

METHODOLOGY NO. 1

OCTOBER 1, 1972

ADVISORS AND

COUNTERPARTS

RELATIONSHIPS BETWEEN FOREIGN TECHNICAL
ASSISTANCE EXPERTS AND HOST COUNTRY
COLLEAGUES

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ADVISORS AND COUNTERPARTS

**RELATIONSHIPS BETWEEN FOREIGN TECHNICAL
ASSISTANCE EXPERTS AND HOST COUNTRY
COLLEAGUES**

**Prepared by
Technical Assistance Methodology Division
Bureau for Technical Assistance
in cooperation with
A.I.D. Reference Center**

**Agency for International Development
Department of State
Washington, D.C. 20523**

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INTRODUCTION

This bibliography was developed for the Methodology Division of the Bureau for Technical Assistance as a first step by the Division in planning a research project dealing with the relationships between technical advisors and their counterparts working together in technical assistance programs in lesser-developed countries. However, the contents were believed to be of interest to a much larger audience than the research project planners, hence their publication in the AID Bibliography Series.

The bibliography covers articles in professional journals, doctoral dissertations, monographs and books. The search of the literature revealed that the amount of material dealing specifically and analytically with advisor-counterpart relationships is limited. There are closely related areas, however, from which some materials included in this bibliography have been drawn. For example, some of the materials which analyze the role of either the advisor or the counterpart, while relevant to the relationship between them, are not exclusively devoted to this subject. The same is true of those dealing with the selection, orientation and training of advisors and counterparts. Materials dealing with role theory have been included in a limited and unannotated list (see Items No. 84-109).

The primary area of advisor-counterpart relationships and the related fields just listed have been the principal focus of this bibliography. While the development projects in which advisors and counterparts are jointly involved are concerned with social, cultural and political change, the large literature in these fields is beyond the scope of this bibliography and no items from it have been included unless they were particularly relevant to the main area of interest.

Where copies of materials have been obtainable, they have been collected and placed in the AID Reference Center in order that AID staff members and others might have easy access to them. In these cases, the ARC catalog numbers are listed with the titles. When additional materials have been found in the State Department Library or the Library of Congress, these catalog numbers have also been given.

SOURCES OF INFORMATION

The main library resources used in compiling this bibliography have been the AID Reference Center located in Room 1656 New State Building, the information resource units of various AID offices and divisions, the Department of State Library, the Library of Congress, the Peace Corps Library and the Human Resources Research Office of The George Washington University in Alexandria, Va. The Methodology Division wishes to express its appreciation to these organizations for their cooperation on this project.

THE PROBLEM OF NOMENCLATURE

A brief discussion of the title of this publication will illustrate some of the problems with respect to nomenclature in this field. Questions are sometimes raised about the use of the term "advisor" because of its implication of superiority, with a corresponding implication of inferiority for the counterpart. In projects in which advisors have initially had operational responsibilities, some have been guilty of not giving counterparts increasing opportunities to show initiative, develop abilities in their professional field, and eventually assume primary responsibility. Notwithstanding the problems just mentioned, the main title, ADVISORS AND COUNTERPARTS, has been selected because of the widespread use of these terms.

The use of the term "technical expert" in the subtitle of this bibliography recognizes the almost universal use of this term by international agencies, in contrast to "technical advisor", which is more frequently used in U.S. technical assistance terminology. The term "host country colleague" in the subtitle has none of the implications of inferiority associated with the term "counterpart". It gives recognition to the fact that over the past two decades the relative positions of host country officials and advisors have changed dramatically. Many officials in host countries by now have had long experience with technical assistance programs, and are making major contributions to the development of their countries and of their professions. Their capabilities make possible truly collaborative relationships aimed at achieving the common objectives of technical assistance.

ACKNOWLEDGMENTS

The Technical Assistance Methodology Division wishes to express its appreciation to Miss Edna Falbo and the staff of the AID Reference Center for their close cooperation on this bibliographic project. The members of the AID/Washington staff who have contributed suggestions or materials or both are: Dr. Philip Sperling of the Office of International Training, Dr. Curtis Barker of the Office of Research and University Relations, Dr. Kenneth Kørnher of the Office of Development Administration, Mr. Michael Guido and Mr. Dewey Brumbaugh of the Training Branch of the Manpower Development Division, Mrs. Dimetra Crassas of the Development Administration Reference Service, and Mrs. Ruth Lancetti of the Reference Service of the Office of Agriculture.

Special contributions from outside the Agency came from Dr. Garth Jones of Colorado State University and Mr. Gordon Donald, Editor of the *Development Digest*. A search for materials on advisors and counterparts was carried out in the libraries at Michigan State University by Mr. Philip Patrick and Miss Diana Szymkowski, working under the direction of Dr. Frederick B. Waisanen, Professor of Sociology at Michigan State. The list of materials dealing with role theory was developed by Dr. A. O. Haller, Professor of Sociology at the University of Wisconsin.

This bibliographic project was carried out under the direction of Dr. James W. Green, Chief of the Methodology Division of the Bureau for Technical Assistance, by Dr. R. S. Hadsell, former member of AID staffs in Iran, Turkey and Washington.

GUIDES TO THE USE OF THIS BIBLIOGRAPHY

1. To find a topic of particular interest, the first point of reference should be the Table of Contents. Listed below each topic heading in the Table of Contents are the item numbers of bibliographic listings relevant to that topic. Additional information about the subjects covered in individual publications is provided in the annotations which are included as a part of each listing.
2. A second reference point is the Author-Publisher-Organization Index, which will be helpful to the user who has specific information about any of these indexing items.

IF YOUR TIME IS LIMITED

Technicians who are going overseas for the first time and who would like to read relatively brief discussions of some of the problems of technical advisor-counterpart

relationships will find the following professional articles available in the AID Reference Center:

1. Sabha, Homyoun and M. Scott Myers, "The Iranian Counterpart Role in Technical Development." No. SS/Sem. Teheran 110. Undated, 19 p. (For a full annotation of this paper, see Item No. 64 of this bibliography.)
2. Storm, William B. and Jong Sup Jun, "The Counterpart Relationship and the American Professional Overseas," in PUBLIC PERSONNEL REVIEW, Vol. 29, No. 1, Jan. 1968, p. 7-12. (See Item No. 75.)
3. Smith, David and Mabel Jessee, "Barriers between Expert and Counterpart," in INTERNATIONAL DEVELOPMENT REVIEW, Vol. XII, No. 1 1970/1, p. 22-25. (See Item No. 69.)

Technicians desiring a somewhat broader discussion of their role overseas may wish to read:

1. Rigney, J. A., J. K. McDermott and R. W. Roskelly, STRATEGIES IN TECHNICAL ASSISTANCE. (See Part I, "Optimum Role for U.S. Overseas Advisors," and Part II, "Role of Technical Personnel in the Technical Assistance-Institution Building Process." See Items No. 61 and 62.)
2. Byrnes, Francis C., "Role Shock: An Occupational Hazard of American Technical Assistants Abroad," in THE ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, Vol. 368, Nov. 1966, p. 95-108. (See Item No. 11.)

Staff members who would like to read a publication on the cultural factors which are likely to influence their programs, and to develop a better understanding of the problems of cultural change are referred to:

1. Arensberg, Conrad M. and Arthur H. Nichoff, TECHNICAL COOPERATION AND CULTURAL REALITY. (See Item No. 3.)

If a technician will be doing considerable training overseas and will be doing this training through his counterpart or a mission interpreter, the following handbook will be useful:

1. Hadsell, R. S., MANUAL FOR AID INTERPRETERS AND TECHNICIANS. Jan. 1, 1969, 23 p. (See Item 34.)

AID technicians working overseas in the following positions will find specific materials on their particular roles as indicated below:

- Mission director (See Item No. 48.)
- Contract team leader (See Item No. 68.)
- Deputy mission director (See Items No. 48, 70.)
- Executive officer (See Item No. 48, 70.)
- Program officer (See Item No. 70.)
- Division chief (See Items No. 48, 70.)
- Consultant (See Items No. 40, 81.)

HOW TO OBTAIN DOCUMENTS

LOANS

Documents which have ARC catalog numbers as a part of their listing may be used in or borrowed from the AID Reference Center by AID/Washington staff members. This Reference Center is located in Room 1656, near the 21st Street entrance to the Main State Department Building. Documents bearing State Department Library catalog numbers may be obtained from that Library's reference desk located in Room 3239, Main State.

AID staff members overseas should send requests for materials through their technical backstop office. The backstop office will consult with the AID Reference Center as to the best means of making the materials available. All materials should be returned to the Center through the backstop office.

AID Reference Center materials are primarily for use by the AID staff but non-AID researchers may use materials in the Center.

RETENTION COPIES

Staff members of AID and other international organizations working in the technical assistance field should make requests for retention copies directly to the originating mission or agency.

ARRANGEMENT OF LISTINGS

The items in this bibliography are listed alphabetically by the author's last name or by the name of the originating institution if there is no individual author. When several publications by the same author are listed, the most recent one is listed first and the earliest one last in the series. Because many of the materials listed cover several different topics, the listings, with one exception, have not been organized into sections according to subject. Instead, the item numbers of publications dealing with each topic have been listed under the appropriate heading in the Table of Contents. The exception just mentioned is the unannotated list of references on role theory which have been grouped in a concluding section, Items No. 84-109.

ABBREVIATIONS

AID – Agency for International Development, present United States overseas technical assistance agency.

ARC – the AID Reference Center located in Room 1656, Main State Building, near the 21st St. entrance.

ICA – International Cooperation Administration, the immediate U.S. Government predecessor of AID in the technical assistance field.

1. Alexander, Yonah, *INTERNATIONAL TECHNICAL ASSISTANCE EXPERTS: A CASE STUDY OF THE U.N. EXPERIENCE*. 1966, 223 p. Praeger Publishers, 111 Fourth Ave., New York, N. Y. 10003.
U. S. Department of State Library No. HC60.A48.

Chapter 5 of this book discusses different methods of classifying the roles of technical assistance experts. One method is according to the results to be achieved:

- (a) Those whose primary aim is to bring about "impersonal" results, such as building a bridge, for example.
- (b) Those concerned with "personal" results such as changing attitudes, skills, actions, and the relationships of individuals or groups.
- (c) Those responsible for establishing, enlarging or reorganizing institutions.

Another classification, which is the one used in the discussion of roles, is according to function:

- (a) The advisory role (in general, and in a specific field).
- (b) Conducting demonstrations.
- (c) Undertaking quasi-executive, quasi-operational or administrative responsibility.
- (d) Teaching or training of local personnel.

Other classifications of roles mentioned are the country expert as contrasted with the regional and inter-regional expert; and the junior associate expert, a young apprentice type of specialist who is just getting started in overseas work. Chapter 6 on the qualifications of U. N. technical assistance experts discusses certain general qualifications as well as ten personal qualities which are considered important in the selection of overseas personnel. These in turn throw light on the roles to be performed.

2. Amuzegar, Jahangir, *TECHNICAL ASSISTANCE IN THEORY AND PRACTICE: THE CASE OF IRAN*. 1966, 275 p. Praeger Publishers, 111 Fourth Ave., New York, N. Y. 10003.
U. S. Department of State Library No. HC475.A48.

There are two chapters in this general study of technical assistance to Iran that come within the scope of this bibliography: Chapter 10, "Point IV Organization and Management," and Chapter 11, "Kind and Quality of Assistants." These chapters are of special interest because they represent the viewpoint of a foreign national based on a review of some 450 completion-of-tour reports of American ICA and AID technicians in the Mission files in Teheran, and on numerous interviews with Iranian Government officials, the Mission's Iranian staff, local counterparts, and independent observers. Chapter 10 has sections on the philosophy and orientation of Point IV administrators in Iran, direction and work distribution, recruitment and staffing, internal coordination, and job evaluation. After an introductory discussion of the elements of effective performance required for overseas assignments at the beginning of Chapter 11, there are sections dealing with the competence and expertise, interest and dedication, personal rapport,

adaptability, leadership quality, statemanship, and over-all suitability of U. S. technicians in technical assistance agencies in Iran. There are numerous quotations from the technicians' completion-of-tour reports to illustrate the conclusions drawn.

3. Arensberg, Conrad M. and Arthur H. Niehoff, TECHNICAL COOPERATION AND CULTURAL REALITY. 1963, 159 p. Publications and Technical Services Branch, AID/Washington. This AID manual is now out of print but a book containing much the same material is currently available under the title, INTRODUCING SOCIAL CHANGE: A MANUAL FOR AMERICANS OVERSEAS. 1964, 229 p. Aldine Publishing Co., 529 South Wabash Ave., Chicago, Ill. 60605. ARC Catalog No. 301.2, A681.

This manual provides information from the social sciences on the basic cultural factors which should be understood for the successful introduction of new techniques as a part of technical assistance programs. In the final chapter, "Field Problems," there are sections on overcoming cultural shock, on establishing rapport and on methods of studying and participating in the local culture that are designed to help technical advisors in their various overseas roles.

4. Bass, Bernard M., THE AMERICAN ADVISOR ABROAD. Technical Report No. 27. Contract No. N0014-67-A-0398-0002. Aug. 1969, 29 p. Prepared for Group Psychology Programs, Office of Naval Research, by the Management Research Center, The Graduate School of Management, The University of Rochester, Rochester, N. Y. 14627. This report also appeared as a professional article bearing the same title in THE JOURNAL OF APPLIED BEHAVIORAL SCIENCE, Vol. 7, No. 3, 1971, p. 285-308. ARC Catalog No. 301.2, B317.

According to the author, mutual understanding of both the similarities and the differences between an American and a host national counterpart is a key to effective use of the American advisor abroad. When both American and host national know what to expect of each other, the American consultant's interpersonal competence, consulting skill and technical knowledge can be brought to bear in a more effective manner than where misunderstandings of opinions, values and ideology prevail. This paper describes a program sponsored by the Management Research Center to establish a data bank for the computer analysis of cross-cultural similarities and differences. Rather than using interviews and surveys as a source of data, the Center has made use of standardized simulations of personal, interpersonal and organizational activities. Several hundred data collectors in 25 countries representing the Americas, Europe, Asia and Africa have been cooperating in the collection of reactions to these standardized presentations. At present there are 14 of these simulations of key management activities which are presented to middle and senior managers from industry and also to government and military respondents. At the time this report was prepared, over 20,000 cases had been obtained and stored in the data bank.

5. Beers, Howard W., AN AMERICAN EXPERIENCE IN INDONESIA: THE UNIVERSITY OF KENTUCKY AFFILIATION WITH THE AGRICULTURAL UNIVERSITY AT BOGOR. 1971, 267 p. The University of Kentucky Press, Lexington, Ky. 40506. U. S. Department of State Library No. S539.15153.

This book covers the experience of the University of Kentucky team (Kenteam) working under an ICA and later on an AID contract at the University of Bogor between 1957 and early 1966. The author, a specialist in rural sociology, was a member of the field staff of

the Agricultural Development Council in Indonesia for a period of several years prior to the period Sept. 1962-June 1965, when he served as a member and chief-of-party of the Kenteam group at Bogor. The book is based not only on the author's experiences but also on correspondence files, reports, notes, interviews and responses to questionnaires. Of particular interest is the section (p. 151-175) reporting on the small-scale survey conducted by interviews and questionnaires of the attitudes and experiences of the Kenteam staff (38 individuals) and their University of Bogor colleagues (32). This study provides the Kentucky group's estimates of some of its own capabilities and problems, along with parallel estimates of the same Kenteam qualities as viewed by their Indonesian colleagues. Both ratings covered the following points: (First percentage listed represents the proportion of positive responses of the Kenteam group and the second percentage the positive responses of the Bogor University group of counterparts.)

(a) Mixture of advisor qualities	92%	67%
(b) Competence in technical skills	Almost all favorable	
(c) Acknowledging the authority of Indonesian department heads and deans	89%	63%
(d) Organizational ability	Majority of Kenteam vs minority of Bogor group	
(e) Commitment to American educational methods	72%	56%
(f) Appropriate degree of aggressiveness in promoting American ideas	69%	47%
(g) Political sensitivity and tact	61%	21%
(h) Understanding host institution goals	58%	30%
(i) New teaching methods introduced by advisors	58%	80%
(j) Extent of travel by advisors in Indonesia	56%	51%
(k) Advisors maintained a reasonable degree of neutrality in internal university conflicts and factional disputes	56%	26%
(l) Methods of evaluating students	54%	67%
(m) Sense of mission exhibited by advisors	53%	40%
(n) Advisors' presence at departmental, faculty and other meetings was inhibitory	45%	38%
(o) Advisors' abilities were fully utilized	45%	30%

6. Benveniste, Guy and Warren F. Ilchman (Editors), *AGENTS OF CHANGE: PROFESSIONALS IN DEVELOPING COUNTRIES*. 1969, 252 p. Praeger Publishers, 111 Fourth Ave., New York, N.Y. 10003.
U.S. Department of State Library No. HD 8038.A1A4.

This book is based on the papers presented at an international conference held at the University of California, Berkeley, in May 1968 under the auspices of the University's Professional Schools Program. This program, supported by a grant from the Ford Foundation, is designed to help internationalize the outlook of the professional schools and to expand their research and training activities in other societies and cultures. Several of the papers in Part I discuss the various types of roles professionals play in overseas technical assistance programs. Ilchman and Benveniste identify and analyze four different roles in which the American professional overseas is involved as a change agent:

- (a) As an agent of professional knowledge.
- (b) As an agent of a national culture.
- (c) As an agent of a particular organization.
- (d) As an agent of a superior political power.

In some cases these roles are compatible and mutually supporting; in other situations they are not, resulting in tension and personal conflict with lowered effectiveness on the part of the technical specialist. In Chapter 4 Curle takes exception to certain terminology frequently used in connection with technical assistance programs. He feels that the term "advisor" implies a built-in condescension and sense of superiority. He does not favor the use of "counterpart" as it implies a kind of mirror image. The role for the foreign specialist as he sees it on the basis of his experience in Pakistan is one of sharing, of "colleagueship," of bringing the separate skills and experiences of himself and his local colleagues to bear on problems of joint concern. Such concepts of role often result in the modification of fundamental attitudes on *both* sides of the cooperative relationship; the joint activities are mutually instructive. This author believes that concepts of roles for technical assistance personnel are rapidly changing due to increased training and education in less developed countries. Among the papers in Part II is one by Eugen Pusic which presents a theoretical model of the role of professionals in complex development situations. Part III deals with the education and training of professionals for service in developing countries. A paper by Irwin T. Sanders reports on some of the insights developed in a two-year study of how U. S. professional schools in eight different fields (business administration, engineering, law, medicine, education, agriculture, public health and public administration) can deal more effectively with the international challenges they face. Part IV includes descriptions of several different approaches to institution building in developing countries.

7. Boxer, Alan Howard, *EXPERTS IN ASIA: AN INQUIRY INTO AUSTRALIAN TECHNICAL ASSISTANCE*. 1969, p. 180. Australian National University Press, Canberra, Australia.
Australian Embassy Library No. 309.223594 BOX. Available through inter-library loan.

This Ford Foundation-financed research project was a joint undertaking of the Australian National University and the University of Melbourne. The survey was carried out by

questionnaires sent to overseas technical specialists operating under the Columbo plan or under the United Nations, plus 90 in-country and 150 overseas interviews with Asians in host countries. There were 242 completed questionnaires. Chapter 5, "Counterparts," p. 81-91, states that counterparts were usually regarded as playing three main roles:

- (a) Facilitating the implementation of the advisor's suggestions, as he usually does not have executive authority.
- (b) Guiding the advisor in handling many practical aspects of his work (governmental procedures, sources of information, obtaining equipment, acting as interpreter).
- (c) Acquiring as much as possible of the advisor's know-how and qualifying himself to carry on when the advisor leaves.

The latter role was considered the most important. The questionnaires showed that 54 percent of the experts had no counterparts. It was thought that in perhaps half of these cases counterparts in the understudy sense were not required. This corroborates the finding in a U. N. Technical Assistance Board annual report for 1964 which stated that 26 percent of U. N. experts serving in Asia and the Far East were without counterparts in situations where they were desirable. The following were listed as reasons for not providing counterparts:

- (a) Not enough trained personnel available in the country.
- (b) Reluctance of agencies to release capable staff members because they were needed to handle important operational responsibilities.
- (c) Faulty planning, particularly failure to allow sufficient lead time.

Other problems mentioned in addition to the failure to provide counterparts were:

- (a) Delay in appointment—the advisor needs a counterpart, particularly in the early stages of his assignment.
- (b) Turnover—continuity on the job is very important in achieving results.
- (c) Unsuitability—the data in this survey tend to support the finding of the above-cited UN report that 34 percent of its experts had counterparts judged to be inadequate.

Four suggestions were made for improving the situation with respect to counterparts:

- (a) More insistence in the planning and approval stages of projects that counterparts be provided.
- (b) More pressure by the donor government for continuity in counterpart appointments, in some cases requiring the appointment of two counterparts to insure continuing counterpart services.
- (c) Improving counterpart salaries and conditions of employment.

(d) Bringing more counterparts to the donor country for formal study or practical training as a means of further increasing the supply and also raising the quality of counterparts.

8. Brislin, Richard W., THE CONTENT AND EVALUATION OF CROSS-CULTURAL TRAINING PROGRAMS. Paper P-671. November 1970, 77 p. Prepared for the Advanced Research Projects Agency, U. S. Department of Defense, by the Institute for Defense Analyses. Copies are no longer available from the original publisher but paper prints may be obtained from the National Technical Information Service, Springfield, Va. 22151. Order No. AD 719410. Price on request.

This pamphlet is an evaluative document giving a brief overview of the military programs in this field. It includes an up-to-date bibliography of 157 items, not annotated, giving broad coverage to civilian as well as military aspects of the subject. The operational military programs reviewed are the Navy-Marine Personal Response Program, the Army Troop-Community Relations Program, and Navy Area Orientation/OverseasmanShip Training. The experimental programs covered are: the Cultural Assimilator (Advanced Research Projects Agency and Office of Naval Research), Contrast America Technique and COPE (Army/Human Resources Research Office), and Self-Confrontation Technique (Air Force). There is a chapter on non-Department of Defense programs which contains a section on Peace Corps research.

9. Brown, David S., "Strategies and Tactics of Public Administration Technical Assistance: 1945-1963," Chapter 7, p. 185-223 in John D. Montgomery and William J. Siffin, APPROACHES TO DEVELOPMENT: POLITICS, ADMINISTRATION AND CHANGE. 1966, 299 p. McGraw Hill Book Co., 330 West 42nd St., New York, N. Y. 10036. Library of Congress Call No. JF1321. M6.

This chapter includes a review of the general directions taken in the first 18 years of operation of the U. S. technical assistance program in public administration. Six strategies are identified and seven categories of tactics are discussed, each involving somewhat different roles for advisors and counterparts. The strategies identified are:

- (a) The beachhead approach.
- (b) Identifying with power elites.
- (c) Developing the multiplier effect.
- (d) Developing grassroots support at local levels.
- (e) Integrating public administration with other types of technical assistance.
- (f) The cultural accommodation strategy (i.e., the public administration effort should be based not only on an assessment of need but also on what the host country is likely to accept, implement and use).

The tactics discussed are:

- (a) Persuading or "selling" the host government on the desired approach.

- (b) The use of advice and suggestion. (Describes several different ways in which the advisory role can be performed, i.e. general administrative survey, generalist vs specialist advisors, varying degrees of initiative in offering advice, the application of standards vs recommending specific changes, extensive oral discussions vs written reports, mission- vs host-agency-based advisors, long- vs short-term and direct-hire vs contract advisors.)
- (c) Creation of demonstration projects.
- (d) Training programs.
- (e) Use of a third party (non-governmental contract, foundation or volunteer agency personnel).
- (f) Engaging in direct operations as a "doer."
- (g) The use of various forms of leverage.

The roles of advisors and counterparts would obviously differ, depending on the strategy and tactics used to guide operations.

10. Brown, David S., SOME OBSERVATIONS ON THE CONDUCT OF TECHNICAL ASSISTANCE IN PUBLIC ADMINISTRATION, WITH PARTICULAR REFERENCE TO THE CURRENT PROGRAM IN PAKISTAN. July 5, 1962, 67 p. plus appendices. University of Southern California, School of Public Administration, Los Angeles, Calif. Out of print but a copy is available in the AID Reference Center. ARC Catalog No. PK 354.55, U58.

This report was written at the end of an 18-month tour in Pakistan as Deputy Chief of Party and Professor of Public Administration assigned to the University of Southern California Advisory Group in Lahore. This Advisory Group was working under a contract with the Agency for International Development to aid the Pakistani Government in the improvement of its over-all administrative capabilities. The report reviews the objectives and achievements of the past program of the Advisory Group and applies the lessons learned from past experiences in making recommendations for future activities. The report is divided into four parts: (a) Program and Objectives, (b) Party Organization, (c) Relations with the Mission and (d) Relations with the Host Government. There are some references to technical advisor-counterpart relations in the first three sections. It is the fourth section that has a number of references to problems of this type. Some of the points discussed are:

- (a) Failure to assign counterparts called for in the agreement with the host government and to make clear the reasons for this failure. P. 16.
- (b) Even when supplied, counterparts in a number of cases were not of appropriate rank and had insufficient experience. P. 16-17.
- (c) Devotion of the energies of the advisory group to direct training of host government personnel rather than to the counterpart training which should have been carried out. P. 16.

- (d) Using assigned counterpart staff for direct (end use) training rather than for a balanced program which would include research, publication and consultation with government agencies on administrative problems. P. 17-18.
- (e) Counterparts were eager to go to the United States for training but did not seem to have strong basic motivations to return for assignments in training or research. Instead, they wanted to use their U. S. training as a means of moving up the civil service ladder as practicing administrators. Footnote, p. 23.
- (f) Whether the American staff should play a purely advisory role or should be regularly involved in handling a variety of operational functions. P. 55-57.
- (g) The importance of titles and the way they affect counterpart and host-government relationships. P. 58.
- (h) For effective operation, the advisor "must be seen by his Pakistani counterpart as having substantial influence within his own party; he must be seen as having a major voice in determining who can and cannot be sent to the States for study; he must (except on matters of the greatest importance) be seen as being the spokesman for the party with the institution concerned; and he must be kept well informed." P. 60.
- (i) The problem of informing higher officials when a counterpart, because of either incompetence or unhelpful attitudes, is damaging a program which has been approved by the host government and the AID mission. P. 64.

Notwithstanding the difficulties encountered, the advisor left Pakistan with a positive feeling regarding accomplishments. Appendix A outlines a proposal to develop a limited consultation/research activity.

11. Byrnes, Francis C., "Role Shock: An Occupational Hazard of American Technical Assistants Abroad," in THE ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, Vol. 368, Nov. 1966, p. 95-108. Issue title: "Americans Abroad."
ARC Catalog No. 309.223, B005a.

The author defines role shock as the frustrations and stresses associated with the discrepancies between what a technical advisor views as the ideal role for himself and what he finds his actual overseas role to be. The author draws on seven studies of overseas technical assistance personnel, including one of his own, to document and illustrate the following factors which influence role shock: ambiguity in the professional role, relationships with host country counterparts, communication in the host country bureaucracy, administrative problems within the American organization, and the complex demands of the development process.

12. Byrnes, Francis C., *AMERICANS IN TECHNICAL ASSISTANCE: A STUDY OF ATTITUDES AND RESPONSES TO THEIR ROLE ABROAD*. 1965, 156 p. Published in cooperation with International Programs, Michigan State University by Praeger Publishers, 111 Fourth Ave., New York, N. Y. 10003.
ARC Catalog No. 309.223, B995.

This research project involved a study of the roles of 34 men who had held professional and technical specialist assignments overseas for the U. S. International Cooperation Administration and had terminated their employment with the agency between Jan. 1, 1958 and Dec. 31, 1960. These men were all residents of the northeastern region of the United States (bounded on the west by the Mississippi River and on the south by the Mason-Dixon line). This residence restriction was observed so that they could be personally interviewed by the investigator in their own home communities. This sample was drawn from a group of 90 individuals who met the criteria. The study was concerned with their last or most recent tour overseas, which ranged from nine to 36 months in length. The age range was from 30 to 63 years with a median of 46 years. The Civil Service grades ranged from FSR 7 through FSR 2, with FSR 3 being the largest group. The data for analysis were taken from a recorded personal interview generally lasting from five to six hours and from certain forms filled in by the respondent during breaks in the interview or afterward. Appendix A lists the 111 questions used in conducting the interviews. Appendix B lists 50 items which Americans working abroad in technical assistance programs have reported as "bothering" or frustrating them at some time or other during their tours. Respondents were given a form listing these items and asked to check one of four categories of frequency for each (most of the time, quite frequently, now and then, never). The following list of chapter headings indicates the major areas of inquiry covered by this study:

- (a) Expectations and Satisfactions in Technical Assistance
- (b) Work Performance in Technical Assistance
- (c) Work-Related Interaction with Nationals in Technical Assistance
- (d) Work-Related Interaction with Other Americans in Technical Assistance
- (e) Learning in Cross-Cultural Work Roles
- (f) Post-Tour Experiences and Reactions of Technical Assistance Specialists

A concluding chapter discusses the types of technicians included in the study as revealed by a computer analysis of some of the interview questions, following the elementary linkage analysis methods of McQuitty. This chapter also includes sections on suggestions for further research, on the limitations of the study and on some of its implications for technical assistance programs. There is a bibliography of some 80 items.

13. Byrnes, Francis C. and William G. Golden, Jr., *CHANGING THE CHANGE AGENT: A STEP TOWARD INCREASED RICE YIELDS*. Undated reprint, 8 p. International Rice Research Institute, Los Banos, Laquna, Philippines.
ARC Catalog No. 633118, 17 ib.

This article describes the methods used at the International Rice Research Institute for training technical advisors, foreign specialists and local extension workers to perform their advisory roles more effectively. Diagnostic testing was used before, during and at the conclusion of training to ensure that the advisors had the specific technical knowledge regarding the methods considered essential to ensure the increased production of the new high-yield varieties of rice. A strong learning-by-doing component was included in the training program. Although some of the training periods were of relatively short duration (one or two weeks), plots with staggered planting times were used to give participants experience with rice plants at different stages of development. The Institution had a six-month follow-through program to help participants with the difficult problems actually encountered on the job. The authors believe that the chief lesson learned from this effort is that it is not enough to train specialists to perform a new role in an organization; the organization must be guided in ways to make maximum use of specialists prepared to carry out roles new to the organization itself. The blend of specific technical instruction and field experience must be effective in modifying attitudes and securing the desired behavioral changes in students.

14. Caldwell, Lynton K., "The Role of the Technical Expert," in ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, Vol. 323, May 1959, p. 91-99. (Special issue titled: "Partnership for Progress: International Technical Cooperation," edited by Richard W. Gable.)
Library of Congress Call No. H1.A4.

The role of the technical assistance specialist is shaped by a number of elements, principal among which are:

- (a) Definition of his task by the agency employing him. Quite often the specialist finds that the concepts of his job held by his division chief and the personnel, executive, budget and program officers do not coincide and that their divergent views of his role must be reconciled.
- (b) The self-image of the specialist in relation to his assignment. In addition to his own personal motivations for taking his job, he will be influenced by what he thinks his host-country and U.S. associates think of him and what he wants them to think of him.
- (c) Requirements of the task. Beyond the specific demands for professional knowledge and skill, overseas assignments impose additional requirements upon human relations and communications skills, particularly for use in gaining and holding the confidence of host-country associates.
- (d) Receptivity in the host country. Factors here are the general receptivity in the country to foreign ideas, attitudes of host-country officials concerning the need for the type of services the expert has to offer, and willingness to provide the type of financial and organizational support required if the program is to succeed.

Of the four elements listed above as influencing the technical specialist's role, the author regards the first as the one most susceptible of modification. It is at the agency level where special effort needs to be made to insure clarity and consistency of purpose in assigning technical assistance personnel.

15. Carsey, Julian Nance, ADMINISTRATIVE CONCERNS AND CONTRIBUTIONS OF TECHNICAL SPECIALISTS SERVING OVERSEAS FOR THE AGENCY FOR INTERNATIONAL DEVELOPMENT: A SURVEY. 1971. 201 p. A doctoral dissertation submitted to the faculty of the School of Government and Business Administration, George Washington University, Washington, D.C. ARC Catalog No. 350,C321.

This doctoral dissertation is a survey of the administrative concerns and contributions of technicians working overseas for the Agency for International Development and its predecessor agencies. The survey involved the analysis of 70 end-of-tour reports now in the AID Reference Center which had been written in the 1960's by technicians who were sent overseas primarily to work on a technical specialty as opposed to public administration technicians or mission administrative officers. The survey also includes an analysis of 34 interviews in the Washington area, some with technical specialists and others with AID administrators who had supervised or worked with this type of personnel. The administrative concerns dealt with the contributions a technician believed he had made to the organization of the host country government or of the AID mission, or to the administrative processes and procedures of either. While the study concentrates mainly on organizational matters, Footnote 2 on page 147 suggests technical specialist-counterpart relationships as an additional area of study. There is an 11-page bibliography.

16. Chaput, Michael J., "Consultant-Client Problems in Africa," in INTERNATIONAL DEVELOPMENT REVIEW, Vol. XIII, No. 1, 1971, p. 23-25. Society for International Development, 1346 Connecticut Ave., N.W., Washington, D.C. 20036. Library of Congress Call No. HC60.1546.

The author points out that there are large differences in the orientation, size, scope, work methods and financial backing of consultant organizations. Four types of technical assistance consultants are identified:

- (a) Generalist consultants who handle a variety of general planning problems.
- (b) Specialist consultants who limit themselves to one area of special competence.
- (c) Industry-based consultants associated with a specific private industry.
- (d) Consultants from the United Nations and its related agencies.

In Africa the author believes that many failures in consultant-client relations are due to:

- (a) Lack of a genuine understanding of the African environment and the related social and organizational structure.
- (b) Employment of over-qualified consultants, which sometimes results in the recommendation of equipment and organizational methods too sophisticated for the actual situation in which the operation takes place.
- (c) Poor interpersonal client-staff relationships. Too often contacts are exclusively with top-level client staff members. Middle-level personnel have much to contribute because of the direct, first-hand knowledge they have of operational problems.

- (d) Lack of careful attention to detail in preparing reports.
 - (e) Letting vested interests sway recommendations.
 - (f) Failure to provide for effective follow-through in contract arrangements.
17. Dove, Charles James, *INTERCULTURAL TRAINING FOR FOREIGN ASSISTANCE*. 1968, 382 p. A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at the University of Michigan. Available from University Microfilms, Inc., Ann Arbor, Mich. 48106. Order No. 69-12,087. Price for paper copy \$10.00.
ARC Catalog No. 353.1, D743.

This investigation involved the evaluation of experimental materials and procedures used in the AID/Washington Training Center for the presentation of Unit VI on Human Relations Training. This unit is used for the orientation of all employees going overseas for the Agency. The sample of trainees consisted of six successive classes meeting between April 1 and June 14, 1967 with from nine to eleven members in each group. The aim of the study was to see if a one-week training period would change new AID employees' role perceptions from that of being a technical authority who tells people how to do things to that of a change agent who helps people learn how to do things. This involved increasing both the technical specialist's self-awareness and his other-awareness. The investigator assumed that behavior is not materially changed by lectures, reading or discussion. The writer therefore designed training materials and experiences meeting the following criteria: (a) a high degree of trainee involvement and activity with considerable review and evaluation as the training proceeded, (b) training exercises which simulated AID working conditions, and (c) training exercises which used problem-solving activities whose solutions are a measure of the quality of communication. At the beginning and end of the training sessions each trainee was asked to write a description of his anticipated overseas role. One of the questions to be answered at the end of training was, "What have you learned about the way host nationals may be expected to behave?" Observers rated trainees on their individual communicative behavior during the group activities. Five hypotheses were evaluated. One finding was that the training period did change role perception in the desired direction and helped in the development of the supporting communication skills. Over 200 pages of this dissertation are devoted to a review of the professional literature on this subject, classified under the following headings:

- (a) What is the Agency for International Development?
 - (b) What role should an overseas AID employee play to function as an effective representative of AID?
 - (c) What skills are essential for playing this role?
 - (d) What does the literature on training suggest for our purposes?
18. Eisenstadt, S. N., D. Weintraub and N. Toren, *ANALYSIS OF PROCESSES OF ROLE CHANGE*. 1967, 43 p. Israel Universities Press, Kiryat Moshe, P.O. Box 7145, Jerusalem, Israel.
Library of Congress Call No. HM291.Es.

In this monograph the authors develop a framework for the analysis of role structure, role behavior, role crystallization and the processes of role change based on theoretical

considerations which were formulated in connection with various research projects. The monograph is comprised of four sections:

- (a) Suggestions for new approaches to the analysis of role change.
- (b) Analysis of role change as reported in seven case studies carried out in Israel following the suggestions for analysis described in the above section.
- (c) In the final two sections, hypotheses about the conditions and direction of the processes of role change, derived from the case studies, are put forward as a possible basis for future research.

There is a bibliography listing 37 items.

19. Ericksen, E. Gordon, "An American Consultant Faces a Foreign Social Environment," in *THE JOURNAL OF EDUCATIONAL SOCIOLOGY*, Vol. 29, No. 4, Dec. 1955, p. 184-190.
ARC Catalog No. 301.2, E68.

The author was associate professor of sociology at Kansas University, on leave to ICA as Housing and Community Development Advisor to governments of the Lesser Antilles at the time he wrote this article. On the basis of his experience he discusses:

- (a) The significance of the technician's expectations regarding his overseas assignment.
- (b) The necessity for understanding the host nation's system of values and its expectations of the American technician's role in achieving its objectives.

There is a concluding section in which the author reformulates the observations discussed under (a) and (b) above in terms of sociological assumptions to guide the technician in his work.

20. Fiks, A. I., "The Importance of Two-Way Communication for Volunteers in International Service," in *INTERNATIONAL DEVELOPMENT REVIEW*, Vol. XII, No. 3, 1970/1. Society for International Development, 1346 Connecticut Ave., N.W., Washington, D.C. 20036.
Library of Congress Call No. HC60.I546.

The author feels that if volunteers and other technical assistance workers overseas are to perform effectively in roles as change agents, there needs to be more emphasis on host nationals' attitudes and social institutions rather than on purely economic or technical matters. The writer believes there needs to be more emphasis on developing social sensitivity and listening skills, and on careful observation of implicit, subtle and disguised expressions of motives and attitudes. Communication for the overseas technical specialist is very much a two-way affair and sensitivity of the type just described will do much to improve the quality of such interchange with host-country, cooperating personnel.

21. Fletcher, John L., *MAJOR DIFFICULTIES EXPERIENCED BY AID EMPLOYEES: A REPORT TO THE AGENCY FOR INTERNATIONAL DEVELOPMENT* (draft). Sept. 5, 1964, 39 p. Development Research Center, African Studies Program, Boston University, 10 Lenox St., Brookline, Mass. 02146. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. AFR353.1, B747a.

The data for this study were supplied by 47 AID employees who had gone through the debriefing process at the Development Research Center of the African Studies Program, Boston University. Twenty-three of these employees had served as administrative staff members and the remaining 24 were technical specialists who had served in a total of 18 African countries. The data were obtained by two different methods: (a) a 50-item questionnaire, the same one used by Dr. Francis C. Byrnes for the study reported in his book, *AMERICANS IN TECHNICAL ASSISTANCE: A STUDY OF ATTITUDES AND RESPONSES TO THEIR ROLE ABROAD*, 1965; and (b) debriefing interviews of the returned AID employees. The questionnaire was originally sent to 47 debriefees and 27 of them returned the completed questionnaires. The debriefing interviews were used as a source of information about the attitudes of the remaining 20 employees who did not return the questionnaire. The main sources of frustration revealed by this survey of opinions, listed in order of their importance, were:

- (a) Technical incompetence of nationals.
- (b) Incompetence of Americans involved.
- (c) Lack of administrative support.
- (d) Delays and red tape in decisions relating to job.
- (e) Prevailing concepts of mission objective.
- (f) Compromises with own standards.
- (g) Inadequate data on situation.
- (h) Vague sense of job security.

These frustrations are discussed in the three main sections of the report:

- (a) Relations with Host Personnel.
- (b) AID Employees.
- (c) Relationships Within the American Organization.

Although relations with host country personnel were listed as a primary source of frustration, counterparts are not singled out by that title in the discussion. In the second section, on AID employees (p. 11), this statement is found: "The counterpart relationship, declared this same employee, is beyond the capacity of most of our technicians for they aren't the kind of extraordinary people that are required to make it work." On page 14 the statement is made, "Impatience with counterparts was labelled as one of the major weaknesses of American technicians by one debriefee." The concluding section of the report makes six recommendations for the improvement of the reported conditions.

22. Foster, George M., *AN ANTHROPOLOGIST'S VIEW OF TECHNICAL ASSISTANCE METHODOLOGY*. 1972, p. 56. Methodology Division, Bureau of Technical Assistance, AID/Washington.
ARC Catalog No. 309.223, F754.

This paper was presented at the consultative seminars on technical assistance methodology held in Boston, Atlanta and Berkeley, California in 1972. Technical assistance is discussed as a form of planned cultural change. The section most directly related to this bibliography is "The Technical Specialist," p. 39-49, which discusses the limitations which result from the advisor's own views of his professional role and from his ego-gratification

needs. American technicians in Stateside situations tend to think in terms of implementing programs where the main problems have already been identified. In contrast, in newly-developing countries the task begins with the analysis of the problem. Solutions to the problem generally have to be worked out under conditions and with resources quite different from those normally available to the technician. Professional pride and a desire for status sometimes result in overdesigned, oversophisticated and ill-conceived programs and projects. Narrow professional compartmentalization also fosters competition for scarce funds and favored status. Technical specialists working overseas always bring with them culturally-determined standards of role performance. Standards for the same or a similar role in a newly-developing country may be quite different and represent a problem of ego gratification for the technical specialist.

23. Foster, George M., *TRADITIONAL CULTURES AND THE IMPACT OF TECHNOLOGICAL CHANGE*. 1962, 292 p. Harper & Row, Publishers, Inc., 49 East 33rd St., New York, N.Y. 10016
U.S. Department of State Library No. CB478.F6.

The author of this book has had extensive experience overseas as a teacher and a consultant to ICA and AID in the fields of public health and community development, and also in orientation courses at the University of California for overseas technical assistance specialists. The book deals with the cultural, social and psychological aspects of technical assistance and technological development. Barriers and stimulants to change are analyzed and the ethics of planned change discussed. The most pertinent chapter related to this bibliography is Chapter 9, "The Technical Expert: His Problems." The author believes that the very excellence of American professional training, the atmosphere under which it is carried out and the presuppositions upon which it is based all conspire against producing the best international technical specialists. Most professional training is designed to equip the student to live and work in his own society and to transplant American-type programs overseas, rather than to analyze the underlying problems of effecting social change in a foreign culture. The tendency of American technicians to think in terms of programs rather than problems, to operate in terms of narrow professional compartmentalization and to suffer cultural shock are discussed. The author believes that social scientists, and particularly anthropologists, should play a more active role in technical assistance programs, and outlines what their role should be.

24. Foster, Robert J., *DIMENSIONS OF TRAINING FOR THE OVERSEAS ASSIGNMENT*. Technical Report 69-11. June 1969, 23 p. Human Resources Research Office, The George Washington University, 300 N. Washington, St., Alexandria, Va. 22314.
ARC Catalog No. 309.22307, F756.

This report presents a conceptual framework for looking at the problem of training personnel for overseas assignment. The analysis is based on research literature about the nature of overseas work and about the learning process. Despite the considerable variability in overseas work roles, the author identifies eight basic underlying characteristics which they have in common that can be used as guides for training programs and which are different from those needed in Stateside assignments:

- (a) Differences in cultural values and expectations between Americans and host country nationals.

- (b) Political overtones, not only with respect to U.S. interests and objectives in giving aid, but also with respect to the internal politics of the host country.
- (c) Differences in language.
- (d) Interorganizational conflict within the U.S. agency both horizontally and vertically.
- (e) Technological differences regarding skills available in donor and donee nations, and the degree of skill required by the project as contrasted with the actual skills of the U.S. advisor.
- (f) Differences in the physical environment that affect the health and well-being of the advisor and his family.
- (g) The unprogrammed nature of the work. It is often difficult to spell out the objectives, duties, effective behaviors, adequacy of problem solutions, etc. in any clear, systematic way.
- (h) Ambiguity in role. Overseas, more than at home, the American is less sure of the meaning of another person's behavior, the appropriateness of his own behavior, the work demands of his job, and the measure of success in his work.

On the basis of the characteristics just listed, training objectives are considered in two different ways:

- (a) The kinds of learning. These include fact acquisition, intellectual understanding, awareness-sensitivity, motivation, skill development, concern for the feelings associated with host nationals, and the work situation.
- (b) Content areas. Eight types of subject-matter content are discussed along with six other areas of "how-to" capabilities. One of the latter group is "mission and work role identity," pages 16-17.

There is a brief section of concluding observations on training methodology and a bibliography listing seven references.

25. Foster, Robert J., **EXAMPLES OF CROSS-CULTURAL PROBLEMS ENCOUNTERED BY AMERICANS WORKING OVERSEAS: AN INSTRUCTOR'S HANDBOOK**. May 1965, 24 p. plus excerpts from case studies printed on 3 x 5-inch card stock. Human Resources Research Office, The George Washington University, 300 N. Washington St., Alexandria, Va. 22314.
ARC Catalog No. 301.2, F756.

This handbook is a collection of summary accounts taken from case studies that illustrate problems frequently encountered by Americans working overseas, particularly those in the field of technical assistance. It is intended primarily as a source book for instructors who are searching for true-to-life examples which will give their classroom presentations more impact and meaning. In the introduction the author states, "There is evidence that those least effective in their relationships with national counterparts and who demonstrate little insight into their overseas experience are the ones that claim no difficulties in their

personal relationships.” He further notes that “investigators who have undertaken to evaluate the performance and problems of Americans overseas have concluded that it is usually the human problems associated with working in a different culture that are likely to be critical in the success or failure of their assignments.” The classifications of problems most pertinent to this bibliography are:

- (a) Problems of Communication and Perception, p. 8-9, particularly the section, Social System and Role Expectations, illustrated by cases reported on cards numbered 5.80-5.99.
- (b) Role Definition and Adaptability, p. 10-11, illustrated by cases reported on cards 7.00-7.99.

26. Foster, Robert J. and Jack Danielian, AN ANALYSIS OF HUMAN RELATIONS TRAINING AND ITS IMPLICATIONS FOR OVERSEAS PERFORMANCE. Technical Report 66-15. Aug. 1966, 36 p. Human Resources Research Office, The George Washington University, 300 N. Washington St., Alexandria, Va. 22314. ARC Catalog No. 301.2, F756a.

The purpose of this study is to evaluate existing knowledge and experience in the area of human relations training, especially the rationale of the training and its uses and applications in preparing Americans to work effectively with host national personnel during assignments overseas. The findings are based on both a review of the scientific literature on this subject (67 references are listed as resources) and on interviews with persons conducting the types of training being studied. The three types of training reviewed are:

- (a) T-Group (training group)—an initially unstructured group of perhaps a dozen participants without a pre-established agenda, rules of procedure or division of labor. The trainer functions as a resource person to help the group members analyze and understand each other’s behavior rather than in the traditional role of instructor or discussion leader.
- (b) Role-Playing—involves a more structured situation than the T-Group, and is one in which the participants assume and act out designated roles.
- (c) Case-Study Method—a problem situation is discussed by the group, with members making observations, raising questions and offering solutions.

The author concludes that these types of human relations training in varying admixtures can make an impact on attitudes and interpersonal orientations when used with foresight by experienced trainers. One specific suggestion was that training programs would probably be enriched if foreign nationals were included in the training groups.

27. Fritz, Carl, FORMS OF DONOR-HOST GOVERNMENT OPERATIONAL RELATIONSHIPS: ADVISORY RELATIONSHIPS. Summary REL (3). Dec. 11, 1961, 116 p. Technical Assistance Study Group, AID/Washington. Out of print but a copy is available in the AID Reference Center. ARC Catalog No. 309.223, F919.

This unpublished manuscript is part of a larger study based on interviews with approximately 1,000 technical assistance specialists employed by ICA and AID and other

governmental and university agencies working overseas. The interviews were conducted by staff members of the Technical Assistance Study Group and then excerpts relating to specific topics were assembled and organized under selected topic headings. The headings used in this volume are:

- (a) General comments on advisory relationships.
- (b) Views and arguments for and against various types of advisory relationships.
- (c) Factors which militate for and against success.
- (d) Short-term advisory relationships—the visiting consultant.
- (e) Special issues and problems involved in the concept of advisory relationships.
- (f) Recommendations.

Of special interest is a subsection of c above, titled “The Counterpart System,” with units on:

- (a) Concept and definitions.
- (b) Relationship between counterpart inadequacy and operational necessity.
- (c) Approaches and techniques with counterparts.
- (d) The creation of parallel hierarchies through advisory teams.
- (e) Miscellaneous comments on counterparts.

For related studies by the Technical Assistance Study Group see Items No. 48, 54, 55.

28. Froelich, Dean K., *THE MILITARY ADVISOR AS DEFINED BY COUNTERPARTS*. Professional Paper No. 9-70. March 1970, 6 p. Human Resources Research Organization, The George Washington University, 300 North Washington St., Alexandria, Va. 22314. ARC Catalog No. 301.2, F925.

This paper, presented at the 15th Annual Army Human Factors Research and Development Conference, Fort Ord, California, Nov. 1969, points out the importance of systematically identifying the important characteristics of Military Assistance Program (MAP) advisors so that scientific techniques can be applied to the selection, training and management of such advisors. Rational and empirical approaches to this problem are briefly described. The first approach requires an analysis of the essential characteristics and objectives of MAP, the conditions under which the program operates, and the special requirements of advisors working in such programs. A key factor identified with respect to the latter point is that MAP requires of personnel the motivations, knowledge and skills that elicit from counterparts a willingness to continue working with advisors. One possible empirical approach to the problem involves (1) obtaining estimates of the willingness of counterparts to continue working with specific advisors, (2) collecting information descriptive of both advisors and advisees, and (3) the application of statistical procedures to identify significant relationships among the factors studied. A brief summary is given of the principal findings of a pilot study of the relationships between the U.S. Korean Military Advisory Group and their counterparts in the Republic of Korea Army, following the three principles just listed. The personal characteristics of advisors regarded as most important are associated with the counterparts' impressions of:

- (a) How trustworthy the advisor is.
- (b) How enthusiastically he acts toward them.
- (c) How competently he performs his job.
- (d) How harmoniously he gets along with them.
- (e) How thoughtful and sincere he appears to be.

Certain crucial role behaviors were identified involving support of the counterpart, such as:

- (a) Facilitating the procurement of materials, supplies and equipment.
- (b) Supporting requests levied on the counterpart by his superior officer.
- (c) Keeping the counterpart informed on the status of requests, plans and work in progress.
- (d) Becoming knowledgeable about the host country's language, history, economy, customs and the feelings of the people with whom he is interacting.

29. Gittinger, J. P., NOT BY ECONOMICS ALONE: THE ROLE OF THE FOREIGN ADVISOR ON RURAL DEVELOPMENT PLANNING. 1962, 31 p. Center for Development Planning, National Planning Association, Washington, D.C. Out of print but a copy is available in the AID Reference Center. ARC Catalog No. 630, G536.

This paper was prepared largely on the basis of 20 months of experience with the Harvard Advisory Group attached to the Division of Economic Affairs of the Plan Organization of Iran. The author discusses the role of the foreign technical advisor under the following headings:

- (a) Professional competence—a good working knowledge of the technical field in which he is assigned to advise.
- (b) Providing the outside objective view.
- (c) Providing a broader view of related technical fields.
- (d) Providing a realistic viewpoint based on careful cost/benefit analyses.
- (e) Negotiator—the need for careful examination of technical possibilities and much patient discussion to get agreement on the revealed facts.
- (f) Fall guy—sometimes to do the things which his colleagues, because of their positions, cannot do (the problem of face-saving).

- (g) Teacher—many important administrators in developing countries have little background in analytic economics or have not developed the habits of thought which carefully evaluate various alternatives.
 - (h) Expressor—the foreign advisor is frequently burdened with the responsibility of sitting through meetings, often working through an interpreter, and then being requested to prepare a statement which summarizes an agreed-on position.
 - (i) Defender of the longer view.
 - (j) People-oriented—the outside advisor is often the one who is most concerned about individual freedoms and choices.
 - (k) Organizer of foreign aid—with such aid coming increasingly from a variety of agencies, coordination on both the recipient side and the donor side is required and in some cases this devolves on the advisor already assigned.
 - (l) Organizer of research—sometimes the foreign advisor is better able to understand the need for research.
 - (m) Bringing a broader experience and philosophy to bear on the problems at hand.
30. Gray, Jack D., THE MOST COMMON CRITICISMS OF AMERICAN TECHNICAL ASSISTANCE WORKERS BY THEIR FOREIGN CO-WORKERS. 1957, 13 p. Copy of paper obtained from the author, Department of Sociology, Texas Agricultural and Mechanical University, College Station, Texas. 77480. ARC Catalog No. 309.223, F754.

This paper was prepared for a seminar on training Americans for service in technical assistance programs in less developed countries sponsored by the Rural Education Department of Cornell University in March, 1957. The findings given in the report were based on interviews with eight students studying at Cornell in the spring of 1957, all of whom had had experience in working with American technical assistance advisors overseas. Listed below are criticisms expressed by these students, given in the order of their frequency:

- (a) Americans have a feeling of superiority. Some Americans give the impression that they know all the answers.
- (b) Americans want to take credit for what is accomplished in joint programs.
- (c) Americans are frequently unable or unwilling to learn to respect and to adjust to local customs and culture.
- (d) Americans attempt to plan and launch programs without spending enough time to get the necessary facts. Most technical assistance workers try to apply things which work in the U.S.A. without taking into consideration the great differences between the two cooperating countries. Americans always tend to go for big stuff: big tractors when the farms are small, big road equipment when the local government can't maintain it.

- (e) Failure to work through normal channels for getting work done.
- (f) Some Americans tend to lose their democratic way of working and acting when they get a foreign assignment.

In the concluding section of the paper the author suggests nine possible ways of avoiding the types of criticism just described:

- (a) Do not expect gratitude for any financial aid given to the host government.
- (b) The technical advisor's job is to develop his host counterpart—to train, to encourage, to advise and to help him grow and develop in his job.
- (c) Credit for accomplishments should be focused on the host counterpart.
- (d) Unless the technical advisor can learn to like and respect the people with whom he associates, he cannot work effectively with them.
- (e) Whenever possible, teach by example.
- (f) Learn the language as rapidly as possible.
- (g) The technical advisor's whole family should mix socially with local people.
- (h) Criticisms of the local people, their customs and other aspects of their culture must be handled carefully.
- (i) A technical assistance worker should avoid the two extremes of "going completely native" or trying to live exactly as he did at home.

31. Green, James W., "Success and Failure in Technical Assistance: A Case Study," in HUMAN ORGANIZATION, Vol. 20, No. 1, Spring 1961, p. 2-10.
ARC Catalog No. PK301.3409549, G79.6.

This article describes the efforts in the middle period of the 1950's of a group of ICA advisors to bring about a basic change in the Pakistanian community development program, the successes and failures attendant on this attempt, their causes and some unanticipated consequences. A new community development program established in 1953 called for a coordinated development effort fostered by multi-purpose, village-level workers who were to be trained in nine training institutes. The instruction in these institutes was almost wholly by the lecture method. There was a difference of opinion between Pakistani officials and the American advisors as to whether the method and content of instruction adequately prepared the trainees to become proficient village workers. The latter group felt that many of the manipulative and human relation skills which can best be taught by demonstration and practical supervised field experience were just not being learned. In order to improve this situation the author, a senior community development advisor and sociologist, used the methods of a field investigation of the role of the institute graduates, and of role analysis of the field interviews. Reports from these investigations were used to obtain approval of an inservice training program conducted by the American advisors for all institute teaching staffs to make them proficient in a five-step functional teaching method: preparation, explanation, demonstration, practice

and testing, followed if necessary by corrective instruction. This type of instruction was to be a substitute for the lectures normally used, and was to be coupled with greater flexibility in scheduling and the selection of instructional units of more practical value than those previously taught. The training program workshops were well-received by teachers and principals in the institutes. There were marked changes in attitude toward the method of instruction, the curriculum and the advisors. Yet a survey a year after the completion of the training program showed that all the institutes were back on the old 45- to 50-minute-period schedules, which were unsuited to the functional method of teaching. The main causes of this regression were:

- (a) Failure to involve the provincial directors sufficiently in the planning and execution of the program. These officials were the immediate supervisors of the institute principals.
- (b) Insufficient training on scheduling aspects of curriculum reform.
- (c) Lack of sufficient time for the advisors to give follow-up support for the program.
- (d) The new methods raised fundamental questions about the basic functions and methods of teachers.

In spite of these difficulties, there were certain unanticipated positive consequences:

- (a) There was much greater acceptance by the Village AID Administration of methods of scientific analysis and evaluation as tools of administration.
- (b) A continuous demand by the instructors of the various Pakistani institutes for workshops in each substantive field—agriculture, health, adult education, etc.

32. Group for the Advancement of Psychiatry, *WORKING ABROAD: A DISCUSSION OF PSYCHOLOGICAL ATTITUDES AND ADAPTATION IN NEW SITUATIONS*. Report No. 41. Dec. 1958, p. 484-530. Committee on International Relations, Group for Advancement of Psychiatry, 419 Park Ave. South, New York, N.Y. 10016. Price 75 cents. ARC Catalog No. 158, G882.

This report is based on investigation of the special psychological problems of U.S. citizens working overseas, together with recommendations as to how these problems may be met. After a brief consideration of the varying patterns in overseas service (career foreign service staff, the technical assistance expert, civilians working for volunteer agencies), there are discussions of motives and expectations, of satisfaction and stress in overseas work, and of the problems of personal relationships abroad. The section on factors of adaptation to overseas service is illustrated by a case study of a technical consultant sent to assist an Asian country in the development of a public health program. Recommendations are presented under the headings: selection, orientation and training of personnel, and mental health measures overseas. The bibliography lists 25 references.

33. Guthrie, George M. and Richard E. Spencer, **AMERICAN PROFESSIONS AND OVERSEAS TECHNICAL ASSISTANCE**. 1965, 114 p. Institute of Public Administration, The Pennsylvania State University, University Park, Pa. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, G984.

This publication is a report of research carried out under a grant from the Ford Foundation titled, "The Professional Roles of Americans Overseas." The objective of this study was to discover the extent to which professional skills acquired and used in the United States had to be modified by technical assistance specialists in their work overseas. There was also an effort to learn what additional skills were deemed necessary that were not required in the United States. Consideration was also given to the impact of overseas experience on subsequent professional careers. The implications of these findings for training activities both for the agencies sending the specialists overseas and for the educational programs of American professional schools are given. The following methods of data collection were used: an overseas attitude questionnaire was given to 163 faculty members and their wives who had taught, studied or worked abroad. Detailed interviews were conducted with 82 overseas technical assistance specialists from four different universities and a technical assistance questionnaire was administered to 151 overseas specialists. Several other groups of faculty members and students were given these same questionnaires for comparative purposes. Both questionnaires and the response summaries are given in the appendices. One of the paragraphs in the summary (p. 97) dealing with counterparts reads as follows: "Our respondents found that while their counterparts may have lacked formal training they were certainly not limited in their innate ability. Almost unanimously, the Americans developed a high level of respect for the intelligence of those with whom they were working. However, it was usually the case that neither was trained to work with the other. Possibly the weakest link in the whole process was the counterpart, who often lacked the political position, the previous experience, or the administrative power essential to make maximum use of the visiting specialist."

34. Hadsell, R. S., **MANUAL FOR AID INTERPRETERS AND TECHNICIANS**. Jan. 1, 1969, 23 p. Communications Media Branch, U.S. Agency for International Development, Care of the American Embassy, Ankara, Turkey.
ARC Catalog No. 418.02, H132.

One of the roles which most technical advisors engage in at some time during their tours overseas is that of trainer, and in many situations of this type the advisor's interpreter is an important factor influencing the outcome of the activity. In many situations the technician's counterpart serves as his interpreter. This publication grew out of a training program for interpreters and technicians which was developed in AID/Turkey. The first section of the manual points out the important contribution that interpreters can make in helping technicians get started with their training activities. Six qualifications for a good interpreter are given. Guidelines are listed which the technician should keep in mind both before and during training sessions. Similar guidelines are given for interpreters. There is a brief discussion of the problem of introducing new technical terms into the languages of developing countries. Consideration is given to the importance of using simple, inexpensive audio-visual materials in training programs. The text of a flipchart titled, "Types of Persons Who Hinder Good Communications and Good Human Relations," used in Turkish training programs, is included to illustrate the use of techniques of this type. The types of persons considered in this flipchart, which are illustrated by cartoons, are: (a) the non-listener, (b) the inconsiderate person, (c) the impatient type, (d) the shirker, (e) the rank- or status-conscious person, and (f) the negative personality.

35. Hirsch, Abraham M., "Programming the International Transfer of Technical Skills," in PUBLIC ADMINISTRATION REVIEW, Vol. XXIV, No. 1, March 1964, p. 29-35. ARC Catalog No. 309.223, H669.

This article discusses the role of technical specialists in planning or programming the international transfer of technical skills. In some cases this will be an administrative official such as the mission program officer, but technical advisors often have this responsibility as well. Included in the discussion is a consideration of the problems of identifying skills, the logistical problems of both donor and host countries, and the points of articulation in the society where the problems of implementing the skill transfer must be actually worked out. The author points out that one of the major problems that has to be faced in technical assistance programs is selection of the skills that are to be transferred. One method of helping determine such priorities is the classification and grouping of skills. The author suggests the classification designations of primary, supporting and ancillary skills (Example: primary—tractor operator; supporting—tractor mechanic; ancillary—marketing and management specialists). The skills in the latter two classifications tend to be more complex.

36. Hoehn, Arthur J., THE NEED FOR INNOVATIVE APPROACHES FOR TRAINING IN INTER-CULTURAL INTERACTION. Professional Paper 9-68, March 1968, 8 p. Human Resources Research Office, The George Washington University, 300 North Washington St., Alexandria, Va. 22314. ARC Catalog No. 301.2, H693.

This is a modified version of a paper presented at the annual convention of the American Psychological Association in Sept. 1967. The author analyzes some of the limitations of the traditional, short-period orientation programs frequently used for the predeparture training of personnel being sent on overseas assignments. These limitations are particularly important in situations which require close working relationships with host-country nationals. To overcome these shortcomings, competent analysts suggest greater emphasis on the following:

- (a) Understanding of *interaction* processes (as contrasted with knowledge about the foreign culture).
- (b) Empathic awareness and understanding of the values, assumptions, and attitudes of the host country people.
- (c) Insight into the cultural basis of one's own values, assumptions, and attitudes.
- (d) Understanding and acceptance of the roles called for in the assignment.
- (e) Skills and techniques which will promote success in these roles.

The author reviews briefly some of the newer approaches to training which take into account the principles just listed, such as laboratory training groups (T-Groups), different types of role-playing, in-country orientation programs, and package programs using a variety of well-organized media presentations.

37. Holmberg, Allan R., "Participant Intervention in the Field," in HUMAN ORGANIZATION, Vol. 14, No. 1, Spring 1955, p. 23-26.
Library of Congress Call No. GN1.H83.

The author contrasts the outside observer approach traditionally used by anthropologists in studying cultural change with a participant interventionist approach used as part of the research program in culture and applied social science at Vicos, Peru, conducted jointly by Cornell University and the Indigenous Institute of Peru and financed in part by AID. In this project the members of the sponsoring research organization carried out roles both as agents of change and as research investigators of change. The research group originally took over the Vicos Hacienda in a hilly, Inter-Andean valley in northcentral Peru. Essentials of the participant intervention system used to introduce change were:

- (a) A group of Peruvian Indian leaders (mayorales) was organized for sharing responsibilities for planning and carrying out a program of community development planned jointly with the research group.
- (b) Weekly meetings of the entire labor force were held for the discussion of hacienda and local community affairs.
- (c) These two types of meetings were designed to develop a spirit of initiative and independent problem-solving and decision-making capabilities in the local Indian population.

The aim of this program was to transform the hacienda on which the Indians lived in a dependent and submissive state into a "just, peaceable, morally and intellectually progressive community of responsible men and women." As the ability of the indigenous group to plan and carry out community development projects increased, the research group intervened less in the change process.

38. Horton, Charles Robert, THE TECHNICAL ADVISOR: A STUDY IN ROLE DEFINITION. Sept. 1960, 251 p. A thesis presented to the Faculty of the Graduate School of Cornell University for the degree of Master of Science.

The central problem in this study was to determine who defines the role of the technical assistance advisor. Data were gathered through structured interviews with 14 advisors and nine counterparts who were available for questioning. These persons had served in U.S. technical assistance programs in nine countries during the period 1952-59. The investigator uses the definitions and concepts in Gross, Mason and McEachern's EXPLORATIONS IN ROLE ANALYSIS to analyze and report on the interviews. These data are also used to evaluate eight hypotheses developed by the investigator. Some of the findings of this study are as follows: There was a high degree of consensus on the definition of the technical advisor's role between the advisor and his supervisor, and a somewhat lesser degree of agreement between the advisor and his counterpart. Most advisors said they found that the definition of the advisor's role prior to departure for overseas was similar to what they found on arrival; in one case it was greatly different. All advisors and counterparts reported that they changed their expectations somewhat regarding respective role definitions to accommodate their coworkers. There was support for the thesis that the amount of role conflict an advisor has is in direct proportion to the lack of consensus on definition of his role between himself and his counterpart. The investigator completed the project while on a work-study grant from the International Cooperation Administration.

39. Hubbell, Robert L., "Practical Aspects of Foreign Aid Administration," in DIMENSIONS, Sept. 1968, p. 1-8. School of Business, University of Florida, Gainesville, Fla. ARC Catalog No. 353.1, H876a.

Discusses three different types of foreign aid: technical assistance, capital assistance and agricultural commodities supplied under Public Law 480. In the section on technical advice, the author calls attention to the many diverse types of advisors operating in technical assistance programs, contrasting the work that an economist may do in advising a state planning board with that of a machinist in a repair facility. Some advisors are consultants, others teachers, some training specialists, and still others are in direct operational roles. In recruitment of personnel, technical competence is not enough. Ability to cope with host-country counterparts and with local bureaucracies is also important.

40. Jacobson, Jerome, "Pitfalls for Consultants and their Clients in Developing Countries," in INTERNATIONAL DEVELOPMENT REVIEW, Vol. XIII, No. 2, 1971, p. 2-8. Society for International Development, 1346 Connecticut Ave., N.W., Washington, D.C. 20036. Library of Congress Call No. HC60.J546.

Considering the wide use of consultants in overseas technical assistance, the author feels that this is a neglected area in the literature of development assistance. On the basis of extensive experience in an overseas advisory role, the following problem areas are discussed:

- (a) The need for realistic scopes of work for consultants.
- (b) The need for carefully relating project strategies to basic policies already adopted or projected.
- (c) The necessity for developing common agreement on the type of study desired and the depth of investigation and reporting required.
- (d) The usefulness of the consultant's findings depends on his freedom to weigh alternatives.
- (e) Timing of the consultant's services so that recommendations can be acted upon. If there is a potential need for more elaborate and detailed studies following an initial examination of a problem, this should be made clear at the start.
- (f) Many consultant projects do not succeed because of failure to provide adequate counterparts. Many client governments tend to think of the counterpart relationship simply as a training opportunity for the counterpart.
- (g) Consultants need to have access to high-level policy makers in the area with which they are concerned.
- (h) Host governments are becoming much more knowledgeable in evaluating the abilities of consultants and the financial arrangements for their employment.
- (i) Lack of proper logistical support can be a major handicap in a consultant's work and should be carefully checked out in advance of arrival on post.

41. Johnson, Robert R., BEHAVIORAL ASPECTS OF OVERSEAS PERSONNEL EFFECTIVENESS: A BRIEF RECONNAISSANCE STUDY. April 10, 1964, 37 p. Unpublished paper. Available only in the AID Reference Center. ARC Catalog No. 301.2 J68.

It is the author's contention that:

- (a) The development of human resources is the priority need in overseas technical assistance programs.
- (b) Personality and behavioral elements (as contrasted with technical skills) are important factors in individual effectiveness overseas.
- (c) Successful technical cooperation programs rest largely on human relations.

He reviews published materials dealing with the environment of overseas employment, cross-cultural relationships, behavioral criteria for overseas work, and the personnel management processes of overseas technical assistance administrators and technicians. The two concluding sections of the paper are devoted to an examination of relevant aspects of personnel practices and research in AID, based on interviews and on personal experience in the agency, and to presenting conclusions. In general, the author feels that not enough attention is being given in the technical assistance program to the psychological and sociological aspects of human behavior. There is a bibliography listing 76 references.

42. Jones, Garth N., PLANNED ORGANIZATIONAL CHANGE: A STUDY IN CHANGE DYNAMICS. 1969, p. 268. Praeger Publishers, 111 Fourth Ave., New York, N. Y. 10003. U.S. Department of State Library No. HM131.J68.

The author has worked overseas for ICA and AID in Indonesia and Pakistan. Of the 190 cases of organizational change analyzed in this empirical study, 120 involve North American locations and the remainder other locations. This study is of general interest to technical advisors, as most of them work on problems of planned organizational change and the term "change agent" is often applied to them. In his analysis of the roles of agents in planned organizational change the author distinguishes among three different types:

- (a) A *change agent* is the professional staff member employed by a client system to assist in improving its organizational performance through:
 - Identifying and clarifying its goals for change.
 - Developing useful strategies and tactics to help it solve its own problems.
 - Establishing and maintaining appropriate working relationships between the parties engaged in the change program.
- (b) The concept of *change catalyst* is analagous to that of catalyst in chemical reactions—the agent undergoes no permanent change but has significant and widespread effect through his capacity to speed up or slow down change.
- (c) The concept of *pacemaker* borrowed from the heart pacemaker of medical science—the agent's usefulness to an organizational system is his capacity to energize or carry out a vital organizational function with an external supply of power.

A chapter is devoted to each of these types of agents. Other parts of the book consider:

- (a) Organizations in change (client systems).
- (b) Instrumentalities of change. Three basic strategies of change (coercive, normative and utilitarian) are further broken down into some 20 different types of tactics.
- (c) Evaluation of change.

The appendices include a classification scheme for analyzing planned organizational change along with the classified raw data from the study. There is a bibliography of approximately 145 items.

43. Jones Garth N., "Changed Behavior in the Planned Organizational Change Process: Application of Socio-Economic Exchange Theory," in PHILIPPINE JOURNAL OF PUBLIC ADMINISTRATION, Vol. 13, No. 4, Oct. 1969, p. 442-464.
ARC Catalog No. 301.4, J77a.

This article elaborates further the author's analysis of planned organizational change as set forth in his book on this subject (see Item 42). The essential feature of this study is the use of marginal utility analysis to explain working relationships between the change agent and the related client system within which he works. Technical advisors are often referred to as change agents and their counterparts are important elements in the client system. Approximately one-half of the 190 cases analyzed in this study are from the field of overseas technical assistance. The author's thesis is that people interact to the extent they find a given relationship mutually advantageous. The change relationship breaks down when reciprocity fails to develop or is discontinued.

44. Jun, Jong Sup, AMBIGUITY IN THE PROFESSIONAL ROLE: PERCEPTUAL DIFFERENCES AMONG A.I.D. ADVISORS. 1969, 212 p. A doctoral dissertation presented to the Faculty of the Graduate School of the University of Southern California (Public Administration). Paper copies available from University Microfilms, Inc., Ann Arbor, Mich. 48106. Order No. 69-19, 376. Price \$10.
ARC Catalog No. 353.1, J95.

This study has six main objectives:

- (a) To explore the extent of ambiguity in professional roles in an overseas assignment.
- (b) To identify problem areas characterized by a high degree of ambiguity.
- (c) To determine significant differences between ambiguity and related variables.
- (d) To serve as a point of departure for further research utilizing role theory as a tool to explore the professional relationship between U.S. advisors and host officials.
- (e) To yield greater understanding of the relationship of role perceptions to job effectiveness as a guide to training.
- (f) To develop additional information concerning the nature of role perception as an aid to management.

Concepts relating to role ambiguity, role acceptance, role consensus and ideal role of self are analyzed in a review of published material bearing on these subjects. A 46-page questionnaire was used in obtaining data from 169 AID advisors, most of whom had had extensive overseas experience. In this study the following research hypotheses were developed and all but No. II were supported by the data analyzed:

- I. Each professional discipline has a different perception about the ideal role for its specialty overseas than other disciplines have for that role.
- II. Professionals in a particular area of world service have different perceptions about the ideal role for their specialty than others in different areas of world services have for that role.
- III. Professionals who perceive high interpersonal competence are more significantly related to personal satisfaction and high evaluation of performance than those who perceive technical competence.
 - IIIa. When there is more interpersonal competence, the individual role is more likely to be accepted by others in the role relationship.
 - IIIb. Where there is more interpersonal competence, the individual role is more likely to have high role consensus by others.
 - IIIc. For overseas professionals, high technical competence in the ideal role is directly related to high uncertainty in professional work assignment.
- IV. There are significant differences between degree of role acceptance and degrees of personal satisfactions and performance overseas.
- V. There are significant differences between role consensus and personal satisfactions and performance.
- VI. Uncertainty in professional assignment overseas is significantly related to personal satisfaction and performance.
- VII. There is a set of role variables, factorially pure, that relate with ambiguity in the professional role.
- VIII. There is a set of role variables correlated with personal evaluation of role performance overseas, as well as in relation to AID overall supervisor's rating of performance effectiveness.

For additional information about the source of the data used in this study, see Items No. 74 and 75.

45. Lundstedt, Sven, "The Interpersonal Dimension in International Technical Assistance," reprint from COMMUNITY DEVELOPMENT REVIEW, Vol. 7, No. 1, June 1965, p. 75-90. AID/Washington. Out of print but a copy is available in the AID Reference Center. ARC Catalog No. 301.2, L962.

After a brief survey of private, international and U.S. agencies in the field of technical assistance, the author reviews in summary fashion 14 professional articles and books which deal with various aspects of interpersonal factors in technical assistance. He found that such factors were given only superficial attention and that no specific principles of action were developed. A third part is made up of interviews in which three public health specialists with overseas experience were asked to discuss the interpersonal aspects of their work. The author notes that all three interviewees (two physicians and a sanitary engineer) lacked intensive training in the applied psychology of interpersonal relations and that their approach was largely personal and intuitive, based on their own experience and professional training. The author concludes that there is a relative neglect of the psychology of interpersonal relations as compared to the attention being given to the problems of developing cultural awareness, and that adequately designed and executed research is required on the former subject. He suggests the steps which should be taken to develop such research:

- (a) A comprehensive review of the current literature on the subject.
 - (b) A systematic inventory of the varieties of socio-culturally determined interpersonal problems which are most common in technical assistance.
 - (c) Pilot studies to determine the most fruitful theoretical and methodological approaches to the investigation of this area.
 - (d) Formulation of hypotheses about success and failure in interpersonal relations.
 - (e) Application by appropriate agencies of research methods to evaluate these hypotheses.
46. MacBean, A. I. and Kathryn Morton, DRAFT REPORT ON SURVEY OF TECHNICAL ASSISTANCE EXPERTS. Technical Assistance Study, University of Lancaster. Distributed by the Secretariat of the Organization for Economic Cooperation and Development, 2 rue Andre Pascal, Paris 16^e, with a covering note titled TECHNICAL COOPERATION COMMITTEE: EXCHANGES OF EXPERIENCE ON EVALUATION, dated Sept. 27, 1971, 50 p. Order No. TECO (71) 11. ARC Catalog No. 309.223, M118.

In this study a sample of 497 persons was randomly selected from about 1,000 technical assistance experts listed by the British Ministry of Overseas Development as having returned from their overseas assignments between Jan. 1967 and Sept. 1969. These persons were mailed a ten-page questionnaire reproduced on pages 41-50 of this report. The eventual response was 342 returned questionnaires, almost 70% of sample. The main objective of the study was to investigate the efficiency with which technical assistance resources were used, with some attention to issues regarding the allocation of such resources. The main conclusions of the authors were:

- (a) Ad hoc, short-term recruitment procedures reduce the chances of getting the right man for the right job and should be improved.
- (b) Preparation and briefing procedures leave much to be desired. Respondents tended to have a more favorable view of the on-the-spot briefings by embassy or other resident officials.

- (c) Backing from the donor agency appeared to be unsystematic. More effective contact with the donor country embassy was often suggested.
- (d) In general, facilities provided in host countries were regarded as adequate. However, of all arrangements, those with respect to the provision of counterpart personnel and trainees seemed to be the least satisfactory.
- (e) Very few technicians need help in finding employment after their assignments.
- (f) Although there is ample room to improve the efficiency with which technical assistance is administered and utilized, the objectives of projects are frequently achieved.

Specific findings bearing directly on the subject of this bibliography dealt with roles and with counterpart arrangements. Although all personnel covered were designated "advisors," respondents in fact carried out other roles. Approximately 60% had some training function. This was combined with an operational role in 3/5 of the cases and with an advisory role in 4/5 of the cases. Roughly 30% had only an advisory role and 9% only an operational role. Job descriptions received at the time of recruitment as compared with the actual job were regarded by 51.1% of the respondents as being the same, by 12.3% as being slightly different and by 13.8% as widely different. Of the 115 respondents commenting on counterparts, 53.7% found them adequate with respect to quality, 66.6% with respect to the number provided, and 44.2% with respect to time available for cooperative activities.

47. Mandel, Milton M., "Selecting Americans for Overseas Assignments," in PERSONNEL ADMINISTRATION, Vol. 21, No. 6, p. 25-30.
Library of Congress Call No. JK671.P4.

Lists ten factors differentiating selection of personnel for overseas from selection for domestic assignments. Also reports in very brief summary form the results obtained from a 68-item questionnaire on the respondents' reactions to overseas employment administered to State, ICA and Navy personnel in the period 1954-57. Information was then obtained on their overseas performance and adjustment. These evaluations were later related to their responses on the questionnaire.

48. Mathiasen, K., PERSONAL QUALITIES REQUIRED IN TECHNICIANS. No. TECH-T(2a). Feb. 1962, 75 p. Technical Assistance Study Group, AID/Washington. Out of print, but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, M413.

The personal qualities required in technicians are indicative of the various types of roles they are expected to carry out. This report contains excerpts from interviews with ICA and AID technicians and administrative officers classified under the following headings:

- (a) Comments relating to personal qualities which appear to:
 - (1) Be essential to success overseas.
 - (2) Contribute materially to success overseas.
 - (3) Be related to the level of the country's development.

- (b) Comments relating to personal qualities essential to success in specific administrative roles:
- (1) Mission Directors.
 - (2) Deputy Mission Directors
 - (3) Mission Division Chiefs.
 - (4) Executive Officers.
- (c) Qualities relating to a technician's success overseas (classified by quality), 18 classifications:
- | | |
|---|--|
| Technical competence | Adaptability |
| Dedication | Capacity to instill confidence in people |
| Spiritual qualities | Integrity |
| Capacity to motivate others | Capacity to organize and manage |
| Capacity for leadership | Sophistication and broad understanding |
| Capacity to communicate | Flexibility and resourcefulness |
| Ability to train and teach | Patience |
| Ability to project self into another's situation; to understand and like people; to get along with people | Ability as a generalist |
| | Tact and diplomacy |
| | Tolerance and lack of prejudice |
- (d) Comments relating to personal qualities which appear to be undesirable. (This section contains excerpts from 30 interviews but they are not classified under headings.)
- (e) Personal qualities as they apply to regions.
- (f) Personal qualities as they apply to various professional fields:
- | | |
|----------------|---------------|
| Agriculture | Public Health |
| Public Safety | Education |
| Transportation | Housing |
| Industry | Economics |
- (g) Importance of the family.

For related studies by the Technical Assistance Study Group see Items No. 27, 54, 55.

49. Mayer, Albert B., "The Role of the Advisor," pp. 122-125 in *PILOT PROJECT, INDIA: THE STORY OF RURAL DEVELOPMENT AT ETAWAH, UTTAR PRADESH*, by Albert Mayer and Associates in collaboration with McKim Marriott and Richard L. Park. 1958, 367 pp. University of California Press, Berkeley, Calif. 94720. U.S. Department of State Library No. HN690.E7M7.

The author, Planning and Development Advisor to the Government of Uttar Pradesh, analyzes his advisory role. He believes that "success that will take root, involves personality as an essential qualification fully on a par with the more easily identifiable technical qualifications. The fact is that technique without great imaginative adaptability, without skill in personal relations and without sensitivity to situations and people will not deliver the goods. Indispensable characteristics in personality are flexibility to new conditions, deep sympathy, receptivity without prejudice, personal resourcefulness in and out of one's own field." Other basic factors are teamwork and team understanding, and a feeling of deep interest and participation.

50. McDermott, J. K., "Role of Technical Assistance in Institution Building," p. 77-82 in INSTITUTIONAL DEVELOPMENT, proceedings of a seminar held July 27-29, 1971 in San Salvador and jointly sponsored by the Ministry of Agriculture and Livestock of El Salvador and the USAID Mission in El Salvador.
ARC Catalog No. ES301.406, U58.

The author points out that the role of technical assistance personnel is likely to be seen from contrasting points of view, namely that of the host government and that of the agency providing the technical assistance team. He suggests guidelines based on broad experience which will help develop effective relationships between the two agencies as the technical assistance team carries out its dual functions—to provide technical services and to help in institution building. The importance of direct, person-to-person communication in building such relationships is emphasized.

51. Montgomery, John D., "Crossing the Culture Bars: An Approach to the Training of American Technicians for Overseas Assignments," in WORLD POLITICS, Vol. XIII, No. 4, July 1961, p. 544-560.
Library of Congress Call No. D839.W57.

The author discusses two types of erroneous cultural assumptions which need attention in technical assistance training programs: (a) those induced by blindness to our own national cultural idiosyncrasies, and (b) the uncritical transfer of assumptions from one set of personal experiences in technical assistance to those in another setting overseas. While area studies programs have value in encouraging the recognition of cultural factors in technical assistance, the use of problems and case studies is regarded by the author as having greater values.

52. Niehoff, Arthur H., CULTURAL ENGINEERING IN DEVELOPMENT: AN ANTHROPOLOGIST'S PLEA. Unpublished paper. Undated, 20 p. Available only in the AID Reference Center.
ARC Catalog No. 301.2, N666c.

The author's principal thesis is that the U.S. approach toward technical assistance to newly developing nations is non-professional and that the real difficulty is not the lack of competence of technical advisors in their respective fields of specialized knowledge but in the area of development techniques. These techniques include the ability to understand another people's way of life, their leadership patterns, their value system and motivations for action, ways of communicating ideas to them and methods of obtaining their participation in activities to improve their lot. These methods of handling the human problems of transferring knowledge across cultural barriers come within the scope of what the author labels "cultural engineering." He contends not only that technicians need this type of training but that there is need for full-time specialists in cultural engineering in technical assistance programs. Coupled with this, there needs to be a massive collection of past experience in such programs and well-organized information systems to help professional staffs make use of the lessons from that experience.

53. Niehoff, Arthur H. and J. Charnel Anderson, "The Process of Cross-Cultural Innovation: Positive, Negative and Neutral Factors," in *INTERNATIONAL DEVELOPMENT REVIEW*, Vol. VI, No. 2, June 1964, p. 5 ff., published by the Society for International Development, 1345 Connecticut Ave., N.W., Washington, D.C. 20036. Also issued as Professional Paper 36-67, Aug. 1967, 16 p. Human Relations Research Office, The George Washington University, 300 N. Washington St., Alexandria, Va. 22314. ARC Catalog No. 301.2, N666b.

The authors believe that much greater attention needs to be given to the process by which an innovation is introduced into another culture. The analysis of enough actual cases of this type of operation should help scholars develop a general theory of change. One hundred six case studies of this type were collected and evaluated in terms of success and failure, and the most important factors, positive and negative, influencing the outcome were analyzed. These factors were then organized under two general headings: (a) Behavior of the Innovator (10 factors), and (b) Behavior of Recipients with subheads Motivation (6 factors) and Traditional Culture (6 factors). Very brief notes on experiences from the case studies are given to illustrate the influence of each factor. Two case studies are analyzed in greater detail to illustrate methodology in developing an hypothesis of change. Item II, Role of the Change Agent (p. 4), is the section most specifically related to the subject of this bibliography.

54. Ohly, John H., *DIGEST OF TECHNICAL ASSISTANCE STUDY GROUP MATERIALS ON GENERAL APPROACH TO TECHNICAL ASSISTANCE*. Vol. V. May 1963, variously paged. Technical Assistance Study Group, AID/Washington. Out of print but a copy is available is AID Reference Center. ARC Catalog No. 309.223, O37c, v5.

This report by the Acting Director of TASC is one of seven digest volumes which are based on an analysis of interviews with approximately 1,000 technical assistance personnel employed directly by ICA, AID and other governmental and university agencies working overseas. Chapter XI of Vol. V contains two sections specifically related to the subject of this bibliography. Section C-2b, pages 38-41, dealing with the kinds of host government support required, lists brief excerpts from 26 interviews under the topic heading, "Supplying of Adequate Counterparts." A large proportion of these comments deal with the importance of having counterparts, the difficulty of obtaining qualified counterparts and the lack of understanding in the host government of the counterpart system. There is one interview excerpt on page 41 emphasizing the importance of maintaining continuity of counterparts. Section D-3, pages 21-23, contains excerpts concerned with local participation ("mutuality, joint action, partnership") in the decision-making process in technical assistance programs. Section D, 1-8, pages 63-84, deals with the nature and desirable attributes of the proper relationships between donor and donee and between donor and donee personnel. At the technical level, the excerpts are classified under the following list of desirable characteristics:

- | | |
|--------------------------------|------------------------------------|
| (a) Close personal relations. | (e) Local acceptance. |
| (b) Friendship. | (f) Personal confidence and trust. |
| (c) Rapport. | (g) Respect and regard. |
| (d) Getting along with locals. | (h) Mutual understanding. |

For related studies by the Technical Assistance Study Group, see Items No. 27, 48, 55.

55. Ohly, John H., DIGEST OF TECHNICAL ASSISTANCE STUDY GROUP MATERIALS ON GENERAL APPROACH TO TECHNICAL ASSISTANCE. Vol. VI, Chapter XII, May 1963, 143 p. Technical Assistance Study Group, AID/Washington. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, O37c, v6.

This chapter of the report (pages 70-143) summarizes the observations of interviewees as to the attitudes, personal behavior patterns, methods, techniques and approaches that facilitate or hinder the establishment of the kind of donor-donee relationships required for effective technical assistance programs. Types of behavior are identified which are likely to offend local pride (whether personal, cultural or national), offend the sensibilities of local personnel, make them feel inferior, hurt their dignity or self-respect or cause them to lose face. Also suggested are ways of communicating knowledge, information and values, and doing things with local people in such a way as to get them to change inefficient habits and practices. For additional information about this research project see preceding listing.

56. Opler, Morris E., SOCIAL ASPECTS OF TECHNICAL ASSISTANCE IN OPERATION. April 1954. 79 p. UNESCO, Paris. Out of print but a copy is available in the AID Reference Center.
U.S. Department of State Library No. HC60.O63.

This is a summary report of a joint conference sponsored by the United Nations, the Technical Assistance Board and UNESCO held at United Nations headquarters in 1953. Chapter V, "The Expert and His Role," is the section most directly related to the subject of this bibliography. Among the topics discussed are:

- (a) The degree of technical competence required on the part of experts.
- (b) The professional status of the expert in the host country assignment.
- (c) The importance of personality and attitudes as compared to technical competence.
- (d) The significance of the ability to communicate ideas effectively.
- (e) The usefulness of briefings by returned experts and host country officials.
- (f) The pooling of regional resources for giving technical advice.
- (g) Salary differentials between foreign experts and cooperating host national experts.
- (h) Development of "orphan" institutions due to inefficient planning for transition in the post-project period or to poor cooperation between advisors and counterparts.

57. Organization for Economic Co-operation and Development. SUMMARY OF THE MEETING OF THE BRAINSTORMING SESSION: RESEARCH PROJECT ON THE IDENTITY, MOTIVATIONS AND RECRUITMENT OF TECHNICAL ASSISTANCE PERSONNEL IN A FEW SELECTED OECD MEMBER COUNTRIES. Note for the Information of Delegations--No. CI (71)INF/18. Nov. 8, 1971. 10 p. Development Centre, OECD, 2 rue Andre-Pascal, Paris 16c.
ARC Catalog No. 309.223, D489.

This report summarizes the discussions held in Paris in March 1971 by 28 representatives of national and international agencies in the field of technical assistance, along with specialists in the fields of social psychology and sociology with experience in social research. The focus of discussion was on plans for a research project to be carried out by the Development Centre with the various approaches indicated below:

- (a) *Statistical survey approach.* A questionnaire would be used to obtain information on the identity and characteristics of technical assistance personnel (age, family status, level and type of training, type and variety of experience, etc.). The groundwork for this pilot study would serve as a basis for future research.
- (b) *Study of motivations.* Some members of the discussion group thought that a statistical survey was too limited and that in order to get meaningful data on factors bearing on the effectiveness of technical advisors (role performance) it would be necessary to engage in research on their attitudes and behavior. It was pointed out that role performance may depend on factors other than the original motivations for taking a particular assignment, i.e., the nature of the environment, the counterparts assigned, team or mission cooperation, donor or host country policies, etc. Another point made was that motivations often change when a technician faces the realities of the situation in the host country.
- (c) *Role study.* The social scientist present suggested that the focus of the study be less on the identity and characteristics of technicians and more on their roles. In many instances, the donor and receiving countries will have differing philosophies of technical assistance and differing concepts of host country needs. It is in this area of differences that the technician's role must be worked out.
- (d) *Demand study.* Other participants felt that emphasis should be placed not on the profile of the technician as he is, but on the profile of the ideal technician in the eyes of the receiving country. Because of the political implications of this type of study, it was regarded as being beyond the scope of the proposed Development Centre research project.

Methodological questions relating to the research project were considered. The importance of studying groups of technicians in different stages of their careers was mentioned. The use of debriefing records was recommended but the number of persons required for the analysis of records of this type was recognized as a major problem. A method was discussed for comparing a technical advisor's conception of his role with the role as perceived by the recruiting agency and representatives of the host government. The method consists of developing a list of qualities and abilities selected as being most essential for the success of technical assistance missions and having the technician and the sponsoring and host group representatives each indicate their relative importance. A final conclusion of the discussion was that the Development Centre should concentrate its efforts on creating a "study model" which could be used as a guide for research activities to be carried out by other national or international organizations.

58. Posz, Gary S., TOWARD A NON-BUREAUCRATIC ORGANIZATION FOR DEVELOPMENT ASSISTANCE: INSIGHTS FROM A STUDY OF A.I.D. TECHNICAL ADVISORS. June 1972, 273 p. (draft copy). Doctoral dissertation presented to the Faculty of the Graduate School (Public Administration) of the University of Southern California, Los Angeles. Available in microfilm or paper copies from University Microfilms, Ann Arbor, Mich. 48106.

This dissertation is based on interviews in 1963 and 1964 with U.S. overseas technical assistance personnel. The responses of 169 direct-hire AID employees are analyzed in this report; the Storm-Finkle report listed as item 74 in this bibliography covers the responses of 160 academic professionals working for AID on a contract basis. In general, this dissertation examines the problems of the advisor in overseas technical assistance to find ways in which recent developments in organizational theory might be employed to improve the quality of technical assistance personnel and to modify the organizational setting in ways designed to improve professional performance. In Chapter III there is a section in which the technical assistance roles in AID are characterized as being frequently uncertain and not clearly defined, or involving outright conflict. Among the means identified for transmitting knowledge and obtaining its acceptance are: demonstration, teaching supervisory personnel, training personnel directly concerned with operational responsibilities, simply being available for giving advice when requested, engaging in specific problem-solving activities, and taking part in joint undertakings. Each of these involves different roles for the AID technician. It is pointed out that the role of many university professors in the United States is that of teacher-researcher. When these individuals accept assignments in overseas technical assistance programs, their role is often that of consultant-administrator-general educator. Some professionals have difficulty in making a transition of this type. The statistical section of this dissertation is based on a computer analysis of the interrelationships among some 117 variables. The findings concerned with advisor-counterpart relationships may be summarized as follows:

- (a) The quality of this relationship apparently has a marked impact on factors associated with professional performance.
- (b) Respondents who did not find the host government counterpart organization helpful showed a strong tendency to
 - rate their jobs low on the self-anchoring rating scale used in this study,
 - be unsatisfied with their own achievement,
 - consider their projects unsuccessful and inappropriate.
- (c) A positive advisor-counterpart relationship tended to be associated with a low hindrance factor rating and a tendency to view projects as successful and appropriate.
- (d) Advisors who felt there was role consensus among themselves, the mission director and their counterparts had a strong tendency to rate their jobs high on the self-anchoring scale, to be more satisfied with their own achievement, and to experience a high level of professional gratification from their overseas experience.

59. Raper, Arthur F., SOME POINTS FOR CONSIDERATION OF TECHNICIANS WORKING WITH VILLAGERS. 1961, 12 p. Orientation Activities Branch, Employee Development Division, Office of Personnel Administration, AID/Washington. Out of print but reference copy is available in the AID Reference Center. ARC Catalog No. 309.223, R216.

The author, on the basis of extensive experience overseas in technical assistance programs, discusses 19 points to keep in mind for establishing rapport and working effectively with villagers. These points should be useful to technical advisors and their counterparts, not only in working with villagers but, in some instances, in their relationships with each other. These points are:

- (a) Be sure your presence in the village is understood.
 - (b) Find a basis for common interest with the villagers.
 - (c) Try to understand why they do things the way they do.
 - (d) Start where the people are, and with what they want.
 - (e) Work within the cultural framework of the people.
 - (f) Note and respect the pace of the villagers.
 - (g) Take care that the reactions of the villagers are understood.
 - (h) Help the people believe they can improve their own situation.
 - (i) Be content with small beginnings.
 - (j) Utilize the villagers' own organizations, and recognize their leaders.
 - (k) Encourage individuals to assume responsibility, and involve as many as possible.
 - (l) Be short on making promises, and long on keeping the ones that are made.
 - (m) Make certain that technical benefits accrue at the local level.
 - (n) Help the government get organized to serve the village people.
 - (o) Train and use sub-professional multi-purpose village workers.
 - (p) Expect growing pains.
 - (q) Transfer controls constructively.
 - (r) Don't expect thanks from the people helped.
 - (s) Deal with the villagers as equals.
60. Reining, Henry, Jr., "The Role of the Technical Advisor Overseas," in SYMPOSIUM ON RESEARCH NEEDS REGARDING THE DEVELOPMENT OF ADMINISTRATIVE CAPABILITIES IN DEVELOPING COUNTRIES. (Meeting held 1965), variously paged (this paper of 42 pages is the final section in Part 2). Advanced Study Program, The Brookings Institution, for AID/Washington. Out of print but a copy is available in the AID Reference Center. ARC Catalog No. 350, B872.

This paper is one of seven presented at an AID-financed symposium organized by the Brookings Institution to explore the research base which underlies the technical assistance effort in public administration. The full report includes not only the papers but also summaries of the ensuing discussions. Dr. Reining uses the findings of several research studies such as that of Storm and Finkle and the Group for the Advancement of Psychiatry (see Items No. 32 and 74 in this bibliography) as points of departure for making his own recommendations for future research. Among the recommendations which bear most directly on the subject of this bibliography are the following:

- (a) Further exploration of overseas technical assistance (T.A.) roles as perceived by different professional groups.
- (b) Examination of the degree of agreement among the advisor, his teammates, his counterpart, the party chief, the AID mission and the host government about the advisor's role. Previous research shows that real role conflict exists.
- (c) Study of the extent to which experience in supervising graduate programs in U.S. academic institutions develops attitudes that hinder academic personnel working with counterparts in overseas assignments. Previous research shows that at times counterparts regard their advisors as top-lofty and superior.
- (d) Further consideration of differences created by the nature of the employment—direct-hire, university contracts, foundations and consulting firms—is suggested.
- (e) There is need for the study of “before, during and after” attitudes toward the overseas experience.
- (f) In evaluative studies, self-recall on the part of the advisor needs to be checked against the testimony of colleagues, supervisors and counterparts.
- (g) After reviewing several classifications of overseas T.A. roles, the author recommends more research on how the T.A. professional performs his job and on the kind of skills and understandings which he needs to perform his job successfully. What negative attributes should exclude an individual from an overseas assignment?
- (h) Are specialists highly trained in their own field capable of handling relatively broad institution-building responsibilities which are often the main focus of overseas assignments?
- (i) What traits make it possible for some professionals to work happily through an interpreter and a counterpart to help build someone else's institution?
- (j) Are different qualities needed in advisors at different stages of project development?
- (k) Are there broader balancing factors which should be considered in evaluating the performance of a technical advisor—ratings on not only the individual but on his assignment (or misassignment), on the U.S. and host country organizational complex and the political and social environment within which he works?

61. Rigney, J. A., “Optimum Role for U.S. Overseas Advisors,” p. 17-36 in STRATEGIES IN TECHNICAL ASSISTANCE. December, 1968, 57 p. North Carolina Agricultural Experiment Station, North Carolina State University, Raleigh, N.C. 27607. ARC Catalog No. 309.223, R572c.

As a result of this and previous studies, the author concludes that many technical assistance specialists do not have a very accurate idea of the type of activity in which they will be engaged overseas. This dilemma is often further complicated by a conflicting set of

impressions and expectations on the part of host country nationals and the technician's American colleagues. Opportunities for real professional growth are also frequently missing. With difficulties of this type in mind, this paper applies the concepts in Part I to develop a general plan of action (optimum role) for the overseas advisor which is designed to:

- (a) Increase his efficiency and acceptability in the early months after his arrival.
- (b) Sharpen his efficiency in his major role of institution building.
- (c) Enhance his professional capability while he is overseas.
- (d) Make his participation more palatable to his home agency.
- (e) Capitalize on his experience by making him available for future participation in technical assistance projects.

There is a ten-item bibliography on p. 36.

62. Rigney, J. A. and J. K. McDermott, "Role of Technical Personnel in the Technical Assistance-Institution Building Process," p. 1-16 in STRATEGIES IN TECHNICAL ASSISTANCE. December, 1968, 57 p. North Carolina Agricultural Experiment Station, North Carolina State University, Raleigh, N.C. 27607. ARC Catalog No. 309.223, R572c.

Of the three primary processes for institution building in newly developing nations—(a) technical personnel, (b) capital inputs, and (c) participant training—the authors believe that the first is the least understood. They present a model of the institution-building process which is divided into four phases of host institutional relationships, namely:

- (a) the individual technician's relationship,
- (b) department level relationship,
- (c) top management organization relationships,
- (d) relationships with the government and the public.

Within each of these four phases from six to nine stages are listed indicating the changes which must be brought about and to some extent the order in which these changes may be most efficiently accomplished. This model provides a convenient checklist for individual technicians or technical assistance teams to use in planning or evaluation activities designed to improve management performance.

63. Rogers, Everett and F. Floyd Shoemaker, COMMUNICATION OF INNOVATIONS: A CROSS-CULTURAL APPROACH. Second edition, 1971, 476 p. The Free Press, The Macmillan Co., 866 Third Ave., New York, N. Y. 10022. Library of Congress Call No. HM101.R57, 1971.

A large proportion of the time of overseas technical assistance personnel is devoted to the diffusion of new ideas. The 103 generalizations about the diffusion of innovations reported in this book are based on a review of 1500 publications on this subject in the collection of the Diffusion Documents Center at Michigan State University. Many of the

studies reviewed are cross-cultural ones, and some of these are AID-financed. The listing and referencing of generalizations in Appendix A make it easy to locate relevant materials. Of special interest is Chapter 7, "The Change Agent," which identifies seven roles which the change agent often fills in the process by which an innovation is established within a client system:

- (a) He develops a need for change on the part of his clients.
- (b) Establishes a change relationship with them.
- (c) Diagnoses their problems.
- (d) Creates intent to change in his clients.
- (e) Translates this intent into action.
- (f) Stabilizes change and prevents discontinuances.
- (g) Achieves a terminal relationship with his clients.

In addition, 12 generalizations are listed in this chapter which are positively related to the change agent's success in securing the adoption of innovations.

64. Sahba, Homayoun and M. Scott Myers, *THE IRANIAN COUNTERPART ROLE IN TECHNICAL DEVELOPMENT*. No. SS/Sem. Teheran 110. Undated, 19 p. Working paper for the Social Science Seminar under the joint sponsorship of the University of Teheran, Faculty of Arts, and UNESCO. Out of print but a copy is in the AID Reference Center. ARC Catalog No. IR301.2, S131.

This paper blends the viewpoints of the senior author, the then Director of Technical Training for the Iranian Plan Organization, and Dr. Myers, a former American advisor to the Plan Organization. While the main focus of this paper is on the role of Iranians who serve in counterpart capacities to foreign advisors, the ideas expressed will be of interest to advisors as well as counterparts, and not only to those in Iran but in other countries as well. After an introductory section on definition of terms, the authors discuss the nature of the counterpart problem. They feel that technical advisors too often fail to impart to their counterparts a balanced set of skills and the knowledge and attitudes necessary to carry on the program they have jointly planned. As a result, when the advisor leaves the program deteriorates or collapses. The basic reason in many cases is the advisor's failure to understand the importance and complexity of the counterpart development function, and his lack of familiarity with the principles and techniques for such development. The respective roles of the advisor and his counterpart are analyzed with reference to technical qualifications, personal characteristics, and spheres of authority and responsibility. There is a section on the various factors in Iranian culture which have a bearing on the success of the foreign advisor. It is pointed out that many of these factors are not uniquely Iranian but will be encountered by advisors in other newly developing countries. The final section of this paper describes techniques and principles of operation which will help in developing counterparts, and also more satisfactory advisor-counterpart relationships. Among the points made are the following:

- (a) The advisor-counterpart relationship is a very subtle and complex one. It should not be allowed to crystallize into a superior-subordinate relationship which may have been appropriate in the initial stage but which does not prepare the counterpart to step eventually into a leadership role.

- (b) Retention of the counterpart in an interpreter-translator role should be avoided. His role as an automaton mirroring an advisor's thoughts often obscures the counterpart's ability to make original and useful contributions of his own.
 - (c) Advisors have an unfortunate tendency to launch into programs of their own creation without involving their counterparts in the development of the proposals. The rationale is "to avoid wasting time" and often results in the neglect of efforts to develop counterparts into able associates.
 - (d) The advisor and counterpart should agree fully on the objectives of their program, and through the continuous interchange of ideas, evolve program specifications in both English and the local language. Material prepared in the language of the host nation has the following advantages:
 - Tests the counterpart's knowledge of the subject and gives him an opportunity to clarify concepts in conference with his advisor.
 - Helps in the development and standardization of a technical vocabulary.
 - Assures a wider and more understanding readership.
 - Prepares the counterpart to communicate more fluently with his countrymen.
 - (e) The experienced advisor knows the importance of giving his counterpart an opportunity "to try his wings" and to learn from making mistakes. However, he should not be confronted with insurmountable difficulties or too frequent and humiliating failures.
 - (f) The counterpart's role as interpreter for the advisor in meetings should not deprive him of opportunities to present his own ideas. With proper briefing and discussion beforehand, the counterpart should be able to play a more active and responsible role.
 - (g) The problems of status, rank and title are matters which need careful attention by both advisor and counterpart and by the supporting organizations involved.
65. Sanders, Irwin T., *AMERICAN PROFESSIONALS OVERSEAS*. 1965, p. 18. Ford Foundation, New York, N. Y. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, S215b.

This pamphlet by the Associate Director of the Ford Foundation Program in International Training and Research reports some of the findings of the Ford Foundation-financed survey by four universities of the views that American academic specialists hold of themselves and their roles in overseas technical assistance programs. Participating universities were the Pennsylvania State University, the University of Southern California, the University of Massachusetts and the Massachusetts Institute of Technology. The findings of these universities are presented under the headings:

- (a) Why advisors decided to work overseas.
- (b) Satisfactions and problems of overseas work.
- (c) Differences in professional role at home and abroad.

(d) Differences by professional fields.

(Fields covered: engineering and science, agriculture, education, social sciences)

There is a concluding section on questions for further study.

66. Sanders, Irwin T., DIFFERENCES IN THE AMERICAN'S PROFESSIONAL ROLE AT HOME AND ON A FOREIGN ASSIGNMENT. Sept. 1965, 18 p. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, S215c.

This paper by the Associate Director of the Ford Foundation's International Training and Research Program was presented at the Conference on the Role of the Younger Professional Person in Overseas Development Programs held in Princeton, N. J., Sept. 24-26, 1965. The author calls attention to the fact that while much has been written about problems of adjustment to new cultures, little effort has been devoted to studying the way in which a professional role differs across cultures. The paper reports some of the findings of four Ford Foundation-financed university studies of Americans working overseas in technical assistance programs. An introductory section considers several definitions of role and reviews the different methods of classifying roles used in each of the studies, i.e., type of task performed, level of management with which the advisor works, and type of professional category. Information is then presented on perceived differences in professional roles at home and abroad as revealed by the interviews included in the studies. A concluding section presents six implications for professional recruitment, training, allocation and orientation.

67. Sanders, Irwin T. (ed.), INTERPROFESSIONAL TRAINING GOALS FOR TECHNICAL ASSISTANCE PERSONNEL ABROAD. 1959, 198 p. Council on Social Work Education, 345 E. 46th St., New York, N. Y. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223,5215.

This report is comprised of the background papers and the edited versions of discussions at the Interprofessional Conference on Training of Personnel for Overseas Service, sponsored by Cornell University and the Council on Social Work Education. The objective of this conference was to consider the human relations aspects, i.e., the human prerequisites and consequences of social change in relation to various technical programs abroad. Specialists in the fields of agricultural development, education, public health, social welfare and social work analyzed the social change aspects of overseas technical assistance programs in these specific fields. There is a general paper titled "Toward a Theory of Systematic Social Change." The three parts of the interpretive report based on the background papers and the ensuing discussions are titled:

- (a) The Professional Person as an Agent of Change.
- (b) The Analysis of Social Change.
- (c) Training Professionals as Change Agents Abroad.

This latter part discusses the roles of professional persons overseas, qualities and skills needed for professional work abroad, and specific suggestions for training.

68. Schwarz, Paul, A STUDY OF SELECTION REQUIREMENTS FOR THE CHIEF-OF-PARTY POSITION. (Draft.) April 1972, 72 p. To be published in the Technical Assistance Guidance Series by the Methodology Division, Bureau of Technical Assistance, AID/Washington.
ARC Catalog No. 351, S411.

As AID moves more in the direction of using more contract personnel in its overseas operations, the position of chief-of-party becomes increasingly important in Agency operations. The purpose of this study was to pave the way for the development of improved chief-of-party selection procedures by identifying the actual operational requirements for effective performance. The method used is commonly called the "critical incident technique," which consisted in this case of collecting data through interviews with staff members on types of behavior by chiefs-of-party that had had a significant effect, positive or negative, on the attainment of their project objectives. There was a total of 38 interviews, 17 of them with AID staff members in Washington recently returned from field assignments, and the remainder with technicians in AID missions in India, Thailand and Afghanistan and from the staff of the Southeast Asia Regional Development Program. A total of 337 critical incidents was reported, 66 by the Washington group and 271 by the field group. These incidents were then grouped into categories having common characteristics. The analysis in this case resulted in the identification of the following 11 categories of characteristics of candidate chiefs-of-party which should be evaluated at the time of selection:

Basic Qualifications	Emotional Maturity
(a) Technical Qualifications	(g) Character
(b) Administrative Ability	(h) Personal Security
(c) Interpersonal Relations	
Job Orientation	Leadership
(d) Motivation & Drive	(i) Poise
(e) Acceptance of Constraints	(j) Backbone
(f) Development Commitment	(k) Political Finesse

Within each of the above categories certain specific types of behavior, both positive and negative, are discussed and illustrated by incidents from the interviews. The author then suggests one or more questions in each subcategory which could be used by contract managers in screening candidates for chief-of-party positions that would help them eliminate individuals deficient in that particular behavioral characteristic. The incidents reported in each category in many cases reveal features of the different types of roles chiefs-of-party have to play. The section on interpersonal relations (p. 18-22) includes several incidents involving counterpart relationships. The fact that attitudinal and temperamental factors dominate three-fourths of the critical incident reports indicates the importance of these types of influences.

69. Smith, David and Mabel Jessee, "Barriers between Expert and Counterpart," in INTERNATIONAL DEVELOPMENT REVIEW, Vol. XII, No. 1, 1970, p. 22-25. Society for International Development, 1346 Connecticut Ave., N.W., Washington, D.C. 20036.
ARC Catalog No. TH301.2, S645.

This article, written jointly by a Canadian expert and an American educational specialist, was based on experiences as UNESCO advisors attached to two related Thai educational training institutions. The focus of the study was the problem of cross-cultural

communication between advisors and their counterparts. A questionnaire was used to guide personal interviews with 18 Thai national staff members and ten international staff members. Among the difficulties listed were:

- (a) Language problems. Rapidity of speaking, differences in sentence structure, the use of pronouns, idiomatic expressions, and abstract language, particularly in staff meetings, were listed as sources of difficulty by the Thai staff.
- (b) Members of both groups mentioned cultural differences in attitudes toward time.
- (c) One international staff member mentioned difficulties in getting the exact views of people when working through an interpreter.
- (d) Both staffs agreed that the international staff did not know enough about the customs and culture of the country.
- (e) The international group thought that there was lack of understanding of themselves as people from other cultures.
- (f) Lack of frankness on the part of the national staff was related to concepts of politeness to international visitors and the desire to maintain an atmosphere of friendliness.
- (g) There were different senses of responsibility toward work activities between the two groups.
- (h) Problems of status. There was a tendency to think of the Thai staff in terms of a learning role or a subservient position.
- (i) Several of the Thai staff felt that the international staff did not have sufficient background information to offer appropriate suggestions.

70. Spector, Paul (Project Director), A STUDY OF SOME KEY USAID JOBS: DEPUTY DIRECTOR, PROGRAM OFFICER, EXECUTIVE OFFICER, DIVISION CHIEF. Contract No. AID/repas-10. June 1964, 16 p. Institute for International Services, American Institutes for Research for AID/Washington. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 353.1, A512.

The general purpose of this AID-financed study was to determine the detailed functions of four key positions in overseas AID missions and to delineate the difficulties, problems and obstacles involved in carrying out these functions. In addition to the above summary report, the following appendices were issued as separate booklets in June 1964:

Appendix A: THE DEPUTY DIRECTOR. 149 p.

See discussions of the following functions:

- (a) Develops good relations with host national personnel, p. 140-142.
- (b) Provides information, advice and assistance to host national personnel, p. 145-147.
- (c) Advises host government on their operations, p. 147-149.

Appendix B: THE PROGRAM OFFICER. 168 p.

See discussions of the following functions:

- (a) Maintains working relations with host country personnel, p. 159-162.
- (b) Provides information, advice and assistance to host officials, p. 166-168.

Appendix C: THE EXECUTIVE OFFICER. 144 p.

This appendix has no sections on host nation counterparts.

Appendix D: THE DIVISION CHIEF. 97 p.

See discussions of the following functions:

- (a) Conducts negotiations with host government officials, p. 27-30.
- (b) Develops and maintains relations with host government officials, p. 88-94.
- (c) Acts as an advisor to host nationals, p. 94-97.

Appendix E: TRAINING SUGGESTIONS. 34 p.

Eighteen general recommendations for orientation and training are presented. The most relevant one is item 14 on page 7: "Emphasis should be placed on a knowledge of factors which often create difficulties between Americans and host nationals." Some examples of factors mentioned by respondents as sources of such difficulties are:

- (a) American attitude of superiority to local nationals.
- (b) American distaste for local inefficiency.
- (c) American expectation that work will generally be up to U.S. standards.
- (d) Failure of Americans to realize that local nationals will usually not disagree or show lack of understanding.
- (e) Prejudicial treatment of local individuals as members of an inferior group.
- (f) Rudeness, often through lack of tact, and sometimes through deliberate disregard for the welfare and feelings of local nationals.

A few additional specific recommendations relating to the four positions are given in a section starting on page 9.

71. Spector, Paul and Harley O. Preston, WORKING EFFECTIVELY OVERSEAS. 1961, 179 p. Prepared by the Institute for International Services of the American Institute for Research for the U.S. Peace Corps. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 301.2, S741.

Although AID technicians and Peace Corps volunteers have different scopes of activity and approaches to their work, both operate as change agents in a foreign culture and, as such, face many similar problems. This publication is based on several thousand firsthand reports of overseas experience by individuals in government, business and philanthropic work. There are chapters dealing with adjusting to the overseas environment, establishing effective human relations, respecting human dignity, motivation methods, and how overseas jobs differ from similar ones in the U.S. Of special relevance to the subject of this bibliography are Chapter V, "Teaching and Advising," which enunciates and illustrates eight principles of operation for this type of work, and Chapter VIII, "Fundamentals of Overseas Service," which lists five general requirements for working effectively overseas. In addition to the textual materials described above, Appendix A (111 pages) presents 50

typical problem situations designed for use in role playing or discussion. These are to give trainees an opportunity to evaluate and apply alternative principles of behavior considered in the text. The frequent quotations from reports of individual technicians with overseas experience in the newly developing countries in Asia, Africa and South America set a very practical tone for this publication.

72. Stewart, Edward C., Excerpts from "Aspects of American Culture: Assumptions and Values that Affect Cross-Cultural Effectiveness," 22 p. in Wight, Albert R., Mary Anne Hammons and William L. Wight, GUIDELINES FOR PEACE CORPS CROSS-CULTURAL TRAINING, PART III SUPPLEMENTARY READINGS. March 1970, each contribution separately paged. Published for the Office of Training Support, Peace Corps, by the Center for Research and Education, Estes Park, Colo. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 301.2, W657,v3.

In his opening statement the author says, "American advisors overseas frequently have difficulties in communicating and cooperating with their counterparts . . . From the American's point of view, his own values and assumptions prevent him from objectively perceiving and understanding the underpinnings of the behavior of his counterpart. His performance overseas would be enhanced if he understood both his own culture and that of his counterpart." The author analyzes various aspects of American culture as well as contrasting features of the cultures of developing countries. The aim of the analysis is to facilitate self-understanding and to identify facilitating and interfering factors which influence a technical advisor's overseas work. There is a brief discussion of the contrasting views of social and occupational roles as seen by American technical specialists and by their counterparts.

73. Stewart, Edward C., AMERICAN ADVISOR OVERSEAS. Reprinted from MILITARY REVIEW, Vol. XLV, No. 2, Feb. 1965, p. 3-9. Human Resources Research Office, The George Washington University, 300 North Washington St., Alexandria, Va. 22314.
ARC Catalog No. 301.2, S849a.

Although this article was prepared for a military journal, many of the implications apply to non-military types of advisory programs as well. The author believes that difficulties in cross-cultural communication and cooperation for U.S. advisors overseas lie primarily in the disparity and conflict between the advisor's own cultural pattern and that of his foreign counterpart, and only secondarily in the strangeness of foreign ways. Americans, like members of any other culture, have their own cultural patterns which provide them with a comprehensive system of perceiving and understanding the situations which they encounter, as well as preferred modes of action. The author suggests that the cross-cultural performance of U.S. advisors would be enhanced if training were given on U.S. cultural patterns as well as on those of the host country. The writer concludes that in some cases cultural differences may be so great that psychological or social analysis may be required to transform the understanding of one cultural pattern into effective performance in another.

74. Storm, William B. and Jason L. Finkle, AMERICAN PROFESSIONALS IN TECHNICAL ASSISTANCE: A PRELIMINARY REPORT. 1965, 365 p. School of Public Administration, University of Southern California, Los Angeles, Calif. Out of print but a copy is available in the AID Reference Center.
ARC Catalog No. 309.223, S885.

This publication is a report on research begun in 1963 and financed by the Ford Foundation. The study involved interviews with 342 individuals who had worked for the Agency for International Development. Of the total usable interviews, 169 were with AID direct-hire employees and 160 were with academic professionals working under university contracts. This particular report deals only with the analysis of the responses of the latter group. Respondents were divided equally among four professional groups: agriculture, education, engineering and the social sciences. The data of the study were analyzed and reported from five different perspectives: the total data, the four professional fields just mentioned, party chiefs/non-chiefs, three age levels, and cosmopolitans/locals. The latter classification was determined on the basis of ten statements from Alvin Goldner's analysis of "latent social roles." (ADMINISTRATIVE SCIENCE QUARTERLY, Dec. 1957; March 1958.) The academic group of professionals in this study represented 35 colleges and universities and had served in 21 countries under a total of 57 university contracts. Chapters in this report deal with occupational values for overseas technical assistance personnel, ratings of the overseas job, bases for accepting the overseas assignment, the job environment overseas, problems of adjustment abroad, the social environment and living conditions, the organizational environment, and career implications of technical assistance service. Some of the specific findings with respect to counterparts were:

- (a) In Table XXVI listing major negative values associated with the overseas job (p. 295), host counterparts were listed as an unfavorable factor by 28 of the 160 respondents (18% of the sample). Other related unfavorable factors were the lack of indigenous initiative, 25 (16%); and unpleasant co-workers, 24 (15%).
- (b) In Table XXVII listing the most satisfying aspects of the overseas job (p. 296), host counterparts were described as a satisfying factor by 35 respondents (22%).
- (c) In Table XL reporting on the general attitude of advisors toward host country professionals with whom they worked (p. 314), the respondent's attitude was very critical in 18 cases (11%), mildly critical in 47 (29%), equivocal/mixed in 23 (14%), mildly favorable in 54 (34%), very favorable in 13 (8%) and not clear or no answer in 6 (4%).

For information about other reports based on parts of the data gathered in this research project, see Items No. 44, 58, 75.

75. Storm, William B. and Jong Sup Jun, "The Counterpart Relationship and the American Professional Overseas," in PUBLIC PERSONNEL REVIEW, Vol. 29, No. 1, Jan. 1968, p. 7-12. Published by the Public Personnel Association, 1313 East 60th St., Chicago, Ill. 60637.
ARC Catalog No. 301.2, S885.

The two objectives of this study were:

- (a) To identify the characteristics associated with good as well as unsatisfactory advisor-counterpart relationships in overseas technical assistance activities.
- (b) To compare technical assistance personnel who had a good relationship with those who had an unsatisfactory relationship and to see how these differences correlated with other selected features of technical assistance work.

The sample consisted of 329 American professionals employed by the Agency for International Development, 169 being direct-hire employees and the remaining 160 working for the Agency under university contracts. Both samples were fairly evenly distributed among four disciplines: agriculture, education, engineering and the social sciences. All respondents were interviewed according to the same schedule of questions. Answers to all counterpart relationship questions were reviewed and, on the basis of this report, 101 respondents classified as having had a poor or fair relationship were grouped for comparison with 172 respondents whose relationship was termed good or excellent. Responses to some 200 questions from the questionnaire were analyzed to bring out the specific differences between the two groups. The better relationships were based on relatively common professional backgrounds, including education and experience, previous exposure of counterparts to other cultures and frequent interaction with advisors on an informal, friendly, peer basis. Those with superior counterpart relationships also enjoyed their overseas experience more, encountered fewer problems, had a more positive interaction with their American colleagues and indigenous persons, and were more satisfied with what they and their teams accomplished. For additional information about the data on which this report was based, see Item No. 74.

76. Thurber, Clarence E., THE PROBLEM OF TRAINING AMERICANS FOR SERVICE ABROAD IN U.S. GOVERNMENT TECHNICAL COOPERATION PROGRAMS. April 1961, 393 p. Doctoral dissertation (Political Science), Stanford University. Paper print available from University Microfilms Inc., Ann Arbor, Mich. 48106. Order No. 61-4166. Price \$10.00.
ARC Catalog No. 309.223, T536a.

This is an analysis of the problem of training in U.S. Government overseas technical assistance programs along with conclusions and recommendations as to what should be done. The evidence in this study comes from a total of 185 interviews with technical assistance administrative staff in Washington, with technical advisors in six Asian countries, with counterparts of technical advisors, and from personal participation in and observation of several technical assistance training projects. The dissertation sections most directly related to this bibliography are:

- (a) Relating with Host Nationals, p. 56-60.
- (b) Comments by Host Nationals and Others, p. 89-103.
- (c) Professional Roles of the Technical Consultant Abroad, p. 104-170.

In the conclusion to Chapter III (Item b above) the author notes that the possession of *technical skill* in a given field does not necessarily result in the same advisor having a high degree of *technical consulting skill*. The development of such skill is considered a training problem of major dimensions. Some of the comments included in Chapter IV (Item c above) on advisory relationships and the various types of roles carried out by technicians are as follows:

- (a) "In view of the central role that counterpart relations play in technical cooperation programs, it is surprising how little is written about this subject. If there is a *method* of technical cooperation, transcending technical information and skills, one of the vital elements is the role and relationship of American technical consultants and their counterparts. Further examination of this relationship is therefore required." P. 129-130.

- (b) "It is still not clear that Americans are adequately briefed about the sensitivities and psychology of aid-receiving countries and of the individuals they work with. . . . The development of more understanding of the psychology of counterpart reactions, and of more realistic attitudes and expectations, is an appropriate task for training." P. 133.
- (c) "Any individual technical consultant plays many different roles in his relations with host country nationals, especially those with whom he is thrown into close professional association. He must be a 'learner,' before he can consult and advise. He must learn much about the host country, its history and aspirations, and about the individual personalities and backgrounds of his counterparts. He must be an innovator, a source of ideas, a catalyst, a social engineer." P. 127.

The list of 29 questions used to guide interviews with U.S. technical consultants is reproduced on pages 374-76, and the 15 questions for host government nationals on pages 377-78. There is a 15-page bibliography.

77. Trager, Frank N. and Helen G. Trager, "Exporting and Training Experts," in *THE REVIEW OF POLITICS*, Vol. 24, No. 1, Jan. 1962, p. 88-108.
Library of Congress Call No. JA1.R4.

Frank N. Trager was Point Four Director in Burma (1951-53). Both Tragers have had considerable overseas experience in Asia. Their discussion of the problems of selecting, training, orientation and adjustment for overseas technical assistance specialists provides insight into the role such specialists are likely to play. Their analysis is presented under the following headings:

- (a) Living Conditions in an Underdeveloped Country.
The authors believe that the limited time usually allotted for predeparture training should concentrate specifically on the problems of living in a newly developing country rather than on the "area-specialist type of training" or on language instruction.
- (b) Maturity of the Technical Specialist.
This is a quality which the technical specialist either does or does not possess, but it is one which training and self-discipline may enhance. The pattern of age relationships in Asia is regarded as being very important and is a matter requiring careful attention from foreigners working in this area.
- (c) Academic vs Social Learnings.
The authors contend that, in addition to academic background, social learnings about the host country are particularly important and that this type of study can best be given in the host country itself. In addition to the historical aspects of the culture being encountered, a working knowledge of contemporary social, political and economic affairs is necessary. "Old timers" in the mission and their local associates and friends have an important part to play here.
- (d) Problems of the Transmission of Skills and Knowledge.
In many Asian and African countries the patterns of training and education are sharply different from those in the U.S. The availability and background of counterparts may be a problem. There may be difficulties with limited or

non-existent technical and professional vocabularies, and with conducting training through an interpreter. In the latter case, the problem may be a limited command of his own language, or of English, or of the technical field in which the training is being conducted. These problems are so important that *systematic* attention needs to be given to them during the process of employment and assignment and in the period of getting settled in the host country.

(e) The Technical Specialist as Cultural Ambassador.

How he and his family deport themselves, how they exhibit and interpret their American heritage, how they express respect for the people and the country to which they are accredited, how they exhibit feelings of cultural and economic superiority or accommodation—all these are factors which help determine the type of role the technician sees for himself.

78. Trail, Thomas F., EDUCATION OF DEVELOPMENT TECHNICIANS: A GUIDE TO TRAINING PROGRAMS. 1968, 183 p. Praeger Publishers, 111 Fourth Ave., New York, N.Y. 10003.

U.S. Department of State Library No. HC 60.T73.

One method which may be used to develop insight into the roles of overseas technicians is to examine the content of the training programs designed to prepare them for their overseas assignments. The types of technical assistance training programs examined in this study are those of: (a) U.S. Government agencies, (b) religious groups, (c) voluntary agencies, (d) U.S. business concerns and (e) universities. The author describes the principal characteristics of these programs. A total of 150 training program syllabi was collected from the types of organizations listed above. These were analyzed and the following three major curriculum divisions and 16 major subject-matter areas were revealed as characteristic:

- I. Technical and Professional Considerations
 1. Objectives and Philosophy of the Agency
 2. Procedures and Methods of Operation of the Agency
 3. Resources of the Agency
 4. Adaptation of Technical Skills
- II. Cross-Cultural Understandings
 1. Cultural Adjustment
 2. Language
 3. Group Dynamics
 4. History and Culture of the U.S.
 5. History and Culture of the Host Country
 6. World Ideologies
 7. The Culture Concept
- III. Developmental Processes
 1. Technician-Counterpart Relations
 2. Institution-Building
 3. Program Development
 4. Technological Change
 5. Economic Development

The investigator then examined a number of professional articles making recommendations regarding training for overseas service and found that the major curriculum divisions and subject-matter areas recommended by authorities corresponded essentially with the divisions and areas revealed by the survey of syllabi. The findings of the survey were then submitted to 50 authorities in the field who had had at least three years of overseas experience with a technical assistance agency and had been involved in the training of development technicians. These authorities were in general agreement as to the importance of the curriculum divisions and subject-matter areas. A chapter is devoted to discussing the key understandings and basic skills which should be developed under each of the three major curriculum divisions. The last two chapters are on training priorities, and on conclusions and recommendations. There is an eight-page bibliography.

79. Useem, John, "Work Patterns of Americans in India," in *ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE*, Vol. 368, Nov. 1966, p. 146. U.S. Department of State Library No. H1.A4.

The information in this study was gained through in-depth interviews with 190 heads of American households (and their wives, if any) living in India's four main cities (New Delhi, Bombay, Madras, Calcutta) and 25 middle-sized towns. Among the variables studied were those that differentiate the work roles, the social structures, the interpersonal behavior, the groupings of Americans and the diverse modes of interaction between Americans and Indians. The sample includes U.S. technical assistance personnel. The "third culture" is used to designate the patterns generated by Indians and Americans as they work together in shared enterprises and participate in a common social life. After a general statistical section, there is a discussion of role expectations and job assignments. The key statistic here is that in only one-fifth of the cases do the individuals have a clear understanding and a firm commitment from their organization on the scope and content of their future work role which matches what they encounter when they get overseas. In three out of ten cases there were substantial discrepancies between projected and actual work roles. In four out of ten cases, positions were taken with no specific work role designated, and in one out of ten there was no access to solid information or a lack of sufficient cross-cultural sophistication to comprehend it. The author notes that many Americans who move from a Stateside position are upgraded to a higher status level in their overseas assignment. This sometimes leads to stressful situations because of the expectations of their counterparts.

80. Useem, John, John Donoghue and Ruth Hill Useem, "Men in the Middle of the Third Culture: The Roles of American and Non-Western People in Cross-Cultural Administration," in *HUMAN ORGANIZATION*, Vol. 22, No. 3, Fall 1963, p. 169-179. Originally prepared for delivery at the 1962 annual meeting of the American Political Science Association, Washington, D.C. ARC Catalog No. 301.2, U84.

The authors first delineate their three-cultures concept, the first culture being that of the host country; the second, the American culture; and the third, a binational culture where these cultures intersect or interact in cross-cultural programs. The third culture is defined broadly as the behavior patterns created, shared and learned by men of different societies who are in the process of relating their societies, or sections thereof, to each other. Thus it is like a bridge between societies. The community of men whose behavior is organized by it have "standards of interpersonal behavior, work-related norms, codes of reciprocity, styles of life, networks of communication, institutional arrangements, world views, and, on the individual level, new types of selves." This third culture includes not only Americans but also the host nationals with whom they work and both of whom are

mediating factors between the two other cultures. There is a discussion of the characteristics of the American community overseas, and of the binational groups of the third culture. The authors believe that as the varied patterns of the third culture are increasingly identified and analyzed it may be possible to predict the experiences and difficulties related to the administration of enterprises which straddle two or more societies. It will then be possible to do a more effective job of recruiting and orienting personnel and of designing work-related roles and organizational systems. The authors conclude with a discussion of five implications for cross-cultural administration and of four factors which cause malfunctions of cross-cultural programs.

81. Wiener, Aaron, "The Development Consultant," p. 88-93 in **TECHNICAL ASSISTANCE AND DEVELOPMENT**. Publication No. 6. 1970, 291 p. The Harry Truman Research Institute, The Hebrew University, Jerusalem, Israel.
ARC Catalog No. 309.223, W647.

This paper was presented at the Truman International Conference on Technical Assistance and Development held in Jerusalem in May 1970. The author's thesis is that many of the difficulties encountered by development consultants working in overseas technical assistance programs and most of their failures stem from fallacious analogies between growth requirements and planning approaches in mature economies on the one hand and those in developing economies on the other. The writer examines briefly the factors which are important in developing the competencies of technical consultants and then turns to a discussion of the following fallacies which hinder or cause failures in their work overseas:

- (a) The fallacy of assuming parallelism in personality characteristics. Consultants often assume that their counterparts and other host-country professionals have motivations very much like their own, and that the promotional and social systems through which they gain rank and status are similar to the ones with which they are familiar.
- (b) The fallacy of transferring professional specialization. The consultants generally come from societies which have a high degree of professional specialization. Countries are underdeveloped because their socio-economic systems are not growth-oriented. The transformation of these systems and their role occupants is a complex cooperative task involving a number of technical, economic, behavioral and socio-political disciplines. Some highly specialized consultants do not have the requisite background for a multi-disciplinary attack on the problems of newly developing countries.
- (c) The fallacy of transferring problem-solving methods. In maturing economies there is greater dependence on the spontaneous responses of the socio-economic system as contrasted with much greater emphasis on public intervention in less-developed countries. Consultants whose backgrounds are solely with the first type of system sometimes find it difficult to recommend effective methods of development planning for use in the second system.
- (d) The fallacy of transforming problem-solving routines. Consultants find in some cases that an important part of their professional stock-in-trade does not fit the problems encountered in less-developed countries. Their normal professional decision-making routines, and their evaluation yardsticks and procedures, may require modification if they are to operate effectively in their new overseas environment.

These four fallacies all affect role performance of consultants and consequently influence their working relationships with host-country officials. Readers having a reading knowledge of French may wish to refer to another paper presented at this conference by Mamadou Coulibaly titled, "Role des Expertes Dans Les Programmes de Development" (p. 94-101).

82. Winslow, Anne, "The Technical Assistance Expert," in *INTERNATIONAL DEVELOPMENT REVIEW*, Vol. IV, No. 3, Sept. 1962, p. 19-24. Society for International Development, 1346 Connecticut Ave., N.W., Washington, D.C. 20036. Library of Congress Call No. HC60.I546.

This article is a review of the nature of the concerns expressed and the general areas of emphasis covered in the Conference on the Recruitment, Selection and Training of Technical Assistance Personnel sponsored by the Societa Italiana per l'Organizzazione Internazionale and the Carnegie Endowment for International Peace held in Rome Feb. 12-16, 1962. The conference called for more research on a variety of different aspects of the recruitment, selection and training of overseas technical assistance personnel. Among the specific projects suggested were:

- (a) Development of effective criteria for evaluation of the success or failure of technical assistance (TA) personnel.
- (b) Development of career services in TA agencies.
- (c) Maintenance of national rosters of TA experts.
- (d) Use of more sharply drawn job descriptions setting forth the roles to be performed and the resources available for achieving the desired objectives.
- (e) More adequate staffing of recruiting services along with strenuous efforts to eliminate delays in the recruitment and assignment process.
- (f) Somewhat extended training periods, particularly along lines which would make the technician "more creative in a world of different values." A specific suggestion here was that appropriate aspects of training be conducted jointly for experts and counterparts.
- (g) Development of efficient briefing procedures. The use of regional specialists for briefings was specifically suggested.
- (h) Refresher courses to renew and strengthen the professional competence of returning specialists.
- (i) Development of orientation programs by the host country for assigned technical specialists.
- (j) Development of research units in donor countries to analyze the problems of technical assistance so that personnel in this field may benefit from the lessons of past experience.

83. Winter, David Kenneth, **AMERICAN PROFESSORS IN WEST PAKISTAN: A STUDY OF CROSS-CULTURAL RELATIONS**. 1968, 214 p. A doctoral dissertation submitted to the Department of Sociology and Anthropology, Michigan State University, East Lansing, Mich. Paper copies are available from University Microfilms, Ann Arbor, Mich. 84106. Order No. 61-17, 159. Price \$10.00.
ARC Catalog No. PK370.196, W784.

This study was an investigation of the pattern of interaction between American and Pakistani professors working together in the higher educational institutions of West Pakistan. The author himself served as a temporary faculty member in a Pakistani college for 16 months and conducted interviews averaging three hours with 40 American and 43 Pakistani professors. The Americans included all of the U.S. educators working in higher educational institutions in the northern half of West Pakistan. The Pakistani professors had close working relations with the Americans and in many cases were their counterparts. The author explores differences in behavior which result from membership in various American organizations: AID, the Ford Foundation, Fulbright and missionary boards. The link with these organizations, plus the ties with the Pakistani institutions, represent the dual social structure in which the advisor works. The impress of each of these social systems on the Americans' work role is explored. There are separate sections analyzing the work roles of Americans, some serving as administrators, some as advisors, and some as colleague-teachers.

ROLE THEORY

The references in this section have not been annotated but have been included for the benefit of readers who wish to undertake further research in this field.

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