

"Suppose that you had not gone on this training program. Do you think that you would now have about the same kind of position as you currently hold, a better position, or one not as good?"

About the same	76%
Better	7
Not as good	6
Don't know	6
Not employed at present	<u>5</u>
	<u>100%</u>

b. Supervisors:

"As a qualification for his present job, how important was (participant's) training program -- essential, very important, helpful but not very important, not useful, or would he have been better off without it?"

	(N = 420)
Essential	44%
Very important	43
Helpful but not very important	7
Not useful	1
Better off without it	*
Don't know, no answer	<u>5</u>
	<u>100%</u>

(Continued)

Table 54 -- Suitability of Training for Participant's Job (Continued)

"How suitable was (participant's) training for his usefulness to your organization?"

	(N = 420)
Strong positive comments (non-specific)	52%
Weak positive comments (non-specific)	28
Suitable because being used in specific ways	10
Other positive comments	2
Negative, neutral comments	7
Don't know, no answer	<u>5</u> 1/
	104%

c. Technicians:

"Next, I would like you to rate the contribution that each participant's training program has made to his ability to perform his present job well. How about _____? Would you say that his/her training made a major contribution or a minor contribution to his ability to do his work, or would you say it was of no importance, or perhaps that it actually reduced his/her usefulness?"

	(N = 345)
Major contribution	72%
Minor contribution	13
No importance	3
Reduced usefulness	3
Don't know, no answer	<u>9</u>
	100%

"And how do you rate his/her ability to do his/her job without any outside help? Would you rate it high, fairly high, average, or low?"

"In comparison with the jobs of other participants whom you know, how would you rate the importance of (participant's) job to the over-all economic development of this country? Would you say his/her job is of high importance, fairly high, average, or low importance?"

(No. of Cases)	Ability to Do	Importance of
	Job Without Help	Job to Korea's Economy
	(345)	(345)
High	57%	43%
Fairly high	21	30
Average	11	16
Low	3	4
Don't know, no answer	<u>8</u>	<u>7</u>
	100%	100%

1/ Adds to more than 100 per cent because some supervisors made more than one comment.

The various questions shown in Table 54 regarding suitability of training from different angles indicate a fairly general feeling that training is serving a useful purpose for both the participant and his country. Some shortcomings are evident, however. For example, participants did not seem to feel that their training helped them to get ahead -- the great majority thought they would have had about the same kind of position if they had not gone, and about equal proportions said they might have been better or worse off without it. Moreover, technicians felt in less than half the cases that training programs were of very high importance to the development of Korea's economy, which is one of the primary aims of the U.S. aid program. Supervisors thought less than half the programs "essential" for participants' present jobs. Thus it is evident that some small part of the past training given Koreans has served chiefly for general broadening rather than spreading specific technical knowledge. In this connection, it will be recalled from the preceding chapter that the lack of emphasis on practical training was one of the main complaints made by all groups about training. In view of the recent shift toward more practical programs since the survey was made, however, the picture is undoubtedly changing on this aspect.

c. Use on Job. Two-thirds or more of the participants in every training field reported that they had been able to use at least some of their training on their current jobs. Utilization on the job appears to have been highest in the field of Health and Sanitation, lowest in Agriculture, Public Administration and Other Fields (Community Development, etc.). Table 55 shows the results of the survey questions on this point:

Table 55 -- Participants' Use of Training on Present Job, by Field

"Thinking now of the skills, techniques or knowledge that participants learn during their training programs -- a good many participants tell us that they are not actually using much of what they learned in their usual work. How about you personally? In your current job, have you ever been able to use any of the skills or knowledge that you learned on the program we have been discussing?" (If "Yes") "Would you say you have used practically none, only a little, some, quite a bit, or almost everything?"

	<u>TOTAL</u>	<u>Field of Training</u>							
		<u>Ind. ,</u>	<u>Pub.</u>	<u>Agr.</u>	<u>Min.</u>	<u>Tran.</u>	<u>H'lth</u>	<u>Educ.</u>	<u>Adm.</u>
(No. of Cases)	(524)	(74)	(158)	(43)	(52)	(53)	(104)	(40)	
Yes, used training on job:									
Almost everything	7%	7%	6%	12%	15%	6%	6%	-	
Quite a bit	40	38	45	37	52	43	32	27%	
Some	30	26	32	21	29	34	32	30	
Only a little	5	3	6	14	2	2	3	10	
Practically none	<u>1</u>	<u>-</u>	<u>1</u>	<u>-</u>	<u>-</u>	<u>6</u>	<u>1</u>	<u>-</u>	
	83%	74%	90%	84%	98%	91%	74%	67%	
No, have not used training	12	19	7	11	2	9	19	18	
Not employed at present	<u>5</u>	<u>7</u>	<u>3</u>	<u>5</u>	<u>-</u>	<u>-</u>	<u>7</u>	<u>15</u>	
	100%	100%	100%	100%	100%	100%	100%	100%	

The kinds of use to which training was put are illustrated in Table 56, which indicates that procedural changes were the most outstanding things participants felt they had accomplished since their return.

Table 56 -- Outstanding Activities

"What would you consider one or two interesting or outstanding things you have done since your return from that training program? (Can you tell me something about that?) (FOR EACH ACTIVITY) Have you used anything from your training program on that? In what way?"

	(N = 524)
Changed procedures, curriculum, laws	21%
Taught, lectured, gave demonstrations	12
Performed regular job better, took extra responsibility	6
Introduced new equipment	5
Wrote book, manual, article, report	4
Instituted new service, curriculum	3
Constructed something	3
Conducted research, survey, census	2
Planned future development	1
Continued own studies	1
Other activities, non-specific	9
No answer	$\frac{48}{115\%}$ <u>1/</u>
<u>Use of Training:</u>	
Training used	65%
Training not used	*
No answer	$\frac{2}{67\%}$ <u>2/</u>

In making full use of their training on their jobs participants would be expected to need the help or cooperation of their immediate supervisors. Yet the survey findings indicate that supervisors' involvement in training programs before participants' departure was far from universal: only about one-quarter of the supervisors of these participants reported that they were familiar with some aspects of

1/ Adds to more than 100 per cent because some participants named more than one activity.

2/ Excluding the 48 per cent who named no outstanding activity.

the training programs before their participants' departure or had helped plan them, about one-third said "someone in this organization" actually initiated the program, and less than half said their organization had had some plans for utilizing the training afterwards. Results on these questions are shown in Table 57:

Table 57 -- Supervisors' Awareness of Programs and Utilization Plans

"When (participant) left on this training program, was he working for you?" (If "No") "Before he left, were you familiar with any aspects of his training program?"

	(N = 420)
Yes, participant worked for me before departure	27%
No, participant didn't work for me	55%
No, wasn't here then	<u>18</u> <u>73</u>
	100%
Not familiar with program	44%
Familiar with some aspects of program	29%
Participant worked for me	<u>27</u> <u>56</u>
	100%

(If familiar with program) "Who actually initiated (participant's) training program -- was it (participant) himself, someone in this organization, or someone in another organization?"

Participant himself	3%
Someone in this organization	37
Ministry or other ROKG official	5
USOM or ICA personnel	3
Other persons	2
Don't know, no answer	<u>6</u>
	56%

"Did you help in planning (participant's) training program?"

Yes, helped plan program	28%
No, did not help plan program	26
No answer	<u>2</u>
	56%

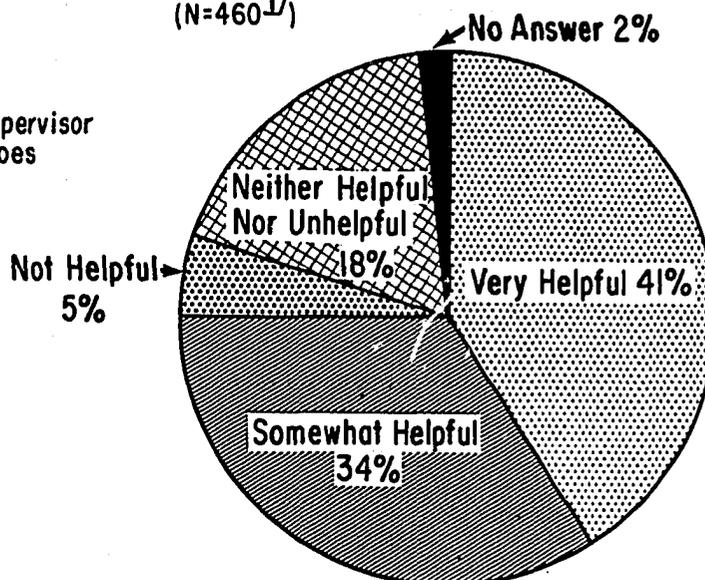
"Before (participant) left on his program, did this organization have plans as to how his training would be utilized after he came back?"

Yes, organization had plans for utilization	46%
No, did not have plans	6
No answer	<u>4</u>
	56%

As shown in Table 57 above, nearly half the present supervisors were unfamiliar with participants' programs before their departure. That this group at least has not contributed as much as would be desirable to post-return utilization is strongly suggested by a group breakdown analysis of an additional question asked of participants. Overall results of this question are shown in Figure 10:

Figure 10
HELPLEFULNESS OF SUPERVISOR IN USING TRAINING
 (N=460^{1/2})

"Thinking now of your supervisor on your current job ___ does he help you in utilizing that training? Would you say he was very helpful, somewhat helpful, or not helpful?"



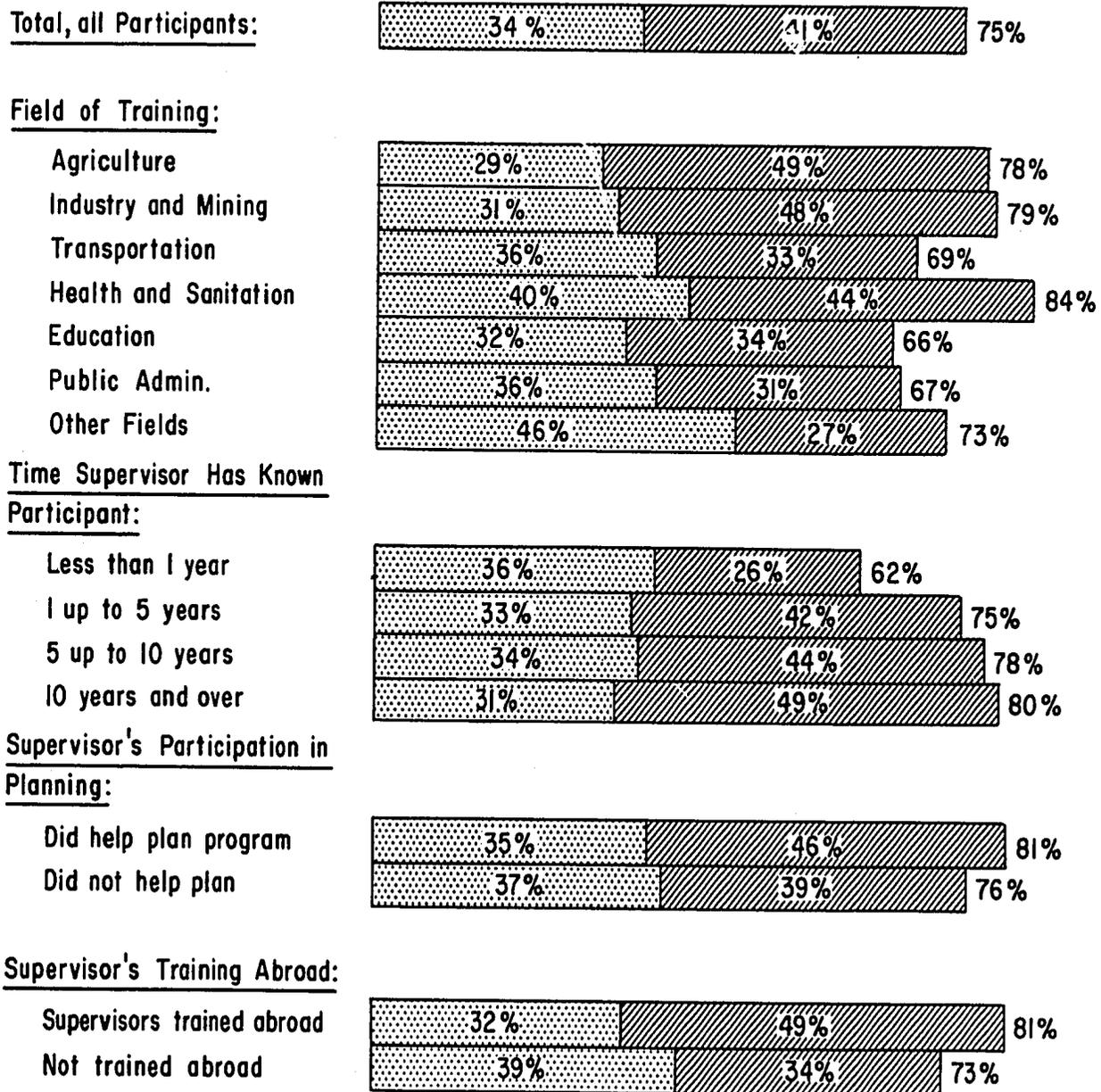
Total number of cases is 460 rather than 524 because the question excluded participants whose training was not directly related to their jobs, as well as the 4 per cent who reported having no supervisor and the 5 per cent who were unemployed at the time of interview.

About two-fifths of the participants with supervisors found them "very" helpful in putting their training abroad to use; another one-third were only "somewhat" helpful and one-fifth were considered either indifferent or actually "not helpful". Figure 11 shows in summary form how supervisor helpfulness varied according to field, supervisor-participant contact and supervisors' experience abroad. Most helpful were supervisors in Health and Sanitation, Industry and Mining, and Agriculture, those who had known their participants more than 10 years, and, in particular, those who had been trained abroad themselves (in line with their more favorable general attitudes towards participant training shown in Chapter IV). Supervisors' own foreign experience appeared to be a more important factor in their helpfulness than their participation in program planning. Detailed figures on this question are given in the Appendix, Table A-9.

Figure 11
FACTORS RELATED TO SUPERVISOR HELPFULNESS (Summary) ^{1/}

Per Cent of Participants Saying Their Supervisors were:

"Somewhat" helpful
 "Very" helpful



^{1/} For complete figures see Appendix, Table A-9

Typical participant complaints about supervisor cooperation include:

"No one is cooperative in utilizing knowledge." (Agriculture)

"Position is too low to (utilize training). Supervisors lack understanding." (Agriculture)

"Whole company is not ready yet to accept the new knowledge I acquired. Old-fashioned thinking among employees is a major difficulty in applying the knowledge." (Power and Communications)

From the supervisors' point of view, however, participants did not always do their utmost to promote utilization, either. Following are some typical comments from supervisors on training utilization:

"Participants tend to demand promotion and better pay instead of being conscientious about their duties to be carried out."

"Returned participants need moral armament in order to carry out their responsibilities."

"I would like to see participants retraining every year in order to keep up the level of knowledge gained abroad."

"Effective utilization may need time."

d. Use Outside Job. Over and above use on the job, half the participants report having used their training elsewhere. Use outside the job was highest in Agriculture, lowest in Industry and Mining and Transportation. Table 58 shows the results on this question:

Table 58 -- Participants' Use of Training Outside Job

"How about your current activities outside your job? Have you ever been able to use any of the skills or knowledge that you learned on that program?" (If "Yes") "Would you say you have used practically none, only a little, some, quite a bit, or almost everything?"

	TOTAL	Field of Training						
		Agr.	Ind., Min.	Tran.	H'lth	Educ.	Pub. Adm.	Oth.
(No. of Cases)	(524)	(74)	(158)	(43)	(52)	(53)	(104)	(40)
Yes, used training outside job:								
Almost everything	1%	1%	1%	2%	2%	2%	-	-
Quite a bit	19	30	12	19	21	29	21	10
Some	26	23	24	19	31	25	26	38
Only a little	4	6	4	4	4	-	6	5
Practically none	$\frac{1}{51\%}$	$\frac{-}{60\%}$	$\frac{1}{42\%}$	$\frac{-}{44\%}$	$\frac{-}{58\%}$	$\frac{2}{58\%}$	$\frac{-}{53\%}$	$\frac{2}{55\%}$
No, haven't used training outside job	48	39	56	56	42	40	47	45
Don't know, no answer	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{2}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{2}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$

One-quarter of the participants reported getting help from other people in using their training outside their jobs. The majority of the help came, however, from their supervisors or other persons at work, most of whom were believed to have been trained abroad themselves. Help received from others is summarized in Table 59:

Table 59 -- Assistance from Others in Using Training Outside Job

"Are there any people you know who have been helpful to you in using the skills or knowledge that you learned on that program?"
 (If "Yes") "Have any of these people been trained abroad?"

Yes, have received help from others:	
Trained abroad	24%
Not trained abroad	3
Don't know whether trained abroad	1
	<u>28%</u>
No, received no help from others	23
Haven't used training outside job	49
	<u>100%</u>

"Who are these people? Please don't give me their names -- just their job titles. (Is there anyone else)?"

Immediate supervisor	12%
Other persons at work	11
USOM technicians (American)	1
Other USOM staff	3
ROK Government officials	1
Relatives, friends	3
Other persons	3
	<u>34%^{1/}</u>

Although the proportions of USOM and ROKG personnel lending assistance for utilization appear very low in this table, it must be remembered that the question applies only to use outside the job. Help directly requested from USOM was the subject of some additional questioning, which will be reported on later in this chapter (see below, pages 144-5).

e. Unfulfilled Plans. Fully half the participants reported having unfulfilled plans for using their training which they had not yet been able to carry out. Table 60 summarizes their reports by field of training:

^{1/} Adds to more than the 28 per cent who said "Yes, have received help" because some participants named more than one kind of helpful person.

Table 60 -- Unfulfilled Plans

	<u>TOTAL</u>	<u>Field of Training</u>						
		<u>Agr.</u>	<u>Ind. , Min.</u>	<u>Tran.</u>	<u>H'lth</u>	<u>Educ.</u>	<u>Pub. Adm.</u>	<u>Oth.</u>
(No. of Cases)	(524)	(74)	(158)	(43)	(52)	(53)	(104)	(40)
"Do you have any plans for using this training which you have not as yet been able to carry out?"								
Yes, have unfulfilled plans	52%	62%	46%	63%	67%	49%	43%	50%
No	41	35	51	25	29	38	44	40
No answer	7	3	3	12	4	13	13	10
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

(If "Yes") "Can you tell me something about that?"

Change procedures	16%	25%	8%	23%	27%	9%	20%	10%
Teach, demonstrate	12	15	6	12	19	23	7	15
Write book, article, report	7	12	4	7	10	15	3	5
Introduce new equipment	4	3	8	7	4	2	1	-
Construct something	2	-	3	12	-	-	-	-
Institute new service	2	4	1	-	1	2	2	3
Conduct research	1	4	-	-	4	-	-	-
Continue studies	1	1	1	-	4	-	2	-
Contingent plans (if money, equipment, official support, etc.)	1	1	3	-	-	2	1	-
Other plans	<u>13</u> 59% ^{1/}	<u>11</u> 76%	<u>13</u> 47%	<u>9</u> 70%	<u>13</u> 82%	<u>17</u> 70%	<u>10</u> 46%	<u>20</u> 53%

^{1/} Adds to more than the 52 per cent who said "Yes, have unfulfilled plans" because some participants reported more than one plan.

Health and Sanitation participants reported the largest number of unfulfilled plans, followed by Agricultural trainees, both of whom planned chiefly procedural changes, teaching and writing. Unfulfilled plans of Transportation participants also included constructing something still unbuilt, while Education participants were particularly anxious to do some new teaching or demonstrations and writing. The following are typical examples, in participants' own words, of the plans they have not yet carried out:

Agriculture:

"Establish a gene pool of rice varieties; grow disease-resistant variety of rice." (Agricultural Research and Extension)

"Adapt the improvement of soil management in orchards and the nutrition of fruit trees learned abroad." (Agricultural Research and Extension)

"Soil bank system. Soil conservation." (Land and Water Resources)

"Become a model farmer." (Agricultural Economics, Organization and Credit)

"There are no ties between farm loans and cooperative unions. I plan to bring organic ties between the two." (Agricultural Credit)

Industry and Mining:

"Establish an industrial management research center." (Industry)

"Train more and better employees through my regular job." (Manufacturing and Processing)

"Change power distribution pattern." (Power and Communications)

"Consolidation of safety inspection organization. Expansion of safety facilities. Strengthening of technical training." (Mining)

Transportation:

"Mechanize railroad track maintenance work." (Railroads)

Education:

"Alter technical high school course to vocational system."
(Technical Education)

"Set up a Statistics Department in the Liberal Arts College."
(Higher Education)

"Purchase medical equipment in order to utilize what we learned abroad and establish a special Department for the purpose. The equipment will be shared with all professional doctors in town."
(Higher Education)

"Make the library of C _____ Normal High School the model library of K _____ Province, so that it will be strong in what the other libraries lack." (Higher Education)

"Establish a comprehensive community school which fits Korea."
(Technical Education)

"Retrain teachers during vacation to have them realize the new trends in scientific fields and offer them an opportunity for self-improvement." (Education)

Public Administration:

"Prepare an Input and Output table." (Public Budgeting and Finance Administration)

"Establish a probation office." (Organization and Management of particular Ministries)

"Combine the problems of economic planning and physical planning in Korea." (Government-wide Organization and Management)

"Adapt American loan system to fit Korea: 1) establish credit system, 2) mechanize bank work, 3) rationalize personnel management 4) improve bank accounting system." (Public Budgeting and Finance Administration)

f. Difficulties Encountered. When asked what difficulties they had had in utilizing their training abroad, two-thirds of the participants cited at least one problem they had met. About one-fifth each complained of lack of money and lack of equipment or facilities to follow through on what they had learned. The latter difficulty was especially important to participants in Health and Sanitation, Transportation and Industry and Mining. Public Administration participants were bothered most by opposition from their ministry or organization, while Education returnees faced all three problems about equally. Agriculture participants complained especially of internal hindrances from supervisors and staff. The listing of difficulties met by field of training is shown in Table 61:

Table 61 -- Major Difficulties Encountered in Using Training

"In general, what do you find to be the major difficulties in using the skills you learned in the training program, or in conveying them to other people?"

(No. of Cases)	<u>TOTAL</u>	<u>Field of Training</u>						
		<u>Agr.</u>	<u>Ind., Min.</u>	<u>Tran.</u>	<u>H'lth</u>	<u>Educ.</u>	<u>Pub. Adm.</u>	<u>Oth.</u>
	(524)	(74)	(158)	(43)	(52)	(53)	(104)	(40)
Lack of money	22%	16%	22%	30%	46%	15%	14%	25%
Lack of equipment, facilities, books	19	10	27	30	44	15	2	7
Government or organization not amenable	11	8	5	7	12	17	20	10
Colleagues, public don't want new ideas	7	7	6	9	7	8	10	-
Lack of support from supervisor, staff	6	14	4	-	8	2	6	6
No time to teach or use	6	10	6	7	2	6	5	12
Things learned not appropriate	6	10	3	11	4	10	2	6
Too little authority	5	1	5	7	-	4	8	10
In different job than trained for	4	4	4	-	2	9	4	12
Lack of help from USOM	*	-	-	-	2	-	-	-
Other difficulties	11	4	8	7	17	15	12	22
No difficulties	31	39	33	19	12	30	38	27
Don't know, no answer	$\frac{3}{131\%}$ ^{1/}	$\frac{2}{125\%}$	$\frac{2}{125\%}$	$\frac{2}{129\%}$	$\frac{4}{160\%}$	$\frac{-}{131\%}$	$\frac{2}{123\%}$	$\frac{3}{140\%}$

^{1/} Adds to more than 100 per cent because some participants reported more than one difficulty.

It can be seen that the greatest sources of frustration for participants in almost all fields trying to put their training abroad to good use are the tangible ones of insufficient money, equipment and facilities. Many of the other problems mentioned, however, are psychological or cultural and should be susceptible to further educational effort on the part of responsible officials in the U.S. and ROK governments. "It is not much use conveying individual ideas and opinions unless they are reflected in the Government policy," is the way one Public Administration participant put the problem. There are also a minority of complaints that have to do with the appropriateness of the training received for the present job. If the participant is still working where he was originally assigned, the responsibility for improving this situation would lie with the American offices that set up the particular training program, but where the complaint arises because of a shift in jobs, the remedy would be a review of job assignments on the part of the sponsoring ministry of the ROK Government. The USOM technicians in the survey sample felt particularly strongly on this issue of job placement, as will be shown later in this chapter.

2. Transmittal of Training to Others

Large majorities of participants in all fields said they had transmitted at least some of their training to others since their return from abroad. Informal discussion was the chief means used for transmittal, followed by lectures or formal training and articles or other publications. Reports from supervisors on this subject were parallel. Results are shown in Table 62:

Table 62 -- Transmittal of Training Knowledge to Others

- a. Participants' Reports: "Now I'd like to ask about whether or not you have conveyed to other people the things you learned on that program. Have you been able to convey any of what you learned in the program to others?" (If "Yes") "About how much of this training have you been able to transmit to other people -- practically none, only a little, some, quite a bit, or almost everything?"

	(N = 524)
Yes, did convey training to others:	
Almost everything	4%
Quite a bit	43
Some	31
Only a little	6
Practically none	*
	<u>84%</u>
No, have not conveyed it	<u>16</u> 100%

"How have you gone about doing that?"

Informal discussions	66%
Lectures, formal training	48
Articles, other publications	47
On-the-job teaching, introduction of new methods	13
Other means	2
	<u>176%</u> 1/

"Aside from your job, have you ever given any formal talks, shown slides, or written any articles about your experiences abroad since you came back?"

Gave talks	62%
Showed slides	60
Wrote articles	64
Did none of these	<u>11</u> 197% 2/

1/ Adds to more than the 84 per cent who passed knowledge along because some participants named more than one means.

2/ Adds to more than 100 per cent because some participants named more than one activity.

(Continued)

Table 62 -- Transmittal of Training Knowledge to Others (Continued)b. Supervisors' Reports: "Has any of the information (participant) acquired on his program been conveyed to other people in this organization?"

(N = 420)

Yes, has been conveyed to others	86%
No, has not	6
Don't know, no answer	8
	<u>100%</u>

(If "Yes") "How has this been done?"

Informal discussions	42%
Formal teaching, lectures, slides, broadcasts	37
Reports at meetings	12
Books, articles, manuals	7
Revisions, improvements in techniques, equipment	7
Supervision, guidance of other workers	6
Demonstrations	2
Other methods	3
Don't know, no answer	<u>1</u>
	<u>117%^{1/}</u>

The overall amount of transmittal activity, as shown in Table 62 appears to be quite encouraging. It must be remembered, however, that these are subjective reports by interested parties and do not give much indication of the actual effectiveness or extent of the dissemination. To make more sure of obtaining a lasting "multiplier effect" from the transmittal of training knowledge by returned participants, less reliance on informal discussion and more emphasis on formal training and systematic follow-up would appear to be desirable. This point is discussed in some detail in the next section.

3. Follow-up

"Follow-up" might be defined as the process of keeping in touch with participants after their return from training and encouraging them to make good use of it and to pass it on to others. Contact can be maintained with participants through several channels, the closest of which is usually his immediate supervisor on the job.

^{1/} Adds to more than the 86 per cent who said "Yes" because some supervisors named more than one means of transmittal.

a. Supervisor-Participant Contacts. While the actual relationship between a participant and his supervisor is not necessarily a function of the amount of time involved, it seems fair to assume that the longer a supervisor has known a particular participant or the more he sees of him during the working week, the more likely he is to understand the participant's needs and abilities. Hence it is interesting to note that about one-fifth of the supervisors report knowing their participants less than a year; in many of these cases the participant is presumably on a different job from his previous one, while in some the supervisor may be new. Another one-fifth had known the participants more than 10 years. Thirty-five per cent of the supervisors saw their participants more than 15 hours per week. Three-quarters had discussed training programs and other experiences with their participants since the latter's return. The amount of supervisor-participant contact by training field is shown in detail in Table 63

Table 63 -- Supervisor-Participant Contacts, by Field

(No. of Cases)	TOTAL (420)	Field of Training						
		Ind., Agr. (61)	Min. (124)	Tran. (34)	H'lth. (46)	Educ. (40)	Pub. Adm. (85)	Oth. (30)
a. <u>Time Known:</u> "About how long have you known (participant)?"								
Less than one year	19%	8%	9%	18%	9%	25%	40%	33%
1-5 years	27	36	24	29	17	30	27	30
6-10 years	35	39	41	29	31	32	31	30
More than 10 years	19	17	26	24	41	13	2	7
No answer	*	-	-	-	2	-	-	-
	100%	100%	100%	100%	100%	100%	100%	100%
b. <u>Amount of Work Contact:</u> "During a working week, about how many hours do you spend together with (participant)?"								
16 hours or more	35%	33%	36%	35%	26%	38%	36%	37%
8-15 hours	19	15	30	23	9	15	15	13
4-7 hours	19	28	15	21	9	20	20	27
3 hours or less	27	24	19	21	56	27	28	23
No answer	*	-	-	-	-	-	1	-
	100%	100%	100%	100%	100%	100%	100%	100%

(Continued)

Table 63 -- Supervisor-Participant Contacts, by Field (Continued)

(No. of Cases)	TOTAL (420)	Field of Training						
		Ind., Agr. (61)	Min. (124)	Tran. (34)	H'lth. (46)	Educ. (40)	Pub. Adm. (85)	Oth. (30)
c. <u>Discussion of Training:</u> "Since (participant) has been back from his training program, have you discussed with him the things he studied on his program?"								
Yes, have discussed training	77%	85%	80%	73%	91%	73%	64%	77%
No, have not	22	15	19	24	9	27	35	23
Don't know, no answer	<u>1</u>	<u>-</u>	<u>1</u>	<u>3</u>	<u>-</u>	<u>-</u>	<u>1</u>	<u>-</u>
	100%	100%	100%	100%	100%	100%	100%	100%
d. <u>Discussion of Other Experiences:</u> "Have you discussed any of his experiences that were not connected with his training -- things like his social activities, encounters with strange customs, or experiences with people in other countries?"								
Yes, have discussed other experiences	73%	72%	77%	82%	76%	78%	64%	70%
No, have not	23	21	21	9	11	20	35	30
Don't know, no answer	<u>4</u>	<u>7</u>	<u>2</u>	<u>9</u>	<u>13</u>	<u>2</u>	<u>1</u>	<u>-</u>
	100%	100%	100%	100%	100%	100%	100%	100%

Reviewing the figures in Table 63 by field of training, it can be seen that supervisors in Health and Sanitation have known the participants the longest and spend the least amount of time with them per week; relatively more of them have also discussed participants' training with them. Public Administration supervisors, on the other hand, have known their participants for a much shorter time and one-third of them have not discussed either participants' training or other experiences. While it is understandable that job shifting might be greater for both participants and supervisors in the more general field of Public Administration than in the specialized, professional fields, thus reducing the long-range contact, there seems to be no justifiable reason why any supervisor, old or new, should not discuss a participant's training and other experiences with him in order to reap any possible benefits for his organization. To the extent that this is not being done, improvement seems called for.

b. USOM-Participant Contacts. Participants' contact with the local USOM is of course much less than with immediate supervisors. Nevertheless, about three-fifths of the participants said they had had some contact with USOM or a joint USOM-ROK project before selection, and this proportion increased to three-quarters after return. (In one sense, of course, all USOM training is a "project" so the absolute figures shown are not so much measures of actual participation as of attitudes on contact.) Pre-selection contact with USOM was highest in the field of Transportation, where 37 per cent were directly employed on a USOM-connected project and another 44 per cent had had contact with such a project. Lowest proportion of USOM contacts after return was in the field of Industry and Mining; highest again in Transportation. Table 64 shows the amount of contact with USOM reported by participants in the various training fields:

Table 64 -- USOM-Participant Contacts, by Field

- a. Pre-Selection Work or Contact with USOM/ROK Project: "At the time you were selected to go abroad, were you employed by USOM or in a project run jointly by USOM and your government?" (If "Yes") "Was that full-time, part-time or occasionally?" (If "No") "Before you were selected, had your work ever brought you into contact with any USOM project?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
<u>Yes, employed on USOM project:</u>								
Full-time	15%	18%	20%	14%	10%	9%	8%	15%
Part-time	2	1	2	9	2	-	3	-
Occasionally	5	4	3	14	8	4	3	8
	<u>22%</u>	<u>23%</u>	<u>25%</u>	<u>37%</u>	<u>20%</u>	<u>13%</u>	<u>14%</u>	<u>23%</u>
<u>No, not employed on USOM project:</u>								
Had contact with USOM	39%	50%	29%	44%	40%	47%	39%	45%
Had no previous contact	39	27	46	19	40	38	47	32
	<u>78%</u>	<u>77%</u>	<u>75%</u>	<u>63%</u>	<u>80%</u>	<u>85%</u>	<u>86%</u>	<u>77%</u>
	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

(Continued)

Table 64 -- USOM-Participant Contacts, by Field (Continued)

- b. Post-Return Work or Contact with USOM/ROKG Project: "Since your return from the program we have been discussing, have you had any contact with USOM?" (If "Yes") "Since your return from that program, have you ever worked for USOM or worked in a joint project of USOM and your government?"

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
<u>Yes, have had contact with USOM:</u>								
Worked on USOM project	24%	31%	20%	42%	17%	23%	17%	35%
Have not worked on USOM project	48	52	36	53	56	60	53	42
No answer	$\frac{1}{73\%}$	$\frac{3}{86\%}$	$\frac{-}{56\%}$	$\frac{-}{95\%}$	$\frac{-}{73\%}$	-	1	$\frac{-}{77\%}$
No, have had no USOM contact	$\frac{27\%}{100\%}$	$\frac{14\%}{100\%}$	$\frac{44\%}{100\%}$	$\frac{5\%}{100\%}$	$\frac{27\%}{100\%}$	$\frac{17\%}{100\%}$	100	$\frac{23\%}{100\%}$

Turning more specifically to contacts with USOM advisory technicians, the survey results indicate that about one-quarter of the returned participants maintained regular contact with U.S. technicians, but that, because of turnover, in all but a very small proportion of cases the contact was with other than the original technician who had helped set up the participant's program. Both technicians and participants were asked about their contacts and the results from the two groups are reasonably parallel. Table 65 indicates the small proportion of technicians at the mission during the survey who had had pre-departure contact with their participants:

Table 65 -- Technicians' Pre-Departure Contacts with Participants

"In this question I would like to know what kind of contact you had with the participant prior to his/her departure for training. Please answer Yes or No to the following:

"Did you have previous work contacts with him?"

"Did you correspond with him while he was away?"

"Did you have any other pre-departure contacts?"

(N = 345)

	Type of Contacts		
	Previous Work	Correspondence	Other Pre-Dep.
Yes	7%	2%	1%
No	1	5	7
No answer	*	1	-
	$\frac{8\%}{100\%}$	$\frac{8\%}{100\%}$	$\frac{8\%}{100\%}$
Didn't know participant before he left	$\frac{92}{100\%}$	$\frac{92}{100\%}$	$\frac{92}{100\%}$

Once participants returned to Korea, many technicians made special efforts to get in touch with them and maintain contact. As shown in Table 66, they reported no major obstacles to seeing participants -- the most frequently mentioned, by only 10 per cent, being the location of participant's job:

Table 66 -- Factors Interfering with Participant-Technician Contact

"Many factors sometimes make it difficult to see participants as much as would be desirable. Have any of these factors (LISTED ON CARD) interfered with your seeing these participants since their return from training?"

(N = 345)

	<u>Yes, interfered</u>	<u>No, didn't interfere</u>	
"First, your work load, or the number of participants you have to handle. Did this interfere with your seeing (participant) as much as would be desirable?"	6%	94%	= 100%
"How about the location of this participant's job? Did this interfere?"	10	90	
"Did the participant's lack of initiative in seeking help interfere?"	2	98	
"Did his/her lack of time or overwork interfere?"	3	97	
"Did the attitude of his supervisor or employer toward his/her seeing you interfere?"	1	99	
"Did political problems interfere?"	3	97	
"Did difficulty in conversing with participant because of language barriers interfere?"	2	98	
"Did participant's personality interfere?"	1	99	
"Did anything else interfere?"	6	94	

Summary:

Something interfered	28%
Nothing interfered	72
	<u>100%</u>

In view of the reduced number of technicians now stationed at USOM/Korea and the changes in political and economic organization of the country since the survey

was taken, it seems likely that the situation at present is slightly less favorable for participant-technician contacts than it was through 1960. Hence it is especially discouraging to note that, even with the favorable climate described above, barely one-quarter of the technicians were seeing their returned participants "regularly".

Table 67 summarizes the frequency of contact by field of training:

Table 67 -- Frequency of Technician Contacts with Returned Participants, by Field

"Here I am interested in how much contact you have had with each of these participants since his return, aside from contact of a strictly social type. Would you say that you had been in contact with (participant) once or twice, occasionally, frequently, or regularly?"

(No. of Cases)	TOTAL (345)	Field of Training						
		Agr. (46)	Ind., Min. (102)	Tran. (38)	H'lth. (25)	Educ. (42)	Pub. Adm. (67)	Oth. (25)
Never met (vol.)	8%	4%	7%	-	16%	-	10%	36%
Once or twice	18	15	19	13%	24	9%	27	12
Occasionally	28	22	26	26	20	38	30	28
Frequently	21	15	22	24	16	24	20	20
Regularly	23	42	21	37	20	29	13	4
No answer	2	2	5	-	4	-	-	-
	100%	100%	100%	100%	100%	100%	100%	100%

The amount of contact between participants and technicians varied considerably by training field, the most frequent being made by Agriculture and Transportation technicians. Least frequent contacts were reported in the Other Fields of Community Development, Mass Communications and Atomic Energy, in Health and Sanitation and in Public Administration.

While an average of 8 per cent reported that they had "never met" their participants, it must be remembered that technicians were interviewed only if they felt they knew the participant's background and work well enough to discuss it. Hence the actual number of participants not known to potential technician advisors is considerably higher (only 345 out of the 524 participant respondents could be matched against technicians who knew them well enough to be interviewed; the rest may have had previous contacts, but were not seeing any technicians regularly at the time of interview). In an effort to find out the reasons for this relatively low amount of contact between

participants and technicians, a cross-tabulation was made of the two preceding questions -- frequency of contact and types of interference, results of which are shown in Table 68:

Table 68 -- Frequency of Participant-Technician Contact by Interference Factors

<u>Interference Factors</u>	(No. of Cases)	<u>TOTAL</u> ^{1/} (345)	<u>Frequency of Contact</u>			
			<u>Never Met</u> (29)	<u>Once or Twice</u> (62)	<u>Occasion-ally</u> (95)	<u>Freq. or Regularly</u> (152)
Location of participant's job	10%		38%	13%	13%	3%
Technician's workload	6		-	24	3	3
Participant's lack of time	3		3	8	3	1
Political problems	3		10	3	2	1
Participant's lack of initiative	2		7	5	2	1
Language barrier	2		-	5	1	3
Attitude of superv. or employer	1		3	2	2	1
Participant's personality	1		-	3	1	-
Anything else	6		35	11	2	1
Nothing interfered	28		17	40	75	93

Technicians who had never met their participants or saw them only occasionally gave as their principal reason the location of participants' jobs, while those who had seen them only once or twice said it was primarily because of their workload -- i.e., the number of participants with whom they were supposed to maintain contact. Those who saw participants frequently or regularly naturally had no sizable complaints about interfering factors. For the minority who did find interference, some relief in the form of easier transportation, periodic scheduled meetings, or a redistributed workload might be in order.

Reports from participants regarding their contacts with technicians were generally parallel with those from technicians. Two-thirds reported that there was a USOM technician available to them and about one-quarter said they saw him "frequently". Participant results on this issue are shown in Figure 12:

^{1/} Totals do not add to 100 per cent because each item was a separate "Yes-No" question; only percentages for "Yes interfered" are shown.

Here again the most frequent contacts are reported by participants in the fields of Agriculture and Transportation (in reverse order to technician reports). Least frequent again are in Other Fields and Public Administration, as well as in Industry and Mining, where one-fifth of the participants did not know whether or not there was a technician available.

The importance of participant contacts with technicians to their overall satisfaction with their training programs is clearly demonstrated in the following table, which shows that those who have the most contact are the most satisfied:

Table 70 -- Participant Satisfaction with Training by Technician Contacts

Level of Satisfaction: (No. of Cases)	TOTAL (524)	Frequency of Contact			No Tech. (174)
		Freq. (150)	Occas. (174)	Never Met (26)	
Very satisfactory	20%	27%	20%	-	18%
Moderately satisfactory	60	60	62	50%	59
Not satisfactory	19	13	18	42	22
Don't know, no answer	$\frac{1}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{8}{100\%}$	$\frac{1}{100\%}$

A concrete example of constructive participants' contact with USOM is the requests for assistance they have made since returning from training. Table 71 summarizes participant reports on the help they have asked for and received:

Table 71 -- Help Requested from USOM by Returned Participants

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H ¹ th. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
"Have you requested any kind of help from USOM or ICA (A.I.D.) since you returned from that program?"								
Yes, requested help	32%	39%	23%	54%	40%	47%	23%	17%
No, did not	68	61	76	46	60	53	77	83
No answer	*	-	1	-	-	-	-	-
	100%	100%	100%	100%	100%	100%	100%	100%

(If "Yes") "On what kinds of problems did you request help? (Can you tell me something about that?)"

Equipment, machinery	18%	22%	14%	28%	30%	27%	7%	10%
Technical advice	11	14	8	28	16	11	6	3
Financial assistance, getting money for project	7	15	3	5	4	11	7	5
Printed material	4	4	3	5	7	9	4	-
Additional training for others	2	-	-	5	-	9	1	-
Other kinds of help	4	2	3	2	12	8	6	3
No answer	1	-	3	-	-	-	-	-
	47% ^{1/}	57%	34%	73%	69%	75%	31%	21%

(If "Yes") "Did you get the help you asked for?"

Yes	31%	46%	21%	37%	54%	47%	16%	15%
Partially	8	4	5	17	13	11	7	5
No	7	7	5	19	2	17	8	-
No answer	1	-	3	-	-	-	-	-
	47% ^{1/}	57%	34%	73%	69%	75%	31%	20%

^{1/} Adds to more than the 32 per cent who requested help because some participants asked for more than one kind.

It can be seen from this table that one-third of the returned participants, ranging from 54 per cent in Transportation down to 17 per cent in Other Fields, have asked for some kind of USOM help since they returned, and that most of them feel they received the help they wanted, at least in part. The major kind of help wanted was additional equipment or machinery, a type of request that would not be easy to fulfill unless it supplemented previous planning and budgeting. The most requests came from Transportation and Education participants. The most satisfied with the help they got were participants in Health and Sanitation. A total of 7 per cent of returned participants asked for help and did not get it, a proportion of dissatisfaction that is not unacceptable in view of the practical difficulties in meeting some of the more ambitious requests.

c. Professional and Other Foreign Contacts. During their training periods abroad, many Korean participants reported making professional, business and social contacts that might be useful in their future work. One-third of them joined U.S. professional societies and half are now receiving U.S. professional publications, which are at least "somewhat" useful to them. Membership in professional societies is lowest among participants in Industry and Mining and Transportation, but these groups receive almost as many professional publications. Health and Sanitation participants make particularly good use of professional publications, followed by those in the Agriculture field.

Over and above professional societies and journals four-fifths of the participants maintain correspondence with Americans in the U.S., primarily "personal". Participants in Other Fields, , fewer of whom had gone to the U.S. for training, had somewhat fewer such contacts. Details of professional and personal contacts abroad are shown by training field in Table 72:

Table 72 -- Professional and Personal Contacts with U.S.

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth. (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
a. <u>Membership in U.S. Professional Societies:</u>								
(1) <u>Ever Joined?</u> : "During or since that training program, did you join any U.S. professional society?"								
Yes	32%	42%	15%	21%	31%	49%	44%	40%
No	$\frac{68}{100\%}$	$\frac{58}{100\%}$	$\frac{85}{100\%}$	$\frac{79}{100\%}$	$\frac{69}{100\%}$	$\frac{51}{100\%}$	$\frac{56}{100\%}$	$\frac{60}{100\%}$
(2) <u>Now Member?</u> : "Are you now a member of a U.S. professional society?"								
Yes, now member	26%	41%	11%	19%	23%	41%	37%	28%
No, not now	73	58	89	81	77	57	62	72
No answer	$\frac{1}{100\%}$	$\frac{1}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{-}{100\%}$	$\frac{2}{100\%}$	$\frac{1}{100\%}$	$\frac{-}{100\%}$
b. <u>Receipt of U.S. Professional Publications:</u> "Do you receive any U.S. professional publications?" (If "Yes") "How much use are the publications to you -- very useful, somewhat useful, only a little use, or not useful at all?"								
Yes, receive U.S. professional publications:								
Very useful	36%	41%	35%	28%	55%	36%	33%	22%
Somewhat useful	14	10	12	14	8	32	14	18
Only a little use	2	1	-	2	-	4	4	-
Not useful at all	*	-	-	-	-	-	-	3
No answer	$\frac{*}{52\%}$	$\frac{1}{53\%}$	$\frac{-}{47\%}$	$\frac{-}{44\%}$	$\frac{-}{63\%}$	$\frac{-}{72\%}$	$\frac{-}{51\%}$	$\frac{-}{43\%}$
No, do not receive publications								
	$\frac{48}{100\%}$	$\frac{47}{100\%}$	$\frac{53}{100\%}$	$\frac{56}{100\%}$	$\frac{37}{100\%}$	$\frac{28}{100\%}$	$\frac{49}{100\%}$	$\frac{57}{100\%}$
c. <u>Personal Contacts with U.S.:</u> "Aside from professional societies and publications, which we discussed earlier, do you keep up any personal contacts with Americans in the U.S. at the present time -- that is, do you correspond with friends or with business or academic acquaintances there?" (If "Yes") "Is your correspondence primarily personal or business?"								
Yes, correspond now:								
Primarily personal	57%	47%	62%	63%	58%	60%	55%	48%
Primarily business	3	4	3	7	4	-	1	2
Both equal (vol.)	$\frac{21}{81\%}$	$\frac{25}{76\%}$	$\frac{12}{77\%}$	$\frac{21}{91\%}$	$\frac{32}{94\%}$	$\frac{25}{85\%}$	$\frac{27}{83\%}$	$\frac{15}{65\%}$
No don't correspond now								
	$\frac{19}{100\%}$	$\frac{24}{100\%}$	$\frac{23}{100\%}$	$\frac{9}{100\%}$	$\frac{6}{100\%}$	$\frac{15}{100\%}$	$\frac{17}{100\%}$	$\frac{35}{100\%}$

In addition to their professional journals and personal letters from the U.S., many participants (29 per cent of the total or 54 per cent of the alumni) also reported receiving the Newsletter of the Washington International Center, where most of them received their U.S. orientation. And nearly all of them have local contacts with Americans or American things in Korea, many of several varieties. American magazines, books and films are seen by nine-tenths of the returned participants; VOA (Voice of America) and AFKN (American Forces Korea Network) are heard by eight-tenths. Seven-tenths said they have American friends. Survey findings on local American contacts are given in Table 73:

Table 73 -- Local Contacts with the U.S.

"What about contacts with Americans or American things here in Korea -- do you now do any of the following:

	(N = 524)
See American entertainment films	95%
Read American books	91
Read American magazines	90
Listen to the Voice of America (VOA)	83
Listen to the American military radio (AFKN)	80
Have friends among American civilians	72
See USIS films	59
Have friends among American military personnel	16
Visit an American library	16
None of these	$\frac{1}{602\%}$

1/ Adds to more than 100 per cent because some participants named more than one kind of contact.

d. Technicians' Suggestions on Follow-Up. In the light of their experiences with returned participants and their knowledge of post-return activities, technicians were asked for their recommendations on the best methods of follow-up to assure maximum utilization of training. Their suggestions, which put much heavier weight on personal contacts than any other technique, are summarized in Table 74:

Table 74 -- Technicians' Suggestions on Follow-up Methods

"Are there any techniques or methods of follow-up that you think are particularly good to use?"

	(N = 52)
Personal contact between technician and participant	46%
Regular checks on returned participants to see if they are using training or need assistance	25
Conferences, seminars, workshops	10
Organization of ex-participants, alumni association	10
Provision of pertinent written material	4
Newsletter	2
Membership in professional societies	2
Other suggestions	27
Don't know, no answer	$\frac{10}{136\%}$ ^{1/}

Except for personal contacts ("regular checks" is also a form of contact), the suggestions are so scattered that this summary does not show the wealth of ideas put forth by technicians on this subject. To give a clearer picture of what technicians feel might be done to improve follow-up in Korea, some verbatim quotations have been selected from the actual questionnaires, in respondents' own words.

^{1/} Adds to more than 100 per cent because some technicians gave more than one suggestion.

Examples of the many comments calling for continued or increased personal contact between USOM staff members and the participants include the following:

"I think the only way we can do it is by maintaining personal contact with the returned participants." (Forest Management)

"Having them come in periodically for a follow-up, say once every quarter or six months and following it up with some unannounced visits to the factories where the men work. When we go around visiting the plants it would be a good idea to take along a list of the participants and just ask how the participants are doing." (Industry)

"When USOM technicians go into the field they should talk to all the participants they can. It should be a part of their duty to see what type of ideas they are trying to promulgate in their company's development and see if these ideas reflect some of their training -- and quite frequently they do." (Power)

"Finding participants and seeing what they're doing is the best way, I think. I know they used to call them in here and try to get them to come to our meetings and talk with us, but somehow they could never do that -- it would be better to go right out to participants." (Agriculture, Soil Improvement)

"The formal reporting session after their return is a one-shot thing in my opinion -- nice to do but not as important as keeping up with them in a normal professional way." (Vocational Education)

"Somewhere in the training schedule some person should be set up who would greet the trainee on his return to his home country and assist him in re-orientation because in many cases the technician has been transferred and is no longer available and there is nobody to meet them." (Water Resources)

"I think that personal contact is the essential method which must be used if we are to expect favorable results. In my particular case, I have used the technique of having a dinner gathering at least twice a year for returning participants. At such gatherings, where the participants are free of any restraint from their employers, we are able to discuss freely the problems which they are encountering. Whenever possible, I then diplomatically follow up with the employer and endeavor to correct the pressing problems." (Banking and Finance)

Other technicians called for more formal, periodic follow-up reports or visits to USOM:

"The Training Division might call in the participants at perhaps six months intervals to learn how they are using the training... I don't think they should be dropped after that final interview when they return from the States. I think there should be follow-through by both the technician and the Training Section." (Agriculture, Home Economics)

"I feel that the periodic submission of a report by both the technician and the participant would serve as a good means of contact with the participant, and would give the technician an opportunity to observe the progress and the results of his training." (Public Safety)

"The survey you are making now is a pretty good indication that you are following up on the training. The reports we are making periodically at the request of the Training Section seem appropriate and should be valuable." (Civil Aviation)

The possibility of promoting an alumni association of returned participants was discussed by several technicians:

"Perhaps a Participants' Alumni Association might be a good thing. They could get together and talk about their experiences in the United States. While they are doing this they might refresh their memories of the things that they learned and put them to even better advantage." (Communications Media)

"Why don't we have a participants' association or something like that where we could keep in permanent touch with them? It would also have the advantage of bringing the participants together and some of those who have gotten ahead and into good positions might help those who haven't." (Agriculture, Production and Management)

"We have discussed from time to time a sort of alumni association. It has been done in Taiwan but we have not been able to awaken much interest here. I think it would be a good idea but it would require the full time of some person, not necessarily an American." (Power)

"There might also be an association of technicians although there is a question whether this should be a USOM responsibility or a Korean responsibility." (Power)

Several technicians emphasized the importance of striving for the "multiplier effect" through seminars and workshops in which participants could pass along their new knowledge to others:

"In some cases the technical know-how should be disseminated on a larger scale. If the man is capable, he should conduct a seminar in order to make this knowledge generally known rather than keep it within the confines of his particular little plant. That has never been really done to any extent that I know of... I think people that we have trained should be asked to pass the knowledge on to a greater number of people and not try to keep it to themselves only." (Industry)

"Seminars, workshops, and more or less informal discussion groups, conducted periodically by returned participants: (a) among technicians

and persons working or preparing for work in their particular fields; (b) among prospective participants, prior to their departure from Korea for training, as a means of helping to better orient and prepare new participants for their training." (Housing)

"One is to invite these participants to take leadership positions in workshops. In other words, assign them actual parts in the workshop and let them perform this first-hand without going through an interpreter. I find that there is a very favorable reaction to participants in the workshop. I usually just introduce the programs and objectives and then the Korean takes over and I only get into it when they run into a hot discussion and would like to have my views on the matter." (Vocational Education)

Among the possible follow-up techniques mentioned with less frequency are the encouragement of membership in professional societies, provision of technical material and meeting facilities, and more formal presentations of the Certificates of Achievement:

"In nearly all cases Korean participants become associate members of the International Association... This membership entitles them to receive a monthly publication which serves as a training medium. I feel that it would be to the advantage of the participants if the expenses involved in their initial year's membership were to be included in the funds provided by the FIO/P." (Public Safety)

"Provide them with some American publications in their line of activity. They are eager to receive it and it makes a good contact with them." (Home Economics)

"I think we have failed to help make books and periodicals available." (Power)

"A library and newsletter have been made available to the participants through the efforts of the USOM training office. A conference room has also been provided for meetings of professional type organizations which are not sponsored by either the Korean Government or USOM. All of these advantages should be continued." (Public Administration)

"I think there should be some formal ceremony of awarding certificates by somebody who can speak impressively. Technicians don't sometimes do so well." (Water Resources)

The difficulty of keeping in touch was highlighted by a final group of technicians who commented on limitations of staff, length of technician assignments, and other administrative problems:

"Unfortunately there are so few of us in our particular branch it is impossible to see as much of them as we should." (Home Economics)

"You can't take away the technicians and keep sending participants overseas, because if you don't have technicians who are you going to have to do the follow-up -- just your training people." (Fisheries)

"USOM could sure benefit from a longer tenure of the American technician. If a man is here for two years he hardly knows the participants when they leave and a few months after the participant comes back, he leaves. It just isn't the best thing." (Forest Management)

"Follow-ups are exceedingly difficult, particularly for participants who are stationed outside of Seoul." (Power)

"This is a matter of organization... This is a matter I have never understood -- the real organizational responsibility between the Training Division and other divisions. Certainly in terms of the technical level of what they are doing, it should be the continuing responsibility of the organizational unit that sponsored them." (Public Safety)

4. Technicians' Evaluation of Training Utilization

On an overall basis, technicians appeared to be generally satisfied with local utilization of participant training: in about four-fifths of the cases they expressed satisfaction with the efforts of supervisors, ministries and participants themselves to make use of the training. Table 75 summarizes the results of the overall question on this point:

Table 75 -- Technicians' Satisfaction with Training Utilization by Supervisor, Ministry and Participant

"Are you satisfied or dissatisfied with the utilization of (participant's) training by his/her present supervisor?"

"Are you satisfied or dissatisfied with the utilization of his/her training by the Ministry for whom he/she works?"

"Are you satisfied or dissatisfied with what the participant himself/herself has done to make for good utilization of the training?"

(N = 345)

	<u>Satisfaction With Utilization Efforts of</u>		
	<u>Supervisor</u>	<u>Ministry</u>	<u>Participant</u>
Satisfied	82%	79%	85%
Dissatisfied	8	12	6
Can't rate	10	9	8
No answer	*	*	1
	<u>100%</u>	<u>100%</u>	<u>100%</u>

Technician attitudes on the efforts made by the U.S. mission to promote training utilization were obtained with a different question, asking for general "open-end"

comments. The results, shown in Table 76, yielded more positive than negative answers, the key issue on both sides being the amount of effort devoted to proper job placement:

Table 76 -- Technicians' Satisfaction with Utilization by USOM

a. Satisfaction: "In what ways are you satisfied with what USOM has done in this country to make for good utilization of the participant's training?"

(N = 52)

USOM has insisted on placing participants in suitable jobs where they can use training, insisted that training be put to use	27%
USOM has provided money or material support for programs in which participants are working	6
USOM has provided technicians to assist participants in utilization	8
Other positive comments	59
Don't know	2
No answer	19
	<u>121%^{1/}</u>

b. Dissatisfaction: "In what ways are you dissatisfied with what USOM has done in this country to make for good utilization of the participant's training?"

USOM hasn't insisted enough that participants be placed where they can use training, training be put to use; has too little control over job placement	25%
Selection doesn't provide for best utilization	10
USOM has failed to provide technicians to assist participants in utilizing training	8
Difficulties with red tape, clearances, processing	4
USOM should provide more money or material support for projects in which participants are working	2
Other negative comments	25
No answer	38
	<u>112%^{1/}</u>

^{1/} Adds to more than 100 per cent because some technicians gave more than one reason.

In a still broader question technicians were asked how Korea and the U.S. might derive greater benefits from training. Three major groups of suggestions were offered, each by about half the technicians, concerning selection, program content and post-return utilization. A tabular summary of these comments is given in Table 77.

Table 77 -- Technicians' Suggestions for Greater Training Utilization

"In what ways could the host government and the U.S. derive greater benefits from the training program?"

(N = 52)

Selection:

Participants should be selected on basis of experience, ability	13%
Should be more emphasis on language as selection factor	10
More people should be trained	10
Political factors should be eliminated from selection	6
Other or non-specific comments on selection	<u>13</u> 52%

Program Content:

Programs should be tailored to meet needs of country	8%
Other or non-specific comments on programs	<u>42</u> 50%

Utilization on Job:

Place participants in positions where training can be best utilized	28%
Set up regular system for returned participants to train others	10
Promote understanding of training programs by top officials and supervisors; eliminate jealousy or resentment of participants	8
Offer participants more incentives: promotions, pay raises, better jobs	<u>6</u> 52%
Other comments	32
No answer	<u>2</u> 188% ^{1/}

^{1/} Adds to more than 100 per cent because some technicians gave more than one suggestion.

Illustrative quotations from technician questionnaires on the topics of selection and program content have been given in previous chapters. Listed below are some sample comments relating to utilization of training after return. The greatest number of comments concerned the job placement of returning participants in positions where they can use the training they received to best advantage:

"The effectiveness of the program is fine but the overall utilization of the participants in the field in which they were trained is not so good. Some of them are not being used." (Public Health)

"USOM has been tied down. We can't tell a company how to re-employ these men or where they are going to use them." (Power)

"I don't feel that USOM has the control over the utilization of the participants training that would permit proper utilization. When he leaves he signs an agreement that he will return and work with the company which sponsored his training. However, there have been cases where that company was not financially able to take care of his increased supposed knowledge when he returned and he was dissatisfied with the money they would be able to pay him so he quit the company." (Industry)

"By insisting that a person who is trained for a certain job be put on that job for a period of not less than 3 years after he returns from training, unless discharged for cause or illness." (Industry)

"There should be legislative assurance within the ROK Government that if a man is chosen to go to the United States as a participant trainee, he will be protected and properly utilized upon his return to Korea." (Mining)

"Frequently when a participant returns to Korea he finds that he has a new supervisor who wants to install his own personnel and substantiates his right to do so with the argument that he did not sign the Sponsoring Agency Statement. In the past USOM has made concerted attempts to ensure utilization of commodities by letting it be known that non-utilization could result in the presentation of a demand for reimbursement. I have recommended that the same methods be applied in connection with participants." (Public Administration)

"Even where they are assigned in areas related to the training they received, their training is not put to full effectiveness because their superiors harbor some resentment and there are other considerations which...officials take into account before they adopt the program. It is all dependent upon the social customs, the attitudes, and the bureaucratic set-up that exists." (Economic Development)

"I have been disappointed that some of our participants had not completed their military service before they went for training and had to be discharged because of that. That is being repaired now. But the most frustrating thing is the way they are transferred around and some of them discharged for various reasons, including political." (Forest Management)

"So far as I can see the efforts by...USOM and by the American Embassy to persuade the ROK Government to reconsider the dismissals of ex-participants from government service appear to have been fully adequate and represent all that we could have done." (Education)

"USOM has little to do with the utilization of the training of our participants." (Education)

Technicians displayed varying attitudes on the degree of dissemination of training to others being carried on by participants:

"I don't think the Korean system encourages the training of other people in our field by returned participants... They might have more of such programs, on a smaller scale, than at present. In the last one they had 600 people... They had a series of classes and Korean Government officials did the training, but only one of those officials had had participant training. They are going to expand it to other provinces... It is not essentially tied to the participant program, but it could be." (Communications Media)

"For the most part all of the technical know-how is still within the Ministry. I think more of these people should be assigned to training other technicians." (Transportation)

"The tremendous increase in production of coal and metals, and the improvement in the mining operations throughout the country are evidence enough of the excellent job that these participants are doing to contribute to the welfare of the Republic of Korea. We are satisfied that in practically every case these men have trained others and have "inoculated" them with their own enthusiastic attitude toward the important task to be done." (Mining)

A few technicians suggested that training utilization might be increased if support from higher officials could be actively sought by special training or orientation programs:

"I wish that there were an easy method of having short tours by top level ministry officials, such as the minister and vice-minister -- just enough to give them a little vision of what is possible for their ministry." (Vocational Education)

"A course of on-the-job training for the older section chiefs and branch heads in the host government. I think the whole training program would receive greater utilization if we could train these men so that they will be willing to accept the new ideas presented by the trainees with the longer formal training -- not really a training program but a sort of orientation program." (Water Resources)

Others felt that the most important need for proper utilization was additional training to provide needed experts to carry out development programs:

"We need more participants in the fields of aviation safety, electrical maintenance, and air traffic control. The country may be said to be in its infancy in the aviation business and is far behind the rest of the world. Our biggest problem is maintenance, and we cannot procure, install and commission the highly specialized equipment used in Civil Aviation without complete assurance that, upon our departure from Korea, the equipment will be properly maintained and operated." (Civil Aviation)

"I think the people in Washington... seem to know exactly what we are looking for. I think our people have gotten much benefit from working in small companies and from the seminars that have been set up. What we need now are people with sound management techniques." (Transportation)

Some technicians wanted to see participants get more frequent promotions:

"I would like to see them get promotions. If the technicians are properly selected, on their return they should be eligible for promotions more often than they are." (Agricultural Extension)

"I think as they improve their merit system or civil service, or whatever they call it, and start maintaining a vertical instead of a horizontal classification or promotion system that is going to improve it... They have had a tendency here if a fellow is a (grade) four in one area to promote him to a three in an area where he won't utilize his training at all. They should be promoted in their own area." (Fisheries)

A few technicians commented on various administrative aspects of utilization, calling for adjustments in present controls on the part of either or both governments:

"Present training regulations of AID make it very difficult to offer a second opportunity for training to the participant. In my judgment, this question should be thoroughly reviewed, as I believe in many cases both Governments lose long-range benefits by blocking the path for a successful participant to undertake a second training program on a higher and more professional level." (Banking and Finance)

"An agreement was entered into...for engineering, procurement, construction and training services... Because of the way agreements have been made, USOM has no control over the participant's training. USOM technicians cannot tell the American contractor how to utilize the Korean employees." (Industry)

"I would recommend that in no case where there is not an American technician assigned to a particular branch or division in a specific field should a participant be sent from the field for training. Guidance should be received by the participant from such a technician both before he leaves for training and upon his return to his duty station." (Public Safety)

"Have a little bit more joint discussion between the ROK counterpart and the USOM technician. In the past this has been sort of superficial but in spite of that we have come up with some pretty good proposals. There ought to be discussion over a longer period of time. We ought to sit down and analyze programs and needs." (Agriculture)

A final technician comment shows up the most important ingredients of successful training utilization:

"In order to improve this program it will be necessary to have even greater selectivity of participants in the first place, flexibility with regard to the program in case the participant shows outstanding talents which were not recognized when he was in Korea, and a suitable guarantee that his position will be held for him upon his return to Korea. Finally, it will be necessary for the American technicians in USOM to go out of their way to see to it that they have frequent contact with these participants in order to keep abreast of what they are doing." (Mining)

5. Factors Related to High Utilization

Several different indicators of training utilization have been presented and discussed in the early part of this chapter. These show a sizable amount of use of training by returned participants, both on and off the job. It is also desirable, however, to compare the relationship of various factors to high or low utilization, in order to assess their relative importance in terms of the "payoff" -- i.e., use of training after return. In an effort to obtain a constant criterion for this purpose, a simple index was developed by cross-tabulating the two parallel questions on use of training on the job and transmittal of training knowledge to others with the sub-question on amount used or transmitted and combining the results to produce three groups of participants -- those who rate high on both questions, low on both, or in the middle. This tabulation was made for 505 participants whose training was directly related to their jobs, omitting 19 cases who were given special training in different fields, and yielded a division of 173 participants in the "High" group, 207 in the middle and 125 in the "Low" group. The detailed cross-tabulation on which this grouping is based is shown in the Appendix (Table A-10).

Using this special Index of Utilization, a long series of cross-tabulations was run, resulting in the detailed table given in the Appendix (Table A-11) and the summary chart in the following pages, which shows the proportion of "High" utilizers in each major breakdown group.

Probably because of the complex interrelationships of so many factors in the utilization process, this index of utilization yields disappointingly few really clear relationships between use of training and other background or usage factors. The most notable, in terms of the proportion of "High" utilizers, are as follows:

Field of training -- Health and Sanitation participants score particularly well on utilization;

Sponsorship -- university-contract participants do better than others, undoubtedly because of the longer, more academic programs they are given;

Length of training -- the correlation between length and use is very clear: the more training, the more use;

Type of training -- academic training proves most useful, again partly because it usually lasts longer;

Location of training -- the greater use of U.S. training is less than might be expected in view of the usually greater length of U.S. programs;

Level of training -- despite participants' preferences for more advanced programs, those with programs rated too simple do better on utilization;

Length of time back from training -- there is a clear progression of greater usage of training with the passage of time;

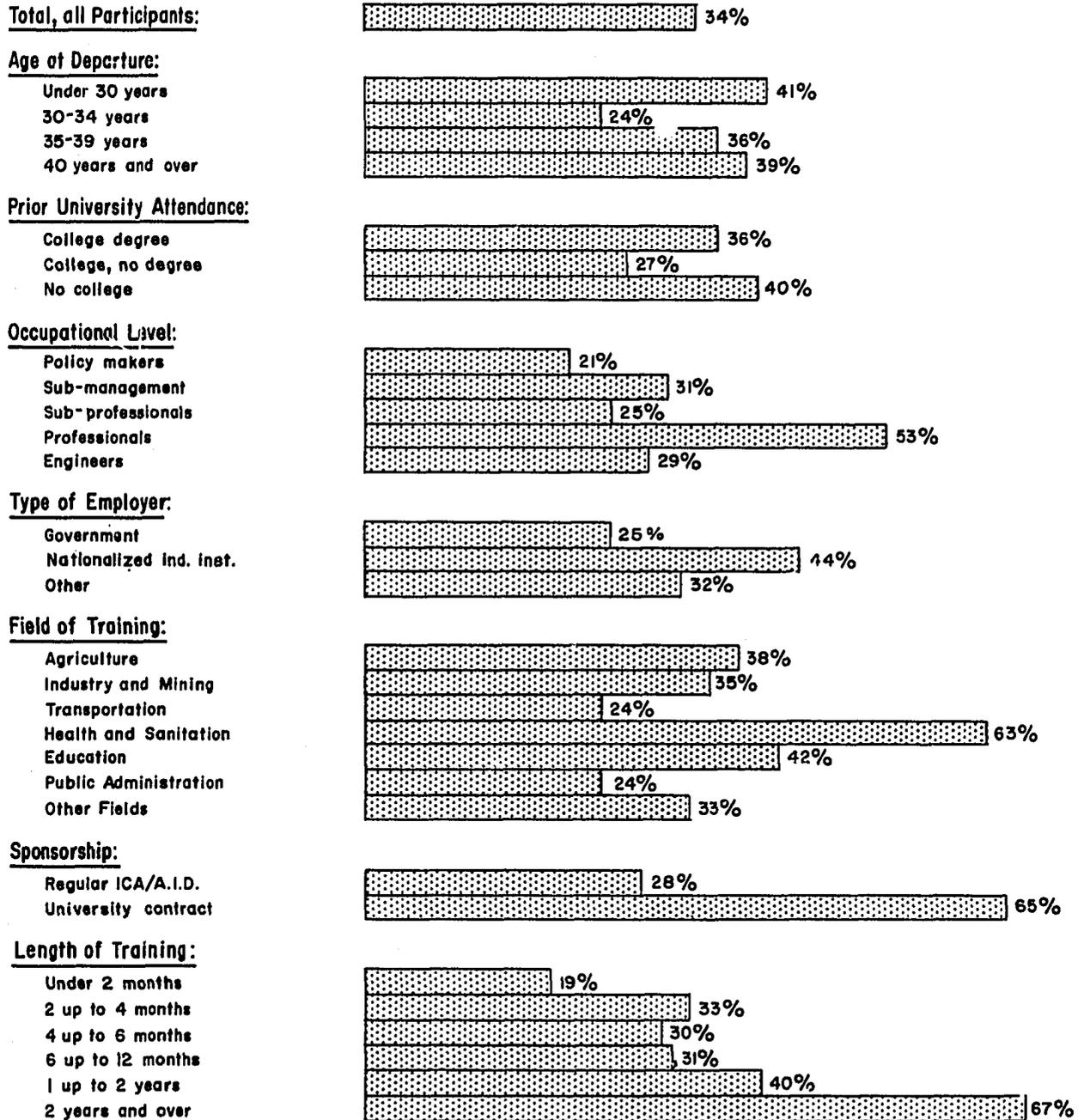
Occupational level -- highest are the professionals;

Participation in planning -- those who help plan their programs in advance or whose supervisors help, do better on utilization;

Overall satisfaction -- there is a clear positive relationship here: the more satisfied a participant was with his training, the more he tends to use it after return;

Figure 13
FACTORS RELATED TO UTILIZATION OF TRAINING
(Summary) ^{1/}

Per Cent of Participants in "High" Utilizer Group



^{1/} For complete figures see Appendix, Table A-II.

Figure 13
FACTORS RELATED TO UTILIZATION OF TRAINING (Continued)

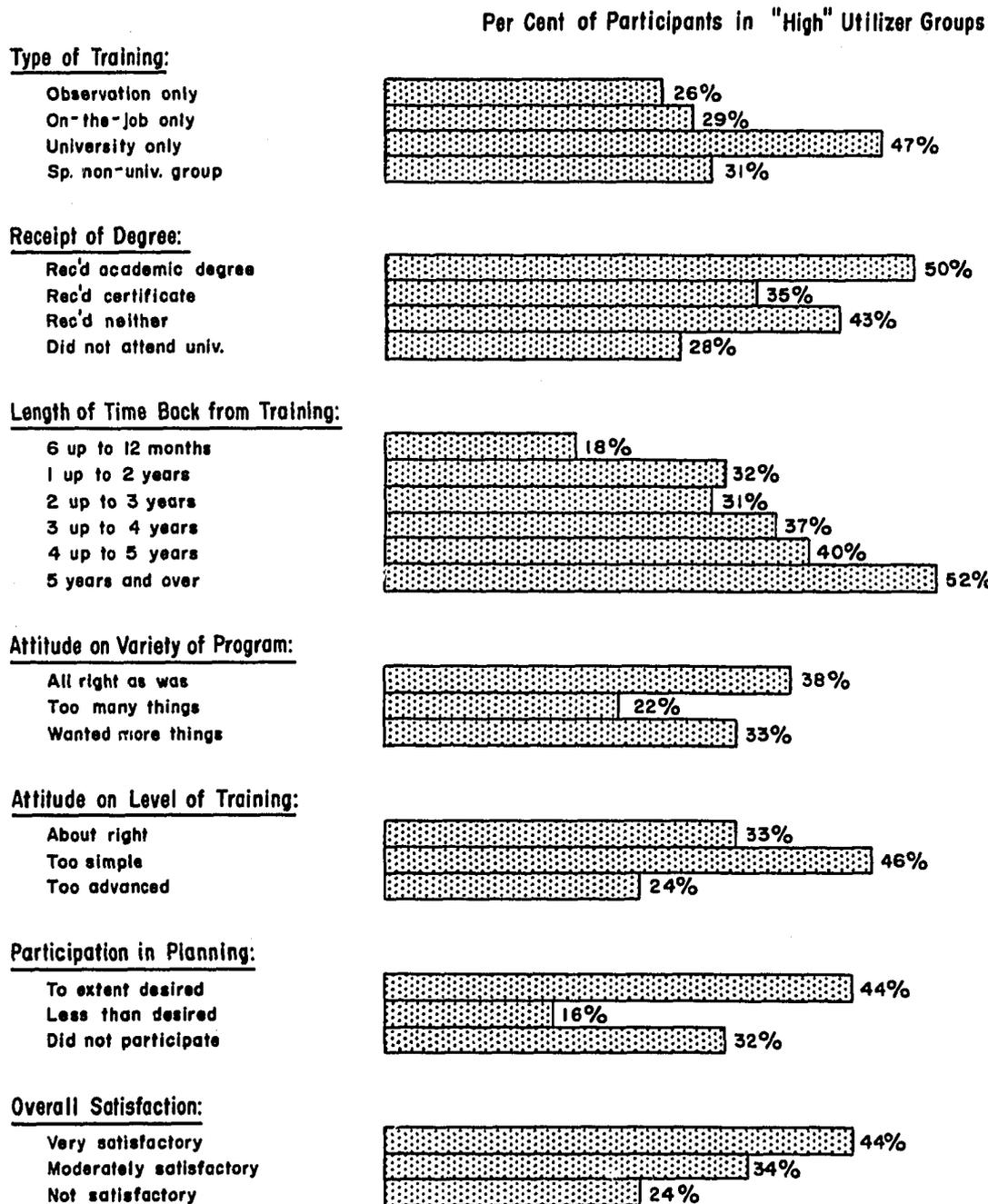
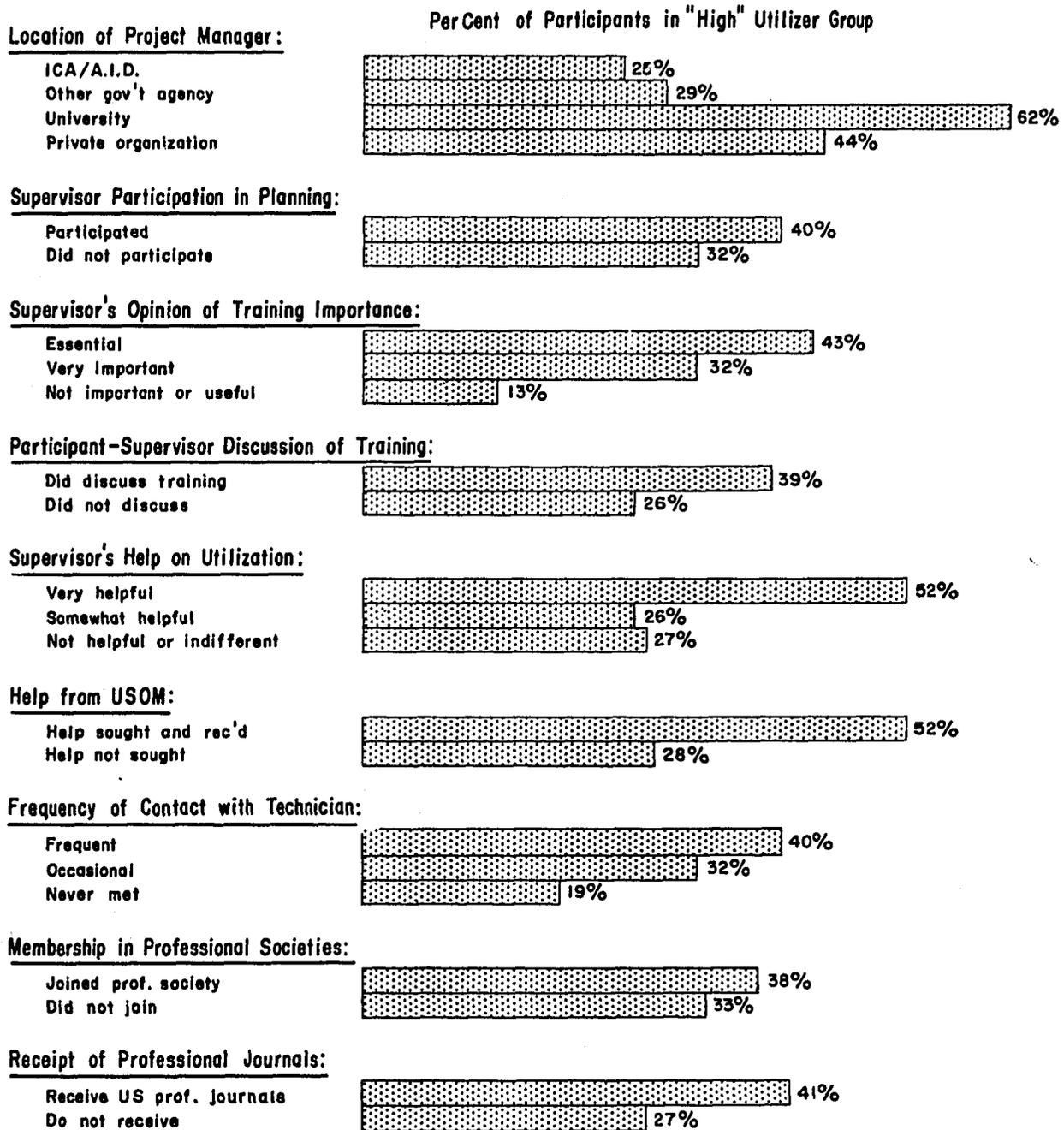


Figure 13
FACTORS RELATED TO UTILIZATION OF TRAINING (Continued)



Supervisor cooperation -- on several related issues (including supervisor's participation in program planning, attitude on training importance, discussion of program with participant and help on utilization) the more closely a supervisor is identified with the training the more use his participant makes of it;

Contact with technicians -- the more contact, the more use of training;

Receipt of professional journals -- utilization goes up with the receipt of such material.

Looking at the picture from the opposite angle (using the figures in the "Low" column of Appendix Table A-11), the greatest proportions of "Low" utilizers are found in the following groups: policy makers; Agriculture and Public Administration participants; those who got inadequate pre-departure information on country of training or participated less than desired or not at all in planning their programs; those who went on non-academic or observation-only programs or programs of less than two months' duration; those who said they did "too many" things while abroad; those who were not satisfied with their training as a whole; those whose programs were set up by an A.I.D. project manager rather than one from another agency or a university -- perhaps partly because of differences in duration and type of programs arranged; unemployed participants; those whose supervisors have a low opinion of the training program or have not discussed training with them or tried to help with utilization; those whose job situation presents difficulties in using training; those who made no contact with or approach to USOM since return and had little or no contact with U.S. technicians; and those who do not receive professional publications.

These findings in general are the converse of those yielded by analysis of "High" utilizers, except for a few cases where a variation at one end disappears in the middle group. Taken together, they suggest where efforts might be made to improve the utilization situation. Such efforts might include: reducing the number of short-term programs in favor of more high-level or specialized work, increasing local

participation in program planning and contacts between technicians and participants after return, encouraging supervisor cooperation in utilization and strengthening follow-up activities and services.

An additional utilization analysis, which tends to confirm that based on participants' reports just presented, was made from technicians' evaluations of the contribution of training to participant's present job and the utilization made of it by participant, supervisor and ministry. A composite score based on technicians' answers to these four questions yields the following results by key factors:

Table 78 -- Technicians' Composite Evaluation of Utilization

	<u>Technician Utilization Score</u>				No. of Cases
	<u>High</u>	<u>Medium</u>	<u>Low</u>	<u>No Score</u>	
Total	67%	13%	4%	16%	= 100% (345)
<u>Field of Training:</u>					
Agriculture	70%	15%	2%	13%	(46)
Industry and Mining	71	16	3	10	(102)
Transportation	74	21	-	5	(38)
Health and Sanitation	72	-	-	28	(25)
Education	76	2	-	22	(42)
Public Administration	62	10	10	18	(67)
Other Fields	36	20	8	36	(25)
<u>Age at Departure:</u>					
Under 30 years	61%	19%	1%	19%	(78)
30-34 years	77	11	3	9	(105)
35-39 years	72	10	4	14	(88)
40 years and over	57	11	7	25	(74)
<u>Occupational Level:</u>					
Policy makers	41%	9%	18%	32%	(22)
Sub. Management	76	9	4	11	(115)
Sub-professionals	63	20	3	14	(115)
Professionals	69	4	-	27	(67)
Engineers	73	23	-	4	(22)
<u>Type of Training:</u>					
Observation (all comb.)	69%	9%	6%	16%	(169)
On-the-job (all comb.)	70	15	2	13	(184)
University (all comb.)	71	6	4	19	(133)

(Continued)

Table 78 -- Technicians' Composite Evaluation of Utilization (Continued)

	<u>Technician Utilization Score</u>				No. of Cases
	<u>High</u>	<u>Medium</u>	<u>Low</u>	<u>No Score</u>	
<u>Length of Training:</u>					
Under 2 months	53%	9%	13%	25%	(32)
2 up to 4 months	52	27	4	17	(52)
4 up to 6 months	70	13	-	17	(40)
6 up to 12 months	73	14	5	8	(124)
1 year or more	72	5	1	22	(97)
				= 100%	
<u>Location of Training:</u>					
United States	69%	13%	3%	15%	(289)
Third country	59	14	7	20	(56)
<u>Participant-Technician Contact:</u>					
Regularly	78%	9%	1%	12%	(81)
Frequently	83	8	3	6	(71)
Occasionally	65	17	3	15	(95)
Once or twice	60	24	6	10	(62)
Never met	24	-	7	69	(29)

From the above table it can be seen that technicians agree with participants on the relatively low level of current utilization in Agriculture and Public Administration. They feel that the middle age groups (30-39) are doing best on utilization, while participants in their early 30's are most critical in their own self-evaluation. Both groups agree that policy makers score lower than others on utilization (but many in this group were given relatively short observational programs for familiarization purposes rather than detailed specification, so their direct use of training would naturally be limited).

Technicians see differences in utilization as a function of length rather than type of training. The higher rating they give utilization of U.S. over third-country training is probably a result of the greater length of U.S. programs, since, as was shown earlier, many of them feel third-country training more appropriate to Korea's needs. They also agree quite clearly that greater participant-technician contact leads to higher utilization of training.

Summary -- The preceding review of the use of technical training after participants' return to Korea has indicated both strong and weak points of utilization. While there was a considerable amount of job shifting between selection for training and time of interview, a large proportion of the participants were still employed in their fields of specialization and able to use their training to a certain degree. Most participants, supervisors and technicians considered the training given as suitable and important to participants' present jobs. Large majorities of participants were using their training on their jobs, particularly in the field of Health and Sanitation. Changes in procedures, curricula, etc. were the most common direct outcome of training, but it was also used in teaching, improved job performance, introduction of new equipment, writing and other projects.

There was some indication, however, that participants' present supervisors were not playing as great a role in utilization of training as might be desirable: only 37 per cent of participants considered them "very helpful" and 21 per cent found them either indifferent or "not helpful". Supervisors who themselves had had training abroad were considerably more understanding and helpful in making use of their participants' training. Participants' major complaints of difficulties encountered in using their training, in addition to lack of support from supervisors and others in responsible positions, were shortages of money, equipment and facilities to take advantage of what they had learned.

The "multiplier effect" or dissemination of training to others appeared to be operating fairly widely in Korea, but chiefly in a generalized, unsystematic way. More than four-fifths of the participants reported having transmitted at least some of their training to others, but the chief means of transmittal was informal discussion. The lack of emphasis on formal post-return training lectures or workshops is pointed up by the scattered but strongly-worded suggestions volunteered by technicians for setting up more training in Korea, in contrast or addition to U.S. and third-country training abroad.

Post-return contact with USOM varied considerably by field of training, but only about one-quarter of all participants were in regular contact with their advisory technicians. Reasons for non-contact were quite scattered, indicating that improvement will require a concerted campaign rather than removal of any particular obstacle. Since participants with the most contact with technicians are the most satisfied with their training and make more use of it, and since technicians feel strongly that follow-up contact is the most effective means of promoting training utilization after return, such a campaign would seem highly desirable.

Although technicians expressed themselves as generally satisfied with the utilization efforts made by participants, supervisors, relevant ministries and USOM itself, they ascribed considerable importance to the need for proper job placement of participants upon return from training. A special analysis of the participant group showing highest utilization of their training indicates some factors as particularly likely to be associated with greater use: professional occupations, training at a university or through university contract, longer training, receipt of an academic degree through training, overall participant satisfaction with program, cooperation from supervisor on the job, frequent contact with USOM technician, and receipt of U.S. professional publications. There are so many inter-related factors involved that isolated actions are not likely to have much effect on training use. Concerted efforts in several of the areas indicated would probably be necessary to bring about a substantial improvement in the overall utilization situation.

Chapter VI -- CONCLUSIONS AND RECOMMENDATIONS

In the Introduction to this survey report six major objectives of the research project were enumerated. In reviewing and summarizing the findings in this final chapter, conclusions will be discussed in terms of these objectives, followed by a series of recommendations stemming from the survey results.

The first objective, as stated in the basic document establishing the survey project,^{1/} reads as follows: "To ascertain whether the participants (1) are returning to the positions for which they were trained, (2) are effectively utilizing their training, and (3) are transmitting to others their newly acquired knowledge and skills". The answer to this sweeping problem, which encompasses nearly all the material presented in the preceding chapter on utilization, might be summarized thus: Most participants do return to the positions for which they were trained but many then move on to different but similar jobs in the same or related fields, and they are effectively utilizing and transmitting their training but not to as great an extent as might be desired.

Secondly, the survey sought "To identify significant factors which contribute to or hinder utilization of training and communication of knowledge and skills". As has been seen in Chapter V, many factors are correlated with high utilization -- in particular: longer programs, university training, overall satisfaction, supervisors' support and assistance, frequent contact with USOM technicians and receipt of professional journals. Conversely, low utilization is associated with non-university training, shorter programs, overall dissatisfaction, lack of supervisor support or technician contact. However, since several of these factors are also correlated with each other, it is not possible to tell which ones are the more direct causes of high

^{1/} ICATO A-175, International Cooperation Administration, Washington, D. C., November 5, 1959.

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utilization; one can only say that the greater the incidence of the factors associated with high utilization, the higher is likely to be the use made of the training received.

In the third place, the survey aimed "To ascertain if the technical training provided by ICA (A.I.D.) is at the appropriate level, of good quality, and relevant to the needs of the participants in the context of the home country situation". On the whole the answer on this issue is a definite affirmative: Sizable majorities of all groups -- participants, supervisors and technicians -- regard the training provided as appropriate and suitable. However, there were many individual instances of programs not properly fitted to participants, stemming in part from a variety of both local and overseas situations which probably cannot be eliminated but might perhaps be better anticipated or provided for.

The fourth major objective of the survey was "To ascertain if the non-technical aspects of the training programs -- that is, pre-training orientation in the USOM and in Washington or in the third country of training, community participation and hospitality, and instruction in the economic, social and cultural factors influencing the specific profession or field of activity -- were emphasized in the right proportion and were effective". Again the picture is positive: On the average, participants are well satisfied with their pre-training preparation and with their outside activities during training. The greatest difficulty in this area has been the need for special English language preparation for the large majority of participants who needed it; although considerably relieved by long-term efforts of both the Mission and the ROK Government, this problem needs continuing attention.

Fifthly, the survey sought "To ascertain if the administrative practices and procedures of ICA are adequate and effective and to identify weaknesses and causes of dissatisfaction". While there were scattered complaints about particular problems encountered in individual training programs, participants as a whole were

well satisfied with the guidance they were given by their project managers and with other administrative aspects of their training. Weak spots in this area include the selection process, which has varied in effectiveness over time and by field, the amount of local participation in program planning, and the assignment of primary responsibility for follow-up action, which has often "fallen between the fielders" and been left for someone else to carry out.

The sixth and final survey objective was "To produce other reliable information concerning matters about which there is presently only speculation; such as the relative merits of U.S. vs. third-country training, the relevance of the age of the participant to the accomplishment of a successful training program and subsequent utilization of the training, and the like". With respect to third-country training, the survey results demonstrated a strong feeling on the part of both supervisors and technicians that more reliance on non-U.S. training would be desirable. A third alternative may turn out to be even more desirable in the future: namely, training by American technicians and/or returned participants of larger numbers of Koreans in Korea itself.

Background characteristics, such as age, prior education, and even occupational level, appear on the whole to have less relationship to success and utilization of training than might be expected, perhaps because participant candidates are carefully screened and must have completed all the educational and technical training available in their own country and reached a position of importance or promise in their field before being sent abroad. Much more important than personal characteristics to successful completion and use of training are external factors, such as length, type and content of training, the individual job situation after return and, in particular, the amount of follow-up contact. These are the factors which should receive continuing attention from those charged with planning and carrying out the participant training program.

In the light of the conclusions summarized above and the detailed findings reported in the preceding pages, a series of recommendations for improving the conduct and usefulness of the participant training program can be postulated. In reading these suggestions, it must be remembered that recommendations based on survey results may not take proper account of important factors such as cost and feasibility, nor of administrative actions or external developments that may have taken place since the data were collected. When known, these factors have been pointed out in the body of the report where relevant, but there may be other instances where additional considerations need to be taken into account. The following suggestions for future action or attention are offered within these limitations, and with two further comments: 1) there are undoubtedly many other implications in the data not represented or fully covered here, and 2) the recommendations in some cases may apply to only a small group, with the majority of instances operating smoothly; thus a recommendation for some particular action does not necessarily imply that the present situation is unsatisfactory, but only that it might be possible to improve it.

I. PRE-TRAINING PERIOD --

A. SELECTION:

- 1) The role of U.S. technicians in the selection of participant candidates should be increased. The selection process is the greatest "weak point" seen by technicians, who feel that the experience, ability and language competence of participants need more advance checking than has been done in the past, and that, despite administrative and linguistic handicaps, advisors should play an important part in selection of candidates as well as planning of programs. In view of the demonstrated importance of technician-participant contact for post-return utilization, it seems very likely that the earlier involvement of technicians in the training process would contribute further to its success.

B. ADVANCE PROGRAM PLANNING:

- 1) Both supervisors and participants should play a greater role in the advance planning of training programs. Barely one-quarter in each group say they participated in the planning, and half the participants did not but wished they had. There is also a close relationship between participation in planning and both satisfaction with and utilization of training after return.

- 2) Technicians, who participate adequately in the planning but are handicapped by the rotation system, could help link the pre-departure and post-return phases of training by better liaison with their successors. Means to this end might include: overlaps in tours of duty -- having a replacement arrive before the technician leaves, so the newcomer can be personally briefed on ongoing training operations and introduced to the various people concerned with each program -- tour-end reports covering each program in detail, consultations in Washington or en route, etc.

- 3) Participants should be given as much advance information about their programs as possible. Although exact itineraries are often not available before departure, it would be helpful to those participants whose programs are not worked out in advance if they could have a summary outline of what they are expected to cover.

C. ORIENTATION:

- 1) More orientation material should be provided on the cultural aspects of training, particularly for third countries, than was the case through 1960. This might include printed material or films made available by the U.S. Information Service (USIS) or the home government of the third country, as well as by such private sources as travel agencies, oil companies,

local trade associations, etc. Additional information could be systematically included in the regular course work or research assignments of all participants given supplementary language training in preparation for their trips abroad. Continued attention should also be paid to probable adjustment problems abroad, particularly food and drink.

- 2) Departing participants should be provided with cultural material about Korea, as well as some basic statistical data in their respective fields and sufficient information about the participant training program as a whole to be able to answer intelligently the questions they receive from their hosts abroad.
- 3) The sponsoring ministry and employer should play a greater but somewhat different role than many have done in the past in pre-departure orientation, emphasizing their post-training plans for the participant rather than duplicating the country and program briefings of the administrative officers at the Economic Planning Board (EPB) and USOM. This step would help participants to make the most of their opportunities abroad, give them a better idea of what is expected of them when they come back and stimulate local support for training utilization after their return.

D. LANGUAGE PREPARATION:

- 1) The careful testing of oral and written English competence for all participants going to the U.S. and many third countries should be continued. Since the oral score is a better predictor of language difficulty during training than the written, particular attention should be paid to the attainment of the required rating in the oral test, as well as to any new means, such as tests using records or tape recorders and objective scoring, to determine the level of oral comprehension.

Wherever possible, participants given supplementary language training should have the opportunity of working with native speakers in order to increase their familiarity with the spoken language.

- 2) Any participants sent for training through university contracts in the future should get, if needed, the same language tests and special preparation as regular participants, since they reported more language difficulty in the past than did regular participants.

II. TRAINING PERIOD ABROAD --

A. .TYPE OF TRAINING:

- 1) Future training programs, as compared to those given through FY 1960, should put more emphasis on specific, practical do-it-yourself training and less on general background studies. In the past training has appeared in many cases to be more broadening in general than specifically helpful: Participants often feel that their training did not help them to get ahead; supervisors and technicians do not always consider the training received essential for the participant's present job. All three groups, at least to some extent, called for more practical or appropriate training. While a general broadening of technical concepts is certainly desirable for Korea, the specific objectives of the various projects should also be met as fully as possible in order to derive full benefits from the training operation.
- 2) The number of short-term programs might be reduced, in favor of more thorough high-level or specialized work. Longer programs are both generally desired, even by supervisors, and more utilized -- although it must be remembered here that while short programs were shown by the

survey data to be less effective in terms of utilization than longer programs, they are of course less expensive and might show up creditably if a utilization-per-dollar criterion could be applied.

B. LOCATION OF TRAINING:

- 1) More training should be programmed for third countries, especially in the Far East or Southeast Asia area, than was done through 1960. Both supervisors and U.S. technicians feel that in many cases this would be more appropriate and applicable to Korean conditions than would training in the U.S. In line with the preceding recommendations on length and type of programs, third-country programs longer than those usually given in the past might prove both effective and economical.
- 2) Serious consideration should be given to providing systematic training in Korea itself, rather than either the U.S. or a third country. While not a subject of direct questioning in the survey, this suggestion was volunteered by quite a few technicians and several supervisors. It was felt that bringing in the necessary experts and providing adequate equipment and teaching facilities, including interpreters when needed, would enable many more people to receive the benefits of technical training on the spot where it would be used, without the distractions and dislocations of life in a strange country. Local training would serve several of the ends shown by this survey to be desirable: it would make possible a greater number, longer, more appropriate, more practical, and more specialized or tailored programs; and it would virtually eliminate the language and cultural adjustment problems. Training abroad, particularly in the U.S., could be concentrated on the most advanced programs, with many of the middle and lower level programs handled locally. This approach might be particularly valuable for team training. On the minus side, however, would be the loss of the overseas experience and contacts that have proved valuable for many participants in the past.

C. NON-TECHNICAL ASPECTS:

- 1) Supplementary funds appear to be needed for participants on academic programs, at least in some cases, to cover supplementary costs. Older participants and those in relatively higher positions also report more difficulty with living allowances. If more money cannot be made available, then perhaps more pre-departure preparation on the subject of money and how to manage it might be useful for these groups.
- 2) In view of the demonstrated benefits of outside activities, efforts should be made to provide home visits and other extra-curricular activities for those few who do not now get them.
- 3) Participants on observation and university training, who report the most trouble in finding time for their "personal interests", should be asked about their special interests at the beginning of their training, so that these can be taken into account if relevant.

D. COMMUNICATIONS SEMINARS:

- 1) More participants should be sent to a communications seminar. Although the survey evidence is not decisive in showing the value of the seminars to training utilization, the opinions of the participants who attended are very favorable.
- 2) The seminars should provide more concrete information on communications techniques for participants, so that they will know how to apply the new approach to adaptation and adjustment which is offered by the seminars.

III. POST-RETURN UTILIZATION PERIOD --

A. JOB ASSIGNMENT:

- 1) Periodic checks should be made on each participant's current employment status to make sure that the present job is similar to if not the same as the job for which he was trained.
- 2) Continued emphasis is necessary on formal commitments by all parties concerned -- participant, employer and both governments -- that the training will be used directly in the job agreed upon for a set minimum period after return.
- 3) Special employment help or consultation might be provided for former participants who become unemployed for any reason, in order that their special skills can be put to use again as soon as possible.

B. USE OF TRAINING ON THE JOB:

- 1) Understanding of the training program and support for the new ideas it stimulates should be sought among the higher echelons. Instead of the resentment, inertia, or opposition they sometimes encounter, participants should be able to count on active help from their superiors in putting to use the training they were given.
- 2) Supervisors, in particular, should be encouraged to discuss participants' training on their return and to be more helpful in making use of it.
Since supervisors who were formerly participants themselves have proven to be more helpful than others, a few of them might be asked to furnish suggestions on methods for obtaining greater supervisor helpfulness. A special public relations campaign among supervisors to enlist their greater support in realizing the aims to which their organizations contributed might also yield rich dividends.

- 3) Periodic checks should be made with returned participants concerning any plans they may have for utilizing their training which are still unfulfilled, both to stimulate participants' interest and to furnish any assistance that may be feasible and desirable.
- 4) Needed equipment and facilities should be provided whenever possible to permit utilization as planned. The lack of these was the second reason given by participants (after the related lack of money) for not using their training.

C. DISSEMINATION OF TRAINING:

- 1) More formal dissemination activities, such as lectures, seminars, workshops, etc., should be planned to achieve the "multiplier effect", in place of the informal discussion that is the chief means of passing on training at present.

D. FOLLOW-UP:

- 1) Working-level contacts between returned participants and U.S. technicians should be encouraged. Such meetings could take place either at the work site or in a USOM office, or perhaps through joint discussion groups including supervisors and other participants or fellow employees. U.S. technicians should continue to provide technical materials and information for participants and their colleagues. It would also be helpful if wider use could be made of U.S. facilities for research and for meetings of technical and professional groups.
- 2) Contacts among returned participants themselves should be stimulated. This might be done through an all-Korea alumni association, which has been suggested in the past but never fully developed. More specialized

groupings by professional or training field might be equally or even more productive. The encouragement of technical study groups, workshops and periodic conferences would help to keep returned participants up to date on new developments in their field, both abroad and in their own country.

- 3) Participants should be encouraged to maintain the personal contacts they made abroad, especially business and professional acquaintances. Keeping up such contacts should not only help participants to stay abreast of developments abroad but should also stimulate them to continue doing their part in advancing Korean development as well.
- 4) Membership in U.S. or international professional societies should be promoted. In particular, encouragement might be given to maintaining memberships acquired while abroad and later dropped because of the difficulty of paying dues or keeping in touch. An effective means of counteracting these difficulties might be to help establish local chapters of such associations, through which dues could be paid locally and sent abroad in a lump sum under special currency arrangements (such as those now available through UNESCO for many scientific or cultural groups).
- 5) Continued subscriptions to outstanding foreign technical journals should be encouraged. Here again local chapters of U.S. or international professional associations might be useful. It might also be possible to coordinate the USIS book presentation program with the needs of participants or participant groups, or to interest foundations in providing hard-to-get research resources for such purposes.

- 6) The A.I.D. Certificates of Achievement should perhaps be presented with more ceremony, so that their award will have more impact. The survey yielded almost no reference to the Certificates as a useful tool for stimulating interest in training utilization.

- 7) An up-to-date list, by field, of all returned participants showing name, address and current job should be available in both U.S. and ROK offices for reference purposes in locating easily any particular participant and as a mailing list when appropriate material is available. The recently published DIRECTORY OF FORMER PARTICIPANTS, issued by USOM/Korea in April 1963 and thoroughly checked for accuracy, should fill this long-standing need and serve a very useful purpose (particularly, since it has no index, when used in conjunction with an alphabetical card file). This list should be coordinated with USIS mailing lists to ensure that desired material from USIS reaches participants and to avoid unwanted duplication. It is hoped that this information can be kept up to date and reviewed for accuracy at least annually.

- 8) It is clear from the survey results that more regular contact on a technical level between participants, supervisors and U.S. technicians is essential to full utilization of training. To achieve this on a continuing basis, one or more persons from both the U.S. and ROK offices should be specifically assigned, with joint responsibility, to keep track of participants, help promote utilization and serve as liaison and transmittal agent for relevant materials and information from both Korean and foreign sources. This function could be performed by a ROK office with an American advisor or assistant, by a jointly staffed special organization, or by some other means. The people performing this task, however,

should not be the same as those who handle the pre-training processing, since past experience indicates that any conflict in time demands of the two operations is usually resolved in favor of the departure schedule that must be met. Utilization and follow-up have been shown by the survey to be the weakest points of the Korean participant training program and clearly warrant this kind of special effort.

- 9) In view of the fact that most of the findings given in this report describe the training situation as it was through mid-1960 only, it would seem desirable to plan soon to bring the survey up to date by interviewing:
- 1) a sample of at least 100 of the participants who have returned to Korea since June 1960 and 2) perhaps also a sample of 100 or more of the previous respondents (or a random selection of those who were skipped in the 1960 interviews) to see how much, if any, the situation has changed in the last two years, particularly with regard to utilization. For this purpose a selection of the same questions used in this survey should be asked, in order to permit comparisons and trend studies.

Since the USOM Training Office and the ROK Government have been continuing to work on improving the training program since this survey was initiated and have had the benefit of preliminary results for several months, several steps have already been taken along the lines suggested by the survey findings. Thus it is likely that a new survey would show some of the desired improvements already in effect -- for example, more inclusive pre-departure orientation, expanded English instruction, more coordination in advance program planning, greater use of practical training. Action in the post-return phase, however, has not been so carefully studied and with the staff reduction at USOM in 1962 it may well be even less productive than previously.

In view of the generally favorable situation regarding the pre-departure and training periods and probable recent improvements, the only area which appears to need an overall review and concerted plan of action at present is the post-return utilization phase covering job assignment, specific use of training on the job, dissemination to others and follow-up activities in general. At various points nearly all the groups concerned with training would play a part in improving post-return utilization -- A.I.D./Washington in supplying useful materials and administrative support; USOM/Korea in devoting relatively more of its resources than in the past to follow-up, both in the form of technical help from technicians and coordination and back-up from the Training Office; the ROK Government (EPB) in similarly encouraging specific "multiplier" activities through the relevant ministries and private organizations; supervisors by making deliberate efforts to profit from participants' new knowledge; and, lastly, participants themselves by keeping up and expanding their contacts with professional and technical people and materials, passing on their learning as requested and adapting it or using it on and off the job wherever feasible. With such an approach the already great benefits derived from participant training for Korea should be greatly increased.

Appendix A -- SUPPLEMENTARY TABLES

Table A-1 -- Background of Participants, by Field of Training

(No. of Cases)	TOTAL (524)	Field of Training							1/ Oth. (40)
		Ind., Agr. (74)	Min. (158)	Tran. (43)	H'lth (52)	Educ. (53)	Pub. Adm. (104)		
a. <u>Age, at Departure:</u> "May I ask your date of birth?" 2/									
Under 25 years	3%	7%	2%	2%	6%	-%	1%	-%	
25-29 years	19	17	26	21	13	11	15	18	
30-34 years	29(M)	23	33(M)	39(M)	17	23	33	30	
35-39 years	24	23(M)	22	28	25(M)	23(M)	26(M)	25(M)	
40-44 years	13	16	10	5	19	21	12	13	
45-49 years	7	7	4	5	12	9	9	7	
50 years and over	5	7	3	-	8	13	4	7	
	100%	100%	100%	100%	100%	100%	100%	100%	
(M=Median)									
b. <u>Sex:</u>									
Male	96%	91%	99%	100%	88%	92%	99%	100%	
Female	4	9	1	-	12	8	1	-	
	100%	100%	100%	100%	100%	100%	100%	100%	
c. <u>Marital Status, at Departure:</u> "Were you married or not married at the time you left?"									
Married	84%	80%	81%	86%	87%	91%	85%	83%	
Not married	16	20	19	14	13	9	15	17	
	100%	100%	100%	100%	100%	100%	100%	100%	
d. <u>Residence, at Departure:</u> "In what town and province were you living at that time?"									
Seoul	83%	54%	89%	81%	94%	70%	93%	88%	
Provincial city	15	42	8	14	4	28	7	12	
Rural area	2	4	3	5	2	2	-	-	
	100%	100%	100%	100%	100%	100%	100%	100%	
e. <u>Residence, at Interview:</u>									
Seoul	79%	49%	75%	88%	92%	72%	95%	90%	
Provincial city	20	47	24	12	3	26	5	10	
Rural area	1	4	1	-	-	2	-	-	
	100%	100%	100%	100%	100%	100%	100%	100%	

(Continued)

1/ "Other Fields" include Labor (1), Community Development (28), Mass Communications (7), Atomic Energy (3), and General (1).

2/ All questions quoted from Participant Questionnaire unless otherwise specified.

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Table A-1 -- Background of Participants, by Field of Training (Continued)

(No. of Cases)	TOTAL (524)	Field of Training						
		Agr. (74)	Ind., Min. (158)	Tran. (43)	H'lth (52)	Educ. (53)	Pub. Adm. (104)	Oth. (40)
f. Total Years of Education: "How many years of formal education had you completed before you left for your training program?"								
12 years or less	11%	12%	9%	19%	6%	13%	13%	9%
13 years	4	1	4	2	8	7	6	-
14 years	20	22	26	21	8	7	20	27
15 years	12	11	9	5	17	21	12(M)	7
16 years	27(M)	28(M)	34(M)	25(M)	15(M)	27(M)	21	25(M)
17 years	14	14	11	23	15	16	14	17
18 years or more	12	12	7	5	31	9	14	15
	100%	100%	100%	100%	100%	100%	100%	100%
(M=Median)								
g. University Attendance: "Had you attended any college or university before you left?"								
Did not attend college	10%	9%	9%	17%	10%	8%	12%	2%
Attended college in Korea	69%	65%	68%	65%	79%	62%	70%	78%
Attended college abroad:								
Japan	19	20	22	16	7	30	15	12
China (mainland)	1	2	-	2	-	-	2	5
U.S.	1	4	1	-	4	-	1	3
Total attending college	90%	91%	91%	83%	90%	92%	88%	98%
h. Major Field of Study:								
Engineering	25%	6%	53%	67%	11%	9%	1%	8%
Law	12	8	1	12	-	7	29	38
Medicine	9	10	-	-	69	2	2	2
Agriculture	7	43	1	-	-	6	1	5
Economics	7	7	5	-	-	2	18	8
Business	5	3	3	-	2	9	10	2
Industrial Chemistry	4	1	13	-	-	-	-	2
Political Science	4	-	-	-	-	6	14	13
Other	17	13	15	4	8	51	13	20
Total attending college	90%	91%	91%	83%	90%	92%	88%	98%
i. Degree Obtained: "Had you received any college or university degree before you left for your training program?" (If "Yes") "What type degree was it?"								
No, did not have degree	24%	26%	28%	35%	8%	22%	20%	28%
Yes, had degree:								
Sub-Bachelor level	2%	1%	4%	-%	2%	-%	1%	-%
Bachelor's	43	39	53	37	13	57	43	35
Master's	4	11	5	-	-	6	2	5
Doctor's	*	-	-	-	-	-	-	2
Law	10	7	1	11	-	7	22	28
Medicine, dentistry	6	-	-	-	65	-	-	-
Veterinary	1	7	-	-	2	-	-	-
Total attending college	66%	65%	63%	48%	82%	70%	68%	70%
Total attending college	90%	91%	91%	83%	90%	92%	88%	98%

(Continued)

Table A-2 -- Participant Jobs at Selection and at Interview

a. <u>Occupational Level</u> (A.I.D. code) --	(N=524)	
	<u>At Selection</u>	<u>At Interview</u>
1 - Top policy makers, executives and administrators (National level)	1%	*%
2 - Policy makers, second level:		
(2B) National agency deputies, bureau chiefs, etc.	1%	3%
(2E) Chief officers, local enterprises	4	4
Other Group 2	<u>2</u>	<u>3</u>
	7%	10%
3 - Subordinate management, line or staff:		
(3A) Program or project superintendents, production managers, field office directors, deputies	7%	9%
(3C) Administrative officers; personnel, property, finance, procurement, legal officers	4	5
(3D) Executive assistance, technical advisors, marketing specialists, public relations or press officers	3	3
(3E) School principals, hospital administrators, subordinate public safety officials, etc.	4	4
Other Group 3	<u>13</u>	<u>15</u>
	31%	36%
4 - Engineers, operating and research:		
(4A) Civil engineers	2%	1%
(4D) Mechanical engineers	2	2
Other Group 4	<u>2</u>	<u>2</u>
	6%	5%
5 - Professionals, operating and research:		
(5A) Agricultural scientists	2%	2%
(5G) Teachers, university level, except social sciences	13	13
(5H) Teachers, university level, social science	3	3
(5I) Other teachers	3	2
Other Group 5	<u>6</u>	<u>5</u>
	27%	25%
6 - Sub-Professionals, operating and research:		
(6A) Engineering Aides	2%	2%
(6G) Technical Aides	1	3
Other Group 6	<u>24</u>	<u>14</u>
	27%	19%
7 - Supervisors, Inspectors, Foremen	-	-
8 - Artisans, Craftsmen	*%	-
9 - Other Occupations (Clerical workers, students, etc.)	1%	*%
Not Employed	-	5%
	<u>100%</u>	<u>100%</u>

(Continued)

Table A-2 -- Participant Jobs at Selection and at Interview (Continued)

b. <u>Economic Activity (A.I.D. code) --</u>	<u>At Selection</u>	<u>At Interview</u>
A - Agriculture, Forestry and Fisheries:		
(01) Crop Production	1%	1%
(02) Livestock Production and Development	1	1
(03) Land and Water Resources	1	1
(06) Agriculture and Home Economics Extension	2	3
(07) Forestry and Logging	2	1
(08) Fisheries	1	1
Other Division A	*	*
	<u>8%</u>	<u>8%</u>
B - Mining and Quarrying:		
(11) Coal Mining and Related Services	1%	1%
Other Division B	*	*
	<u>1%</u>	<u>1%</u>
C - Manufacturing, Maintenance and Repair:		
(23) Textile Mill Products	1%	1%
(28e) Chemical Fertilizers	4	4
(33) Primary Metals	1	1
(38) Professional, Scientific	1	1
Other Division C	3	2
	<u>10%</u>	<u>9%</u>
D - Engineering and Construction:		
(41) General Building	*%	*%
(42) Highways and Streets	2	2
(43) Heavy Construction, except Highways	1	1
	<u>3%</u>	<u>3%</u>
E - Electricity, Gas, Water and Sanitary Services:		
(51) Electricity Generation, Transmission and Distribution	9%	10%
(53) Water Supply	1	1
	<u>10%</u>	<u>11%</u>
F - Transport, Storage and Communication Services:		
(62) Railway Transport	3%	3%
(67) Postal System Operations	1	1
(68) Telephone, Telegraph and Telecommunications	3	3
Other Division F	1	1
	<u>8%</u>	<u>8%</u>
G - Commerce, Banking and Insurance:		
(72a) Agricultural Credit	2%	1%
(72b) Banking and Finance, Other	3	3
Other Division G	-	*
	<u>5%</u>	<u>4%</u>

(Continued)

Table A-2 -- Participant Jobs at Selection and at Interview (Continued)

	<u>At Selection</u>	<u>At Interview</u>
H - Other Services, Government and Non-Government:		
(83) Educational Services, University Level:		
(83b) Agricultural Sciences	3%	2%
(83d) Medical Sciences	5	5
(83e) Engineering Sciences	2	5
(83f) Social Sciences, Business Adm.	2	3
Other	2	2
(84) Educational Services, Primary and Secondary	5	5
(85) Educational Services, Vocational and Trade	2	2
(86) Other Educational Services	1	1
(Sub-Total for Education)	<u>(25%)</u>	<u>(25%)</u>
(87) Medical Services, General	1	1
(88) Medical Services, Public Health	2	2
(89) Legal Services	1	1
(90) Social Welfare and Employment Security	1	1
(94) Industry, Farm and Prof. Associations	1	*
(98) Public Safety, Scientific Investigation	1	*
(100) Housing and Town Planning Services	1	1
(101) Government and Administrative and Regulatory Services:		
(101a) Finance	2	2
(101b) Agricultural Administration	1	1
(101c) Industry and Commerce Administration	2	1
(101e) Public Safety Administration	3	3
Other Gov't Adm. and Reg. Services	3	3
(102) Specialized Government Technical Services	2	2
(103) Management Services in Government Agencies	4	4
(104) Communications Media Services	1	1
(106) Miscellaneous Services	3	2
Other Division H	1	1
	<u>55%</u>	<u>51%</u>
Not Employed	-	5%
	<u>100%</u>	<u>100%</u>

Table A-3 -- Factors Affecting English Language Difficulty During Training

	<u>Type of Difficulty Encountered</u>					<u>No. of Cases</u>
	<u>None</u>	<u>Being Understood</u>	<u>Understanding</u>	<u>Both</u>	<u>Eng. Not Needed</u>	
<u>Total</u>	29%	20%	23%	25%	3%	=100% (524)
<u>Knowledge of English (AULC Test Scores):</u>						
<u>WRITTEN:</u>						
Under 60	15%	25%	19%	33%	8%	(52)
60-69	35	16	27	20	2	(45)
70-79	37	11	34	15	3	(80)
80 and over	43	21	18	16	2	(94)
<u>ORAL:</u>						
Under 60	8%	18%	31%	35%	8%	(49)
60-69	33	18	25	21	3	(78)
70-79	35	20	26	17	2	(90)
80 and over	60	15	15	9	1	(55)
<u>Special Language Instruction:</u>						
Rec'd spec. Eng. instr.	24%	23%	25%	28%		(402)
Desired more instr.	18	23	25	34		(299)
Did not desire more	43	23	26	8		(103)
Did not receive instr.	53%	14%	15%	18%		(105)
Desired some instr.	30	23	17	30		(60)
Did not desire any	83	2	13	2		(45)
<u>Type of Training: ^{1/}</u>						
Observation only	36%	18%	12%	27%	7%	(124)
On-the-job only	33	25	25	13	4	(108)
University only	22	22	26	29	1	(97)
<u>Sponsorship:</u>						
Regular ICA/A.I.D.	32%	19%	23%	22%	4%	(439)
University contract	14	25	22	38	1	(85)
<u>Age, at Departure:</u>						
Under 30 years	35%	19%	25%	20%	1%	(113)
30-34 years	30	21	25	22	2	(153)
35-39 years	29	15	25	26	5	(126)
40 years and over	23	27	16	29	5	(132)
<u>Prior University Attendance:</u>						
College degree	29%	20%	24%	24%	3%	(347)
College, no degree	33	22	18	25	2	(127)
No college	18	22	22	28	10	(50)
<u>Technicians' Rating of Language Competence:</u>						
Adequate	38%	18%	19%	22%	3%	(276)
Inadequate	27	15	29	24	5	(41)

^{1/} For comparative purposes this analysis is limited to participants who had only one kind of training.

Table A-4 -- Advance Planning Detail and Satisfaction, by Field and Type of Training

a. Advance Detail: "When you arrived in (country of training), was your program arranged in complete detail, in partial detail, or not set up at all?"

	<u>Complete</u>	<u>Partial</u>	<u>Not at all</u>	<u>Don't Know</u>	<u>No. of Cases</u>
<u>Total</u>	58%	37%	4%	1%	=100% (524)
<u>Field of Training:</u>					
Agriculture	66%	33%	-	1%	(74)
Industry & Mining	55	40	4	1	(158)
Transportation	68	30	-	2	(43)
Health & Sanitation	58	38	4	-	(52)
Education	62	28	6	4	(53)
Public Administration	48	45	7	-	(104)
Other Fields	68	32	-	-	(40)
<u>Type of Training:</u>					
Observation only	71%	27%	1%	1%	(124)
On-the-job only	50	43	5	2	(108)
University only	57	38	4	1	(97)
All combinations	55	40	5	*	(195)

b. Pre-Departure Satisfaction: "Before you left to go abroad, how satisfied were you with your training program? Were you well satisfied, not very well satisfied, or didn't you know enough about it?"

	<u>Well Sat.</u>	<u>Not Very Well Sat.</u>	<u>Didn't Know Enough</u>	<u>No. of Cases</u>
<u>Total</u>	63%	26%	11%	=100% (524)
<u>Field of Training:</u>				
Agriculture	60%	32%	8%	(74)
Industry & Mining	65	23	12	(158)
Transportation	63	26	11	(43)
Health & Sanitation	67	17	16	(52)
Education	68	26	6	(53)
Public Administration	64	27	9	(104)
Other Fields	53	27	20	(40)
<u>Type of Training:</u>				
Observation only	59%	32%	9%	(124)
On-the-job only	63	23	14	(108)
University only	64	27	9	(97)
All combinations	66	23	11	(195)

Table A-5 -- Attitudes on Program Level by Related Factors

"And how did you find the level of your program? Judging from your background and experience at the time, do you think the program was generally on too simple a level for you, was it about right, or was it too advanced?"

	<u>About Right</u>	<u>Too Simple</u>	<u>Too Advanced</u>	<u>DK No Ans.</u>	<u>No. of Cases</u>
<u>Total</u>	76%	16%	6%	2%	=100% (524)
<u>Age, at Departure:</u>					
Under 30 years	75%	20%	5%	-	(113)
30-34 years	75	16	8	1	(153)
35-39 years	78	14	3	5	(126)
40 years and over	78	14	6	2	(132)
<u>Previous Educational Background:</u>					
Attended college or university	77%	15%	6%	2%	(474)
Did not attend	72	22	4	2	(50)
<u>Time in Special Field:</u>					
Under 2 years	72%	20%	7%	1%	(101)
2 up to 5 years	76	15	7	2	(123)
5 up to 10 years	79	15	4	2	(132)
10 years or more	77	15	5	3	(164)
<u>Year of Departure:</u>					
1955	68%	24%	8%	-	(79)
1956	76	15	8	1%	(88)
1957	79	12	6	3	(97)
1958	79	13	4	4	(133)
1959	75	21	3	1	(108)
<u>Field of Training:</u>					
Agriculture	80%	8%	11%	1%	(74)
Industry and Mining	73	23	1	3	(158)
Transportation	77	18	5	-	(43)
Health and Sanitation	77	11	10	2	(52)
Education	81	11	6	2	(53)
Public Administration	75	11	11	3	(104)
Other Fields	80	20	-	-	(40)

(Continued)

Table A-5 -- Attitudes on Program Level by Related Factors (Continued)

	<u>About Right</u>	<u>Too Simple</u>	<u>Too Advanced</u>	<u>DK No Ans.</u>	<u>No. of Cases</u>
<u>Type of Training:</u>					
Observation only	77%	14%	6%	3%	(124)
On-the-job only	74	21	2	3	(108)
University only	80	12	7	1	(97)
Observation and On-the-job	74	15	11	-	(34)
Observation and University	79	11	10	-	(53)
On-the-job and University	77	15	8	-	(52)
Observation, OJT and University	81	13	-	6	(16)
Special non-univ. group (any comb.)	71	25	2	2	(40)
<u>Primary Country of Training:</u>					
United States	76%	16%	6%	2%	(447)
Philippines	66	25	6	3	(36)
Taiwan	90	5	5	-	(20)
Other countries	86	9	-	5	(21)
<u>Participation in Planning:</u>					
Did participate	81%	10%	8%	1%	(176)
Did not	74	19	5	2	(347)
<u>Advance Information on Level:</u>					
Received advance information	82%	12%	6%	*%	(283)
Did not receive	71	21	5	3	(239)
<u>Difficulty with English During Training:</u>					
No difficulty at all	78%	17%	3%	2%	(153)
Difficulty in being understood	79	18	3	-	(107)
Difficulty in understanding others	75	19	4	2	(118)
Difficulty in both	71	11	14	4	(129)

Table A-6:-- Factors Related to Participants' Satisfaction with Training

	Very Sat.	Mod. Sat.	Not Very Sat.	Not At All Sat.	DK No Ans.	No. of Cases
<u>Total</u>	20%	60%	19%	*%	1% = 100%	(524)
<u>Age, at Departure:</u>						
Under 30 years	19%	57%	23%	-%	1%	(113)
30-34 years	20	59	20	1	-	(153)
35-39 years	21	58	21	-	-	(126)
40 years and over	23	64	11	-	2	(132)
<u>Sex:</u>						
Male	21%	60%	18%	*%	1%	(504)
Female	10	60	30	-	-	(20)
<u>Marital Status, at Departure:</u>						
Married	21%	61%	18%	-	*%	(437)
Not married	17	58	24	-	1	(87)
<u>Occupational Level:</u>						
Policy makers	26%	65%	7%	-	2%	(43)
Subordinate management	23	63	14	-	-	(164)
Sub-professionals	14	53	31	1	1	(144)
Professionals	24	59	17	-	-	(139)
Engineers	11	75	14	-	-	(28)
<u>Total Years of Education, before Training:</u>						
12 years or less	18%	58%	20%	-	4%	(55)
13-16 years	21	59	20	*	*	(330)
17 years or more	21	64	15	-	-	(138)
<u>Sponsorship</u>						
Regular ICA/A.I.D.	21%	59%	19%	*	1%	(439)
University contract	20	65	15	-	-	(85)
<u>Year of Departure:</u>						
1955	19%	68%	13%	-	-	(79)
1956	18	67	15	-	-	(88)
1957	23	59	18	-	-	(97)
1958	20	57	23	-	-	(133)
1959	21	54	22	1	2	(108)
<u>Field of Training:</u>						
Agriculture	30%	53%	16%	-	1%	(74)
Industry and Mining	13	59	26	1	1	(158)
Transportation	23	61	16	-	-	(43)
Health and Sanitation	21	64	15	-	-	(52)
Education	28	62	10	-	-	(53)
Public Administration	20	64	16	-	-	(104)
Other Fields	20	57	20	-	3	(40)

(Continued)

Table A-6: Participants' Satisfaction with Training (Continued)

	Very Sat.	Mod. Sat.	Not Very Sat.	Not At All Sat.	DK No Ans.	No. of Cases
<u>Total</u>	20%	60%	19%	*%	1% = 100%	(524)
<u>Primary Country of Training:</u>						
United States	21%	60%	19%	*%	*%	(447)
Third country (comb.):	17	59	22	-	2	(77)
Philippines	11	58	28	-	3	(36)
Taiwan	25	65	10	-	-	(20)
Other countries	19	52	24	-	5	(21)
<u>Type of Training:</u>						
Observation only	22%	57%	19%	-%	2%	(124)
On-the-job only	19	55	25	-	1	(108)
University only	18	59	23	-	-	(97)
Observation and On-the-job	32	53	12	3	-	(34)
Observation and University	17	72	11	-	-	(53)
On-the-job and University	14	71	15	-	-	(52)
Observation, OJT and University	25	69	6	-	-	(16)
Special non-univ. group (any comb.)	25	55	20	-	-	(40)
<u>Receipt of Degree or Diploma Through Training:</u>						
Received academic degree	32%	58%	10%	-	-	(40)
Received certificate or citation	4	72	24	-	-	(75)
Received neither	23	64	13	-	-	(121)
Did not attend university	22	56	21	*%	1%	(287)
<u>Variety of Program:</u>						
Required too many things	15%	57%	28%	-	-	(89)
Would have liked more to do or see	16	64	19	-	1%	(99)
All right as was	24	60	16	*	*	(331)
<u>Length of Training:</u>						
Under 2 months	22%	58%	16%	-	4%	(45)
2 up to 4 months	12	53	31	2%	2	(66)
4 up to 6 months	23	53	24	-	-	(53)
6 up to 12 months	17	67	16	-	-	(182)
1 up to 2 years	25	59	16	-	-	(157)
2 years or more	33	53	14	-	-	(21)
<u>Attitude on Length of Training:</u>						
About right	24%	63%	13%	-	*%	(231)
Too short	18	57	24	*	1	(264)
Too long	19	58	23	-	-	(26)
<u>Level of Program:</u>						
Too simple	11%	56%	33%	-	-	(83)
About right	21	62	16	*%	1%	(401)
Too advanced	40	50	10	-	-	(30)

(Continued)

Table A-6: Participants' Satisfaction with Training (Continued)

	Very Sat. 20%	Mod. Sat. 60%	Not Very Sat. 19%	Not At All Sat. *%	DK No Ans. 1% = 100%	No. of Cases (524)
<u>Total</u>						
<u>Advance Information on Program</u>						
Adequate on all five points	22%	62%	15%	-	1%	(394)
Adequate on four points	17	59	24	-	-	(82)
Adequate on three or less	8	48	42	2	-	(48)
<u>Advance Information on Country:</u>						
Adequate on all five points	22%	60%	18%	*%	-	(414)
Adequate on four points	11	61	25	-	3	(71)
Adequate on three or less	16	63	21	-	-	(38)
<u>Orientation in Country of Training:</u>						
Received training country orientation	21%	60%	19%	*%	*%	(409)
Did not receive	18	60	21	-	1	(114)
<u>Pre-Departure Satisfaction with Program:</u>						
Well satisfied	26%	62%	11%	-	1%	(332)
Not very well satisfied	10	56	34	-	-	(134)
Didn't know enough, don't remember	12	55	29	2	2	(58)
<u>Participation in Planning:</u>						
Participated to extent desired	27%	63%	10%	-	-	(141)
Participated less than desired	9	64	21	3%	3%	(33)
Did not participate	19	58	23	*	*	(347)
<u>Program Detail on Arrival:</u>						
Complete detail	24%	60%	16%	-	*%	(304)
Partial detail	15	60	24	-	1	(195)
Program not set up or don't remember	14	64	18	4	-	(22)
<u>Guidance and Attention from Project Manager:</u>						
Received enough attention	22%	62%	16%	*%	*%	(461)
Did not receive enough attention	10	50	38	-	2	(51)
<u>Difficulty with English During Training:</u>						
No difficulty at all	26%	55%	19%	-	-	(153)
Difficulty in being understood	16	64	18	-	2	(107)
Difficulty in understanding others	13	62	24	-	1	(118)
Difficulty in both	25	59	15	1%	-	(129)
<u>Attendance at Communications Seminar:</u>						
Attended Michigan State Seminar	18%	62%	20%	-	-	(40)
Attended Dept. of Agriculture Seminar	31	58	11	-	-	(19)
Attended other or unident. seminar	21	63	16	-	-	(90)
Did not attend Communications Seminar	20	59	20	*%	1%	(374)

(Continued)

Table A-6: Participants' Satisfaction with Training (Continued)

	Very Sat.	Mod. Sat.	Not Very Sat.	Not At All Sat.	DK No Ans.	No. of Cases
<u>Total</u>	20%	60%	19%	*%	1% = 100%	(524)
<u>Time for Personal Interests:</u>						
Enough time	22%	60%	17%	*%	1%	(275)
Too little time	20	59	21	-	*	(239)
<u>Adequacy of Social Activities:</u>						
About enough	23%	61%	15%	*%	1%	(398)
Too many activities	18	52	30	-	-	(23)
Too few activities	11	60	29	-	-	(96)
<u>Home Visits:</u>						
Entertained in private homes	21%	60%	19%	*%	*%	(492)
Not entertained in homes	12	66	19	-	3	(32)

Table A-7 -- Job Stability Among Participant Groups

	Same Now As Before	Same on Ret., Diff. Now	Diff. on Ret., Still Same	Diff. on Ret., Diff. Now	Unemp. Now	No Info.	No. of Cases
<u>Total</u>	38%	37%	8%	11%	5%	1%	(524) =100%
<u>Age, at Departure:</u>							
Under 30 yrs.	33%	32%	12%	19%	2%	2%	(113)
30-34 years	36	39	11	10	4	-	(153)
35-39 years	39	42	5	9	3	2	(126)
40 years and over	41	36	4	7	10	2	(132)
<u>Total Years of Education:</u>							
17 years and over	36%	44%	7%	8%	3%	2%	(138)
15-16 years	34	37	10	13	5	1	(200)
13-14 years	42	35	7	10	4	2	(130)
12 years or less	45	29	5	10	11	-	(56)
<u>Prior University Attendance:</u>							
College degree	35%	41%	9%	11%	3%	1%	(347)
College, no degree	41	33	7	10	8	1	(127)
No college	46	26	10	10	6	2	(50)
<u>Occupational Level:</u>							
Policy makers	35%	28%	5%	5%	25%	2%	(43)
Sub-management	34	47	8	6	4	1	(164)
Sub-professionals	35	32	14	17	2	-	(144)
Professionals	46	39	4	8	2	1	(139)
Engineers	39	32	4	18	7	-	(28)
<u>Field of Training:</u>							
Agriculture	49%	35%	3%	7%	5%	1%	(74)
Industry and Mining	29	36	11	18	4	2	(158)
Transportation	35	42	14	5	4	-	(43)
Health and Sanitation	50	46	2	2	-	-	(52)
Education	53	34	2	9	-	2	(53)
Public Administration	36	37	10	9	7	1	(104)
Other Fields	25	37	10	13	15	-	(40)
<u>Type of Training (Combined):</u>							
Observation	41%	36%	5%	10%	7%	1%	(250)
On-the-job	38	32	11	16	3	-	(231)
University	36	39	7	14	3	1	(237)

(Continued)

Table A-7 -- Job Stability Among Participant Groups (Continued)

	Same Now As Before	Same on Ret., Diff. Now	Diff. on Ret., Still Same	Diff. on Ret., Diff. Now	Unemp. Now	No Info.	No. of Cases
<u>Participation in Planning:</u>							
Part. to extent desired	37%	44%	6%	9%	3%	1%	(141)
Part. less than desired	37	30	15	3	9	6	(33)
Did not participate	38	36	8	12	5	1	(347)
<u>Satisfaction with Training:</u>							
Very satisfied	37%	41%	8%	9%	4%	1%	(107)
Moderately satisfied	36	40	6	11	6	1	(314)
Not very well satisfied	44	26	16	11	2	1	(99)
<u>Length of Time Back:</u>							
6 up to 12 months	57%	19%	10%	6%	4%	4%	(52)
1 up to 2 years	43	33	11	5	7	1	(139)
2 up to 3 years	39	35	7	12	6	1	(141)
3 up to 4 years	28	50	9	12	-	1	(80)
4 years and over	28	45	6	16	5	-	(111)

Table A-8 -- Present Employment of Returned Participants, By Field of Training ^{1/}

<u>FIELD OF TRAINING</u>	<u>Total Returned</u>	<u>Working in Same or Related Field</u>	
		<u>No.</u>	<u>% of Total</u>
<u>Agriculture and Natural Resources:</u>			
11 - Research, Agriculture, Education, Extension	37	33	89%
12 - Land and Water Resources	52	43	83
13 - Crop and Livestock Development	50	36	72
14 - Agricultural Economics, Farm Organization, Agricultural Credit	62	27	44
15 - Agricultural Marketing, Processing	1	0	0
16 - Home Economics, Rural Youth	21	11	52
17 - Forestry	17	14	82
18 - Fisheries	17	15	88
19 - Other Agriculture, Natural Resources	4	3	75
	<u>261</u>	<u>182</u>	<u>70%</u>
<u>Industry and Mining:</u>			
21 - Mining and Minerals	40	35	88%
22A- Power	182	151	83
22B- Communications	50	44	88
23 - Manufacturing and Processing	131	103	79
25 - Engineering and Construction	7	4	57
27 - Industrial Management	59	47	80
	<u>469</u>	<u>384</u>	<u>82%</u>
<u>Transportation:</u>			
31 - Highways	45	38	84%
32 - Urban Transit and Traffic Engineering	1	0	0
33 - Railways	33	25	76
34 - Port Facilities and Harbor Impr.	13	13	100
36 - Ship Operations	13	9	69
37 - Air Transport	26	24	92
	<u>131</u>	<u>109</u>	<u>83%</u>

(Continued)

^{1/} Summarized from Utilization Tally of A.I.D.-Financed Participants, Training Office (AD/M-T), USOM/Korea, April 24, 1963.

Table A-8 -- Present Employment of Returned Participants (Continued)

	Total Returned	Working in Same or Related Field	
		No.	% of Total
<u>Health and Sanitation:</u>			
51 - Control of Specific Diseases	15	10	67%
52 - Environmental Sanitation	21	17	81
53 - Health Facilities: Operations, Advisory Services	11	8	73
54 - Health Training and Education	38	28	74
55 - Health Facilities: Construction, Remodeling, Equipment	2	0	0
59 - Other Health and Sanitation	7	4	57
	<u>94</u>	<u>67</u>	<u>71%</u>
<u>Education:</u>			
61 - Technical Education	51	37	73%
62 - Vocational Agriculture Education	8	6	75
65 - Secondary Education	11	9	82
66 - Professional and Higher Education	334	271	81
67 - Adult and Community Education	1	0	0
68 - Educational Administration	2	0	0
69 - Other Education	1	0	0
	<u>408</u>	<u>323</u>	<u>79%</u>
<u>Public Administration:</u>			
71 - Civil Police Administration	55	28	51%
72 - Government-wide Organization & Mgt.	5	4	80
73 - Public Personnel Administration	9	8	89
74 - Org. & Mgt. of Particular Ministries	8	6	75
75 - Public Budgeting and Finance Adm.	158	110	70
77 - Institutes for Public or Business Adm.	1	0	0
78 - Statistics -- General and Census	52	32	62
79 - Other Public Administration	20	13	65
	<u>308</u>	<u>201</u>	<u>65%</u>
<u>Community Development, Social Welfare, Housing:</u>			
81 - Community Development	63	24	38%
82 - Social Welfare	14	10	71
83 - Housing	18	8	44
	<u>95</u>	<u>42</u>	<u>44%</u>
<u>General and Miscellaneous:</u>			
96 (92) - Communications Media	33	30	91%
97 - Supply Services	20	11	55
98 - Peaceful Uses of Atomic Energy	16	9	56
	<u>69</u>	<u>50</u>	<u>73%</u>
<u>Total</u>	1,839	1,361	74%

Table A-9 -- Factors Related to Supervisor Helpfulness

	<u>Degree of Supervisor Helpfulness</u>					<u>No. of 1/ Cases</u>
	<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Not Helpful</u>	<u>Neither Helpful Nor Unhelpful</u>	<u>DK No Ans.</u>	
<u>Total</u>	41%	34%	5%	18%	2%=100%	(460)
<u>Field of Training:</u>						
Agriculture	49	29	5	11	6	(63)
Industry and Mining	48	31	4	16	1	(147)
Transportation	33	36	3	25	3	(39)
Health and Sanitation	44	40	4	8	4	(50)
Education	34	32	4	30	-	(47)
Public Administration	31	36	10	22	1	(88)
Other Fields	27	46	-	27	-	(26)
<u>Occupation at Interview:</u>						
Policy makers	45%	29%	7%	17%	2%	(42)
Sub-management	40	36	7	14	3	(174)
Sub-professionals	34	40	3	21	2	(92)
Professionals	41	31	3	23	2	(126)
Engineers	56	24	4	16	-	(25)
<u>Time Supervisor Has Known Participant:</u>						
Less than 1 year	26%	36%	7%	29%	2%	(72)
1 up to 5 years	42	33	2	21	2	(112)
5 up to 10 years	44	34	8	13	1	(142)
10 years and over	49	31	1	16	3	(70)
<u>Time Supervisor Spends with Participant per Week:</u>						
16 hours or more	41%	34%	4%	20%	1%	(140)
8 to 15 hours	49	29	3	18	1	(78)
4 to 7 hours	39	32	8	20	1	(76)
Less than 4 hours	36	38	6	16	4	(108)
<u>Supervisor's Participation in Planning:</u>						
Helped plan training program	46%	35%	6%	11%	2	(114)
Did not help plan	39	37	5	19	-	(108)
<u>Supervisor's Training Abroad:</u>						
Supervisor trained abroad	49%	32%	2%	16%	1	(226)
Not trained abroad	34	39	4	19	4	(111)

1/ Excluding participants who were unemployed, had no supervisor, or whose training was not directly related to the job.

Table A-10 -- Utilization Index

<u>Amount of Training Transmitted</u> <u>(Frequency):</u>	<u>Amount of Training Used on Job (Frequency)</u>						<u>Total</u>	
	<u>Pract.</u> <u>None</u>	<u>Little</u>	<u>Some</u>	<u>Quite</u> <u>A Bit</u>	<u>Almost</u> <u>All</u>	<u>No.</u> <u>Ans.</u>	<u>No.</u>	<u>%</u>
Practically none	-	-	1	-	-	-	1	*%
Only a little	-	6	7	5	-	9	27	5%
Some	1	8	72	41	7	28	157	31%
Quite a bit	2	3	40	142	18	15	220	44%
Almost everything	1	-	4	5	8	2	20	4%
No answer	1	8	27	11	4	29	80	16%
<u>Total:</u>	No.	5	25	151	204	37	83	505
	%	1%	5%	30%	41%	7%	16%	100%

Groups in boxes enclosed by solid line considered "High" utilizers = 173 cases

Groups in boxes enclosed by dotted line considered "Medium" utilizers = 207 cases

Remaining groups considered "Low" utilizers = 125 cases

Table A-11 -- Factors Related to Utilization of Training

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>I. BACKGROUND FACTORS --</u>				
<u>Age, at Departure:</u>				
Under 30 years	41%	39%	20%	(113)
30-34 years	24	46	30	(145)
35-39 years	36	42	22	(121)
40 years and over	39	36	25	(126)
<u>Sex:</u>				
Male	34%	41%	25%	(486)
Female	47	42	11	(19)
<u>Marital Status, at Departure:</u>				
Married	33%	41%	26%	(418)
Not married	38	41	21	(87)
<u>Total Years of Education, before Training:</u>				
12 years or less	44%	26%	30%	(53)
13-16 years	33	43	24	(320)
17 years or more	34	43	23	(132)
<u>Prior University Attendance:</u>				
College degree	36%	40%	24%	(336)
College, no degree	27	46	27	(121)
No college	40	33	27	(48)
<u>Current Residence, at Interview:</u>				
Capital city area	34%	42%	24%	(395)
Provincial city or rural area	36	36	28	(110)
<u>Time in Special Field:</u>				
Under 2 years	34%	42%	24%	(100)
2 up to 5 years	33	39	28	(117)
5 up to 10 years	27	48	25	(128)
10 years or more	41	36	23	(157)
<u>Occupational Level, at Selection:</u>				
Policy makers	21%	38%	41%	(42)
Subordinate management	31	40	29	(159)
Sub-professionals	25	50	25	(134)
Professionals	53	34	13	(136)
Engineers	29	42	29	(28)
<u>Type of Employer:</u>				
Government	25%	46%	29%	(231)
Nationalized industry, institution	44	37	19	(224)
Other	32	38	30	(50)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>Sponsorship:</u>				
Regular ICA/A.I.D.	28%	43%	29%	(419)
University contract	65	32	3	(85)
<u>Sponsoring Ministry:</u>				
Education (MOE)	57%	31%	12%	(125)
Commerce and Industry (MCI)	27	45	28	(110)
Agriculture (MOAF)	35	31	34	(58)
Home Affairs (MOHA)	21	50	29	(44)
Economic Planning Board (formerly Ministry of Reconstruction, EPB/MOR)	29	42	29	(38)
Health and Social Affairs (MHSA)	27	51	22	(37)
Finance (MOF) (incl. banks)	16	40	44	(25)
Communication (MOC)	13	54	33	(24)
Transportation (MOT)	32	45	23	(22)
Other	36	50	14	(22)
 <u>II. TRAINING RECEIVED --</u>				
<u>Major Field of Training:</u>				
Agriculture	38%	29%	33%	(72)
Industry and Mining	35	43	22	(156)
Transportation	24	55	21	(42)
Health and Sanitation	63	27	10	(52)
Education	42	41	17	(52)
Public Administration	24	43	33	(98)
Other fields	33	58	9	(33)
 <u>Primary Country of Training:</u>				
United States	35%	42%	23%	(433)
Third country	26	38	26	(72)
 <u>Type of Training:</u>				
Observation only	26%	37%	37%	(115)
On-the-job only	29	42	29	(106)
University only	47	41	12	(95)
Observation and OJT	36	46	18	(33)
Observation and University	39	43	18	(51)
OJT and University	32	34	34	(50)
Observation, OJT and University	44	50	6	(16)
Special non-univ. group (all comb.)	31	48	21	(39)
Observation (all comb.)	31%	42%	27%	(238)
On-the-job (all comb.)	32	41	27	(225)
University (all comb.)	41	40	19	(231)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>Receipt of Degree or Diploma Through Training:</u>				
Received academic degree	50%	37%	13%	(40)
Received certificate or citation	35	44	21	(72)
Received neither	43	38	19	(119)
Did not attend university	28	42	30	(274)
<u>Year of Departure:</u>				
1955	51%	39%	10%	(77)
1956	44	34	22	(88)
1957	37	37	26	(95)
1958	27	43	30	(124)
1959	23	47	30	(103)
1960	17	55	28	(18)
<u>Year of Return:</u>				
1955-56	48%	36%	16%	(83)
1957	42	54	24	(84)
1958	32	39	29	(127)
1959	31	41	28	(152)
1960	19	59	22	(59)
<u>Length of Time Back from Training:</u>				
6 up to 12 months	18%	64%	18%	(51)
1 up to 2 years	32	43	25	(130)
2 up to 3 years	31	35	34	(136)
3 up to 4 years	37	41	22	(78)
4 up to 5 years	40	44	16	(57)
5 years and over	52	27	21	(52)
<u>Length of Training:</u>				
Under 2 months	19%	31%	50%	(42)
2 up to 4 months	33	37	30	(64)
4 up to 6 months	30	44	26	(50)
6 up to 12 months	31	47	22	(179)
1 up to 2 years	40	40	20	(149)
2 years and over	67	25	5	(21)
<u>Attitude on Length of Training:</u>				
About right	32%	41%	27%	(221)
Too short	37	41	22	(258)
Too long	40	30	30	(23)
<u>Attitude on Variety of Program:</u>				
All right as was	38%	42%	20%	(321)
Too many things	22	41	37	(82)
Would have liked more	33	39	28	(97)
<u>Attitude on Level of Training:</u>				
About right	33%	42%	25%	(385)
Too simple	46	34	20	(81)
Too advanced	24	52	24	(29)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>III. TRAINING ADMINISTRATION --</u>				
<u>A. ENGLISH LANGUAGE PROBLEMS--</u>				
<u>Knowledge of English (AULC Test Scores):</u>				
<u>WRITTEN:</u>				
Under 60.	20%	50%	30%	(50)
60-69	28	44	28	(43)
70-79	33	41	26	(79)
80 and over	18	54	28	(87)
<u>ORAL:</u>				
Under 60	13%	54%	33%	(16)
60-69	29	41	30	(76)
70-79	24	52	24	(86)
80 and over	29	44	27	(52)
No score (English tests not taken)	44	34	22	(246)
<u>Special Language Instruction Received:</u>				
Received special English instruction	35%	42%	23%	(390)
Did not receive special instruction	38	39	23	(98)
Desired more instruction	35%	40%	25%	(288)
Did not desire more	33	48	19	(102)
<u>Difficulty with English During Training:</u>				
No difficulty at all	38%	46%	16%	(150)
Difficulty in being understood	30	43	27	(103)
Difficulty in understanding others	36	32	32	(112)
Difficulty in both	36	42	22	(123)
<u>B. PRE-DEPARTURE OPERATIONS --</u>				
<u>Advance Information on Country:</u>				
Adequate on all five points	37%	40%	23%	(402)
Adequate on four points	26	44	30	(66)
Adequate on three or less	22	45	33	(36)
<u>Advance Information on Program:</u>				
Adequate on all five points	38%	40%	22%	(380)
Adequate on four points	22	41	37	(78)
Adequate on three or less	21	51	28	(47)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			=100%	<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>		
<u>Total</u>	34%	41%	25%		(505)
<u>Participation in Planning:</u>					
Participated to extent desired	44%	41%	15%		(137)
Participated less than desired	16	40	44		(32)
Did not participate	32	41	27		(334)
C. <u>SATISFACTION WITH TRAINING PROGRAM --</u>					
<u>Pre-Departure Satisfaction with Program:</u>					
Well satisfied	39%	40%	21%		(319)
Not very well satisfied	27	42	31		(128)
Didn't know enough, don't remember	26	44	30		(57)
<u>Overall Satisfaction:</u>					
Very satisfactory	44%	40%	16%		(104)
Moderately satisfactory	34	40	26		(299)
Not satisfactory	24	47	29		(99)
<u>Importance of Training:</u>					
Most important thing	36%	42%	22%		(412)
In between	25	41	34		(88)
D. <u>PROJECT MANAGER --</u>					
<u>Program Detail on Arrival:</u>					
Complete detail	38%	38%	24%		(293)
Partial detail	30	45	25		(189)
Program not set up or don't remember	30	40	30		(20)
<u>Location of Project Manager:</u>					
ICA/A.I.D.	25%	41%	34%		(266)
Other government agency	29	53	18		(94)
University	62	34	4		(98)
Private organization	44	30	26		(27)
<u>Guidance and Attention from Project Manager:</u>					
Received enough attention	34%	41%	25%		(445)
Did not receive enough	40	37	23		(48)
E. <u>COMMUNICATIONS SEMINAR --</u>					
<u>Attendance at Communications Seminar:</u>					
Attended Michigan State Seminar	14%	40%	46%		(35)
Attended Dept. of Agriculture Seminar	44	39	17		(18)
Attended other or unidentified seminar	38	50	12		(82)
Did not attend Communications Seminar	35	39	26		(366)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>IV. POST-RETURN ACTIVITIES --</u>				
<u>A. EMPLOYMENT --</u>				
<u>Job Before and After Training:</u>				
Same	34%	40%	26%	(406)
Different	34	47	19	(98)
<u>Job After Training and Now, at Interview:</u>				
Same	29%	45%	26%	(238)
Different	43	39	18	(244)
<u>Job Stability:</u>				
Same job now as before training	30%	43%	27%	(195)
Same job on return, different now	42	38	20	(188)
Different job on return, still same	22	54	24	(41)
Different on return, different now	43	43	14	(53)
Unemployed now	-	27	73	(22)
<u>B. ROLE OF SUPERVISORS --</u>				
<u>Supervisor Recommendation of Participant:</u>				
Recommended participant for training	38%	44%	18%	(88)
Did not recommend him/her	25	40	35	(20)
Part. didn't work for supv'r before	35	39	26	(306)
<u>Supervisor Participation in Planning:</u>				
Participated in planning	40%	41%	19%	(114)
Did not participate	32	48	20	(109)
<u>Employer Plans for Utilization:</u>				
Organization had prior plans	39%	41%	20%	(194)
Had no prior plans	12	68	20	(25)
<u>Supervisor's Attitude on Training Worth:</u>				
Worth cost and difficulty to firm	37%	42%	21%	(374)
Not worth cost and difficulty	27	32	41	(22)
<u>Supervisor's Opinion on Importance of Training for Job:</u>				
Essential	43%	41%	16%	(181)
Very important	32	44	24	(174)
Not very important or not useful	13	42	45	(31)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
<u>Participant-Supervisor Discussion of Training:</u>				
Discussed things studied	39%	44%	17%	(314)
Have not discussed training	26	35	39	(88)
<u>Supervisor's Help on Utilization:</u>				
Very helpful	52%	40%	8%	(186)
Somewhat helpful	26	50	24	(157)
Not helpful or indifferent	27	35	38	(107)
C. <u>ROLE OF USOM TECHNICIANS --</u>				
<u>Pre-Departure USOM Contact:</u>				
Employed in USOM or joint project	31%	48%	21%	(108)
Other work contact with USOM	36	39	25	(197)
No previous USOM contact	34	39	27	(199)
<u>Post-Return USOM Contact:</u>				
Employed in USOM or joint project	37%	43%	20%	(121)
Other work contact with USOM	34	44	22	(242)
No USOM contact since return	34	34	32	(139)
<u>Help Received from USOM Since Return:</u>				
Help sought and received	52%	38%	10%	(153)
Help partially received	47	43	10	(40)
Help not received	46	33	21	(39)
Help not sought	28	42	30	(342)
<u>Frequency of Contact with Technician (Participants' Reports):</u>				
Frequent	40%	46%	14%	(146)
Occasional	32	42	26	(173)
Never met	19	35	46	(26)
No technician available	34	37	29	(160)
<u>Frequency of Contact with Participant (Technicians' Reports):</u>				
Never met	11%	54%	35%	(26)
Once or twice	23	43	34	(61)
Occasionally	25	41	34	(92)
Frequently	29	51	20	(69)
Regularly	42	41	17	(78)

(Continued)

Table A-11 -- Factors Related to Utilization of Training (Continued)

	<u>Index of Utilization</u>			<u>No. of Cases</u>
	<u>High</u>	<u>Medium</u>	<u>Low</u>	
<u>Total</u>	34%	41%	25%	=100% (505)
D. DIFFICULTIES ENCOUNTERED --				
<u>Major Difficulties in Utilizing Training:</u>				
Lack of money	38%	47%	15%	(76)
Lack of equipment, facilities	54	35	11	(71)
Gov't or organization not amenable	13	53	34	(38)
Lack of support from others	40	42	18	(48)
Handicaps of job	10	45	45	(60)
Inadequacy of training	23	50	27	(22)
Other problems	44	32	24	(25)
E. PROFESSIONAL CONTACTS --				
<u>Membership in Professional Societies:</u>				
Joined professional society	38%	39%	23%	(158)
Did not join	33	42	25	(347)
<u>Receipt of Professional Journals:</u>				
Receive U.S. professional publications	41%	41%	18%	(263)
Do not receive professional publications	27	41	32	(242)

Appendix B -- METHODOLOGY

1. Sampling

The data on which this report is based were collected by means of personal interviews with a 50 per cent sample of participants who had returned to Korea from training abroad by June 30, 1960, supplemented by interviews with the immediate supervisors of these participants and with U.S. technicians or technical advisors who were familiar with their work. The sample of returned participants to be interviewed was drawn by taking every other name from a Directory of participants prepared in April-May 1960, with the addition of the names of FY '60 participants who had returned by June 30. During the course of the field work and a subsequent complete review of the participant files, a number of errors were found in the Directory information, but these were mostly outdated addresses or duplicate listings, which would not materially affect the reliability of the sample.

Of the 1,199 participants who had returned to Korea by the cut-off date, 524 were interviewed for this survey.^{1/}

About one-third of those who were not interviewed were out of the country (chiefly for additional or extended training); another one-third could not be located and the remainder were deceased, incarcerated, incorrectly interviewed or refused to answer the questions.

^{1/} Interviews were actually obtained with 602 participants returned through September 30, 1960 (from a sample list of 704, chosen at random from the Directory, of whom 51 were rejected as duplicates, deceased or out of the country and 51 could not be reached despite concentrated efforts). The number for tabulation was reduced to 524 as a result of pushing back the cut-off date to June 30, 1960, in conformity with the dates used in other countries taking part in the world-wide study.

The eligibility of supervisors and technicians for interview was dependent upon the completion of a participant questionnaire. Participants were asked at the end of their interviews for the names of their immediate supervisors, who, unless the participant objected, were then approached for interview. Technicians were chosen for interview according to the projects they supervised and their acquaintance with the work of individual sample participants. Only five of the 310 designated supervisors and none of the 52 USOM technicians who were still in Seoul and met the criteria failed to be interviewed.

Established rules governing the statistical reliability of samples like the one of participants, which constitutes a sizable proportion of a finite universe, indicate that, had there been no "mortality", the chances are 95 out of 100 that results obtained for the total sample on a question which splits close to 50-50 would be within plus or minus 3.1 per cent of the true answer. Percentages for sub-groups, being based on a smaller number of respondents, would of course be subject to a larger sampling error. Calculating the standard error of the other two sample groups would be much more complex because they are not simple random samples. However, if the supervisors and technicians interviewed are taken as representative of all such persons similarly related to participant programs, the sampling error would be expected to be somewhat greater than that for the larger group of participants interviewed.

Far more important than the statistical reliability of any sample is its overall validity. That the sample of participants interviewed on the survey, even excluding those who could not be reached, is a very close approximation of the total universe of participants returned through June 1960 can be seen clearly from the following table, which compares some of the characteristics of the sample group with those of all participants as tabulated from file records:

Table B-1 -- Validity Check of Sample Characteristics and Universe

	Sample		Total ^{1/}	
	No.	%	No.	%
a. <u>Field of Training:</u>				
Agriculture and Natural Resources	74	14%	188	15%
Industry and Mining	158	30	357	30
Transportation	43	8	98	8
Health and Sanitation	52	10	103	9
Education	53	10	117	10
Public Administration	104	20	234	19
Community Development, Welfare, Housing	28	6	71	6
Miscellaneous (Labor, Mass Communica- tions, Atomic Energy)	12	2	31	3
	<u>524</u>	<u>100%</u>	<u>1,199</u>	<u>100%</u>
b. <u>Age at Departure:</u>				
Under 25 years	14	3%	33	3%
25-29 years	99	19	250	21
30-34 years	153	29	314	26
35-39 years	126	24	291	24
40-44 years	68	13	162	14
45-49 years	37	7	76	6
50 years and over	27	5	73	6
	<u>524</u>	<u>100%</u>	<u>1,199</u>	<u>100%</u>
c. <u>Sex:</u>				
Male	504	96%	1,158	97%
Female	20	4	41	3
	<u>524</u>	<u>100%</u>	<u>1,199</u>	<u>100%</u>
d. <u>Sponsorship:</u>				
Regular ICA/A.I.D.	439	84%	1,019	85%
University contract	85	16	180	15
	<u>524</u>	<u>100%</u>	<u>1,199</u>	<u>100%</u>
e. <u>Length of Training:</u>				
Less than one month	27	5%	43	4%
1 up to 2 months	18	3	96	8
2 up to 4 months	66	13	116	10
4 up to 6 months	53	10	204	17
6 up to 12 months	183	35	410	34
1 up to 2 years	156	30	282	24
2 up to 3 years	15	3	28	2
3 years or more	6	1	15	1
Not ascertained	-	-	5	*
	<u>524</u>	<u>100%</u>	<u>1,199</u>	<u>100%</u>

^{1/} Source: Factual Data and Data Transfer Sheets prepared in 1962 from file records for all Korean participants by the Training Office, USOM/Korea, and tabulated for returnees through June 1960 by the Bureau of Social Science Research, Washington, D. C.

It can be seen from the above table that, except for a few variations in length of training (caused chiefly by small differences on date of return between file records and other reports), the sample distribution checks very closely with the total universe. Hence it is believed that, subject to the sampling error mentioned above, the results from the survey can be projected with confidence to represent all participants who had returned to Korea by June 1960.

2. Questionnaires

The basic questionnaires used were those furnished (in English) by ICA/A.I.D. for the world-wide study, except that minor modifications and some additions were made on the participant questionnaire to cover local situations. The participant and supervisor questionnaires were carefully translated into Korean and back-translated into English, then reviewed by a binational group of scholars and officials to make sure that the final Korean version was as close as possible to the original meaning of the English and clearly understandable. The Korean-language field materials were multilithed in combination Hangeul (Korean alphabet) and Hanmoon (Chinese characters) to assure accuracy in reading. In addition to the 43-page Participant Questionnaire, these materials included a separate "Follow-up Sheet" on which respondents could record their comments and send them direct to USOM, and two parts of the Supervisor Questionnaire -- a Part I to be asked about each respondent participant under his supervision and a Part II form containing general questions about the training program as a whole. Technician Questionnaires, all in English, were used as furnished from Washington; they also involved a Part I to cover individual participant programs and a Part II concerning overall attitudes on the training program.

For purposes of analysis in the world-wide survey, respondent participants were classified into two groups according to whether their training was directly or indirectly related to their jobs. Two forms of the participant questionnaire,

A and B, which were to be used for this purpose, were combined in the Korean version. Since only 19 of the 52⁴ participants interviewed in Korea fell into the B (or indirectly related) group, no separate analysis of them has been included in this country report.

3. Interviewing

The participant and supervisor interviews were made, in Korean, during the winter and spring of 1961 by 14 interviewers, mostly students of Korea University's Business Management Research Center, working under contract with the Ministry of Reconstruction (now the Economic Planning Board) of the ROK Government.^{1/} The technician interviews were made a year later by three USOM staff members, in English.

All interviewers were given special training in interviewing techniques. A special one-week course was given in Korean at Korea University by one of the professors assisting on the project. The course covered the background and objectives of the study and interviewing principles in general, and also included intensive study of the field materials, role-playing and practice interviews. Four members of the USOM staff participated, either directly or through interpreters, at various stages of this training. The USOM interviewers who handled the technician phase of the study were given special briefings by the Study Director.

4. Processing and Analysis

Preliminary coding of the participant and supervisor interviews (chiefly locally-added questions and background items) was done at Korea University under the original contract with MOR, using codes drawn up in the USOM Training Office. Following receipt of the world-wide survey coding instructions from Washington, a contract was signed between the Economic Planning Board and the Korea Survey Research Center,

^{1/} Funded by counterpart funds under Project #99-340.

also using counterpart funds, to cover the final coding of the participant and supervisor interviews. Technician questionnaires were coded by two USOM staff members.

Sixteen decks of IBM cards (three for the local coding and thirteen for the Washington codes) were punched and verified by the Bureau of Statistics of EPB, which also ran full marginals (column totals) by field of training on all cards and did extensive cross-checking to eliminate coding and punching errors. Cross-tabulations were made in Washington under an A.I.D. service contract with the Bureau of Social Science Research. Percentaging and final processing of the resulting tables was done by staff members of USOM/Korea and the International Training Division (ITD) of A.I.D. The report itself was prepared at ITD by the Study Director, using materials compiled both in Korea and in Washington.

Appendix C -- GLOSSARY

A.I.D./ICA: The Agency for International Development, Department of State. Previously known as the International Cooperation Administration (ICA).

AULC/ALIGU: AULC stands for American University Language Center and refers to an English usage test developed there and adopted for use in 1956 for testing participants who would need adequate facility in English for their training programs. In 1961 these tests were taken over with certain refinements by the American Language Institute of Georgetown University and are called ALIGU tests.

Certificate of Achievement: This is a formal certificate awarded to the participant to indicate his satisfactory completion of an A.I.D. sponsored training program.

Coding: Classifications of answers on questionnaires into numerically identified categories for machine card punching.

Communications Seminar: A training seminar designed to provide the participant with sharpened understanding of the role which communication must play if he is to successfully transmit to others his newly acquired knowledge and skills when he returns home. The aims of the seminars are: to stimulate and motivate the participant through creating an awareness of (1) the need for improvement in communication practices, (2) the nature of the processes of change, and (3) the role of communication as a tool of planned change.

Economic Activity: Classifications of area of positions as defined in List II of A.I.D. Manual Order 1363.7.

EPB: The Economic Planning Board, formerly Ministry of Reconstruction, ROKG.

Fiscal Year (FY): Government accounting interval; U.S. fiscal years end on June 30, ROKG fiscal years are equal to calendar years (CY). Dates cited refer to calendar years unless otherwise specified.

Follow-Up: This term embraces all those activities undertaken by the US AIDs in each country to assist returned participants in achieving both the technical and non-technical objectives of their training programs.

ITD: The International Training Division of A.I.D., formerly called Office of Participant Training of ICA (O/PT).

LTC/FLI: The Language Training Center in Seoul, formerly the Foreign Language Institute: a locally operated language school subsidized by the ROKG and USOM/K to help participants improve their English in preparation for training abroad. LTC was set up under a two-year developmental contract between the two governments and the English Language Services, Inc. (ELS) of Washington, D. C., now under Seoul National University.

Multiplier Effect: When a participant transmits his knowledge or skills by disseminating them to fellow workers, the effect of his training is enhanced or "multiplied."

Occupational Level: Classifications of level of positions held according to standard A.I.D. definitions as given in List I of Manual Order 1363.7.

Orientation Session: A general training period, at the beginning of a training program or upon the participant's arrival in a foreign country, designed to give him overall understanding of the new cultural atmosphere in which he is placed and to give him more specific information on administrative procedures, program concepts and other problems he is likely to meet.

Participant: A foreign national who is sent to the United States or a third country for training in some field of specialization, and who is sponsored by US AID and some governmental or non-governmental organization in his home country.

PIO/P: Project Implementation Order/Participants: the basic document authorizing and describing the training desired for each participant.

Project Manager, Program Specialist: U.S. or third-country training official in charge of participant's actual training program; now called Training Officer, but not to be confused with the Mission Training Officer, who handles training operations in Korea.

Reliability: Degree of accuracy with which a sample represents the whole statistical universe from which it is drawn. It is dependent primarily on the size and distribution of sample.

ROK: The Republic of Korea.

ROKG: The ROK Government.

Supervisor: Immediate supervisor of participant-respondents on the job in their home country.

Tabulating: Processing of data on punch cards to produce relevant tables.

Technician: U.S. technical advisors in Korea concerned with training projects in different technical fields and acquainted with participant-respondents. Most Korean participants are also technicians in the general sense, but in the survey report the term refers only to U.S. technical specialists. It does not include training administrators.

Third-Country Training: Training in a country other than the U.S. or the country of the participant.

Training Fields: These are the fields of training activity described and assigned standard identification codes in A.I.D. Manual Order 1053.4 of October 21, 1959.

Training Program: The schedule of activities set up for a participant to accomplish so that he may acquire the instruction and experience which are necessary for project objectives.

Types of Training:

Observation: Training in which a participant sees how other persons perform work in his field of specialization. It is applied to those programs where observation, either singly or by teams, is the primary method of training. This type of training is usually of brief duration -- a few weeks.

On-the-Job: This is training where the participant observes and actually performs, in varying degree, the duties of a specific job or series of specific jobs. He learns job skills by direct contact with those skills in factory, office, laboratory or field.

Special Groups: This is training in which an educational institution, private business, government agency or other organization plans a special training program more or less "custom-made" to fill the needs of special, pre-selected groups.

University (Academic): Academic training is that conducted in regular educational institutions of higher learning but may also include professional and technical schools. It may or may not be oriented toward the requirements of academic degrees.

USOM/K: The U.S. Operations Mission to Korea, the local office of A.I.D. in Korea, formerly the Office of Economic Coordinator for Korea (OEC) and parallel with the local A.I.D. missions now called US AID in most countries.

Utilization: Utilization of training has two main facets like the two sides of a coin. One is the direct use on the job of the knowledge and skills acquired during training. The second is the transmittal of this training to others.

Validity: Accuracy with which results of a survey question reflect the true situation being investigated; dependent in part on sample reliability but also on clarity of wording, information level of respondent, interviewer rapport, etc.

W.I.C.: The Washington International Center, which, under contract with A.I.D., provides cultural orientation to participants after arrival in Washington, D. C.

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- Miss Helen M. CROSSLEY, Training Evaluation Officer, USOM/K and A.I.D./ITD (Study Director)
- Mr. YANG Seung Mok, Assistant for Orientation and Follow-up, Technical Training Branch, USOM/K
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Data Processing and Report Preparation:

- Miss HWANG Yong Ja, and Mrs. CHO Soon Ok, Technical Training Branch, USOM/K
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