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APEC PARTNERSHIP FOR EDUCATION PRELIMINARY EVALUATION

VOLUME I

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Prepared by:

DAVID BRUNELL

for

CREATIVE ASSOCIATES INTERNATIONAL, INC.
5301 Wisconsin Avenue, Northwest
Suite 700
Washington, D.C. 20015

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LIST OF ACRONYMS

ACC	ASEAN Chamber of Commerce
A.I.D.	Agency for International Development
AMCHAM	American Chambers of Commerce
AMU	Ateneo de Manila University
APCAC	Asia Pacific Council of the American Chambers of Commerce
APEC	Asia Pacific Economic Cooperation
ASEAN	Associates of Southeast Asian Nations
ASPIRE	ASEAN Student Professional Integration and Reentry
ASPIRE-L	Project ASPIRE Listserve
BC	Bentley College
BSU	Ball State University
CAES	Center for Advanced Engineering Study
CAII	Creative Associates International, Inc.
CCR	Center for Ceramic Research
CDADIC	Center for Design of Analog/Digital Integrated Circuits
CIBER	Center for International Business and Research
CMU	Carnegie Mellon University
CPDIS	Center for Parallel Distributed and Intelligent Systems
DoEd	Department of Education
DSSC	Data Storage Systems Center
HRD	Human Resource Development
HSMRC	Hazardous Substance Management Research Center
IPPM	Indonesian Institute for Management Education and Development
MBA-BI	MBA - Bandung Institute
MNCC	Malaysian National Computer Federation
MSU	Memphis State University
MTC	Magnetic Technology Center
NAFSA	National Foreign Student Advisory Association
NEU	Northeastern University
NJIT	New Jersey Institute of Technology
NSF	National Science Foundation
NUM	National University of Malaysia
OD	Organizational Development
OT	Organizational Transformation
PAN	Project ASPIRE Network
PFE	Partnership for Education
RC	Regional Center
RU	Rutgers University
SCICC	Southern California International Careers Consortium
SIRIM	Industrial Research Institute of Malaysia
SIU-C	Southern Illinois University at Carbondale

SP	South Pacific
TA	Training and Technical Assistance
TAMU	Texas A&M University
TU	Tufts University
UCLA	University of California at Los Angeles
U/I	University/Industrial Centers
UM	University of Michigan
UOI	University of Indonesia
UPitt	University of Pittsburgh
USIA	United States Information Agency
USC	University of Southern California
UT	University of Texas
UTM	Universiti Teknologi Malaysia
UUM	Universiti Utara Malaysia
WSU	Washington State University

EXECUTIVE SUMMARY

This report provides a preliminary assessment and status/progress update of all APEC/PFE programs--individually and collectively--along with recommendations for achieving program improvements, greater collective impact, and increased private sector involvement and training. Baseline input and guideposts are provided for developing a Scope of Work for a major evaluation in 1993.

APEC is the Asia Pacific Economic Cooperation, a grouping of 15 Pacific member states, including the United States, whose aim is to build the economic growth of the region and enhance the economic and institutional interdependence of the region. APEC/PFE (Partnership for Education)--focusing specifically on the ASEAN and South Pacific island nations--is the U.S. contribution to the Human Resources Development (HRD) working group of APEC, one of several APEC working groups addressing APEC's overall mission.

The original program development/implementation goals were quite specific and have, with one exception, been met or are well on the way to being fulfilled as follows:

GOALS

- Establishing 10 to 15 educational partnerships between U.S. and ASEAN/SP educational institutions.

- Reaching more than half of the 200,000 Asian/40,000 ASEAN students at U.S. institutions through a newsletter and other means to keep them current on the initiative's activities.

- Involving 20,000 Asian/4000 ASEAN students in the U.S. in on-campus activities sponsored by the initiative.

- Facilitating the participation of 5000 APEC/1000 ASEAN students in U.S. private sector internships and co-op education programs.

- Training of 2500 APEC/500 ASEAN private sector employees in their home country; 500/100 of these employees in short courses in the U.S.

APEC/PFE PROGRAM MECHANISM AND FY 1992 ACTIVITY LEVELS

- A total of 20 U.S./ASEAN university partnerships have been established through the National Science Foundation and Department of Education.

- ASEAN and South Pacific Island student outreach in the U.S. is being conducted via USIA by the National Foreign Student Advisory Association (NAFSA) through:

  a newsletter (ASPIRE) to be published 4 times/year with about 50,000 copy distribution;

- three regional centers and 20 small incentive grant projects targeted for ASEAN/SP student populations at universities across the U.S.; and

- international recruiting (Peterson's Connexion).

- A co-op education (work/study) network run by Northeastern University and 7 other university co-op programs.

- USAID Mission private sector training programs through attributions.

The only activity goal which has not yet been achieved, or is on a high enough path to being achieved, is in the facilitation of private sector internships for ASEAN/SP students in the U.S. At present, Northeastern's plan for 339 co-op placements is the only internship mechanism. It is now appropriate to reconsider the original goal statement and/or additional or alternative ways to address it.

1992 TRANSITION FROM RAPID DEPLOYMENT TO ESTABLISHED PROGRAMS

The first phase of rapid deployment and program implementation (late FY '91 plus FY '92) for APEC/PFE has been completed and the individual projects can begin to be evaluated at the level of performance versus plan. At this stage (one operational year into a 5 year program) some observations can be made about the appropriateness of project missions and plans and their benefits and costs.

However, a thorough mid-term evaluation two years into project operations will be necessary to sufficiently assess: (1) appropriateness, (2) benefits and costs, (3) the comparison of program strategies to other alternatives, and (4) how they as "parts" fit into the larger "whole", i.e. the aggregate, collective, cumulative "system" and the overall impacts that may be desired or possible.

Several major themes and hypotheses come out of this preliminary evaluation--some at the level of individual project assessment (the parts) and some relating the parts together into a larger framework (the whole). These elements are elaborated throughout the report.

Briefly stated, the themes and findings are:

- Progress is significant and ongoing--albeit somewhat uneven in the case of university partnerships and the co-op education programs among the various ASEAN/SP countries. The individual programs are, for the most part, proceeding positively and according to plan, or in the direction of plan, if a little more slowly. Quantifiable benchmarks of progress are being documented and achieved, as are some of the more qualitative measures.

- A two-track approach to the future is appropriate:

    1. Expand and build on the "assets" that are being created.

    2. Undertake some new initiatives at both the program and overall strategic levels.

- "Program assets" are developing in the field which create promise for the future. It takes substantial time and effort to develop real partnerships and relationships based on shared objectives, to build the infrastructure and understanding necessary for long-term involvement, and to construct bridges between institutions, cultures, and locations. Forward progress may seem to be slow at first, while a platform and foundation are being built for the long-term.

- It is too early in many situations to measure real benefits and impact, although the possibilities and potentials for individual project/program "success" appear significant in some aspects of each major program component.

- At present, the parts (individual projects) of APEC/PFE are separate and relatively unrelated to one another--with very little integration, synergy, or multipler effect across programs. However, there is a healthy pluralism and distribution of initiative which could evolve into a "bottom-up" approach to synergy.

- There is a need/opportunity to develop a "strategic framework and agenda" which will help integrate, focus, and leverage both the "program assets" in the field and the remaining "program capital" toward more sharply defined ends or goals. This strategic agenda is particularly important to attracting the sustainable private sector participation which is essential for long-term success.

UNIVERSITY PARTNERSHIPS FOR EDUCATION - UNIVERSITY PFE'S

University partnership information is based on in-depth telephone interviewing and completed survey forms for the 13 PFE's currently in operation. Assessments and summaries reflect self-evaluation in a telephone dialogue rather than on-site objective verification. Estimates therefore should be considered somewhat "soft" until a formal comprehensive mid-term evaluation is conducted.

- Most partnerships appear viable and are progressing toward the accomplishment of their objectives. The majority are proceeding according to plan--a few better than planned. Some have experienced delays or a slower start-up curve--one or two have encountered frustrating gaps in communication and collaboration.

- Most U.S. participants express enthusiasm and confidence about the institutional relationships being built, the present and expected accomplishments, the potentials being created, and the prospects for the future--although the specific forms of continuation and financing methods are not yet fully clear in the majority of cases.

- Cost sharing appears to have exceeded plan in the majority of partnerships by 10-20% and equalled plan in the others.

- The majority of partnerships expect to become financially sustainable in some form, although level of effort may diminish in some cases--significantly in a few. Some are working on specific funding strategies. A smaller number (2 or 3) have already achieved sustainability or have clear plans in place. The remaining PFE's (4 or 5) expect to find ways

to continue collaborating but are likely to be less formal and experience a leveling or loss of momentum while trying to match their enthusiasm and interests with ongoing sources of support. Some express concern about sources of interim support until longer-term financing is sufficiently developed.

- A.I.D. funds (APEC/PFE "capital") are creating significant "program assets" in the ASEAN region which should be recognized, nurtured through their formative stages, and capitalized upon in the future.

- The private sector marketplace and the focus/vision/commitment of the individual partnerships will ultimately determine the long-term sustainability of the university PFE's.

- Options for continued university PFE development include merit-based add-on grants, expanding the number of PFE's, periodic workshops (affinity or country groupings) for the partners, more focus on sustainability in the grant-making process, and semi-annual monitoring and exploration of a PFE "federation" or network which can enable the PFE's to become more than the "sum of the parts."

FOREIGN STUDENT OUTREACH - ASPIRE-NAFSA

Overall, NAFSA staff have administered the ASPIRE grant with demonstrable commitment, conviction, economy, responsibility, diligence, and hard work. Somewhat of a shotgun strategy has been adopted from the beginning with dozens of different activities, points of communication, and modes of participation. It is analogous to a "fill-in-the-dot" puzzle where, for awhile, there are lots of disbursed and seemingly unrelated points and markings, and the overall picture is difficult to see in the early stages.

- This strategy almost by definition, requires time, patience, persistence, "critical mass," synergies, and cumulative impact before the real picture emerges.

- It would be useful to review, and redefine the purpose, goals, and desired outcomes of the outreach component and where it fits into a larger strategic agenda of APEC/HRD economic and institutional development and "training the trans-Pacific leaders of the future."

ASPIRE NEWSLETTER

The newsletter is emerging from its early development phase with three issues published and distributed in locations of ASEAN student populations (50,000 copies per issue). There is a demonstrable learning curve, issue-by-issue improvement, and lots of lessons being learned in the process. However, there is a long way to go to become a serious market responsive and self-financing periodical which serves the development interests of APEC/PFE.

RECOMMENDATIONS

- Incorporate a long-term commitment to developing and implementing a management, editorial, and marketing strategy appropriate to the APEC market and constituencies.

- Provide the newsletter staff with exposure/access to the professional expertise, guidance, and techniques necessary for market-supported success. This is a highly specialized field of experience and expertise.

- Develop long-term continuity in the "ownership", sponsorship, governance, and leadership of the newsletter.

POTENTIAL FOR SUSTAINABILITY

Possibilities for sustainability revolve around a well-defined target audience that could be of interest to certain companies and other potential sponsoring organizations. This will depend, over the next year, on developing the prerequisites necessary for attracting advertising revenues.

In the body of this report, over a dozen specific recommendations are suggested for creating the foundations of a well-targeted, self-sustaining newsletter that addresses the needs of its readership, the providers of information, various APEC/PFE stakeholders, component programs, and paying advertisers.

INCENTIVE GRANTS

For the most part, these events--while varying in content, purpose, participation, and level of outcome--have been well-planned, creative, economic, cost-leveraging, and diligently undertaken.

The major issue is their lack of critical-mass, one-time impact, and the short half-life of their residual effects--which depend almost entirely on whether one or more individuals are spurred to a new level of ongoing initiative without ongoing outside or institutional support.

RECOMMENDATIONS

The biggest challenge is considering how to capitalize on these multiple "points of light" before they fade out by one or more of the following methods, as appropriate for each situation:

- encouraging and supporting the capture and replication /repackaging/republishing of useful information;

- creating or supporting an information clearinghouse function;

- plugging these "points of light" into a network by supporting the development of the ongoing national ASEAN/SP student network;

- utilizing the newsletter as a purveyor of ASEAN/SP clearinghouse information products; and

- providing small ($2-5K) follow-on grants for projects of exceptional merit aimed at creating a resource of continuing value to the ASEAN/SP student community nationwide.

REGIONAL CENTERS (RCs)

The RCs appear to have generated active interest and support from a core of ASEAN/SP students and program coordinators have done an admirable job of providing services/activities/events to satisfy student requests and fulfill grant obligations. At this stage, the RCs are experimenting with an ad hoc mix of activities and services for ASEAN students within a relatively nearby radius. Major future expectations and challenges include:

- the need to develop a proactive strategy, communications, and operations plan for serving a very large "market area" (2,500 to 5,000 students each) with many student constituents spread over a wide geographical area; and

- the requirement to become a self-sustaining, ongoing enterprise which means addressing these service needs and target groups in a way that coincides with the economic and social interests of potential corporate, public, or individual sponsors--and the students themselves.

POTENTIAL FOR SUSTAINABILITY

Although all three RCs view continuation and expansion as long-term goals, it is still early for major long-term efforts to be in place. They have all established linkages with the private sector and are focusing future plans around expansion in this area. Telipon-Link (teleconferencing) has generated keen interest from both students and the private sector. For the private sector, it has the potential to reach a larger audience at less cost.

RECOMMENDATIONS

- Utilize the APEC workshops and other forums to engage RC managers, NAFSA, College Placement Council, and others in confronting these challenges and issues.

- Consider the possibility of relating all the outreach programs into one overall communications and information network in which each project plays a complementary and reinforcing role--e.g., capitalize on possible synergies and economies between the RC newsletter and the ASPIRE newsletter.

- Continue to expand teleconferencing activities and increase private sector involvement; the movement should be toward private sector investment in RC programming. Investigate video-conferencing as an additional option for appropriate circumstances.

- Provide "business planning" and "marketing campaign planning" assistance to the RCs as a group--perhaps in the context of workshops just for the outreach programs.

NORTHEASTERN UNIVERSITY (NEU) CO-OP NETWORK

At this stage of development--one year into the program--we can say that the NEU Co-op Program is moving positively, in the right direction, and a little more slowly than planned.

Actual placements are happening more slowly because of:

- a 6-12 month lag/lead time in the budgeting cycle and the commitment process of U.S. companies;
- the hiatus in U.S. foreign assistance in Thailand;
- three out of five companies not initially willing to pay necessary long distance travel costs associated with placements; and
- the substantial distance, time, and cultural aspects of relationship-building and institutional pioneering which are different for each country.

The NEU co-op program is being conducted with professionalism, pride, and judgment borne of experience and success in the U.S. and other international environments. In addition, the building blocks necessary for potential long-term success appear to be developing.

With only one year in the field it is premature to evaluate the NEU Co-op Program in terms of long-term benefits or impact compared to alternate strategies. First, because the benefits of ASEAN co-op cannot yet be well enough documented in relation to the costs. Secondly, because a long-term strategic framework is needed (APEC/ASEAN purposes, goals, priorities) within which to evaluate the appropriateness of the co-op mission or the comparative benefit/cost outcomes versus other private sector training/employment strategies.

POTENTIAL FOR SUSTAINABILITY

It is too early to project the future sustainability scenario for the NEU Co-op--one year into a proposed three year grant. Program leaders are hopeful but cautious about the terms and timing of private sector support. However, many of the foundation stones for a sustainable program are being developed and could be set in place over the next two years. These are listed in the main body of the report.

However, there are several other factors whose effect on sustainability is much less clear and which warrant closer examination over the next year as well as in a future program evaluation (also outlined in the main body of this report). NEU, to its credit, understands that ASEAN coop needs, in the long-run, must be met by indigenous coop-ed programs--and therefore NEU is beginning to consider ways to address this need.

Bottom-line: The home placement market, and the NEU network's ability to serve the market, will determine whether, and on what terms, sustainability will be achieved.

RECOMMENDATIONS

Most co-op recommendations are included under the Private Sector Training section of this report, however, three recommendations are listed here which, along with the issues raised above, should be factored into the mid-term evaluation and program development:

- Given the magnitude, complexity, degree of pioneering and relationship building involved, a minimum of three years seems like an appropriate "greenhouse" phase rather than any less.

- NEU needs some more time to evaluate the effectiveness of the other co-op network universities and the rationale for expanding or pruning the network--or going beyond the formally designated network schools for sourcing students. NEU is conscious of the issues underlying these choices:

  - sourcing and placements from the 7 affiliates are uneven, and in some cases there is marginal to little activity; and

  - some are slow to get on stream with a full contribution.

- NEU should consider establishing reasonable goals for affiliates and after another 6 months either discontinue non-performing affiliates, or expand to other schools.

PRIVATE SECTOR TRAINING

Two levels of recommendations are presented throughout this section:

1. ideas for improving and building upon training-related initiatives of existing APEC programs and projects; and

2. the need, rationale, and ideas for new private sector training options, strategies, and programs--some quite different from the present approach.

The present program status can be characterized as follows:

- The development of educational institutional linkages, partnerships, and relationships (the precursors of a network) has been the driving focus and goal structure over the first year and a half. The majority of these first stage goals have been met or are in the process of being addressed.

- A wide range of training-related activities (broadly defined), which for the most part are separate and unrelated to one another.

- There is little evidence (at this stage) in the way of unifying, integrative, coordinating themes, focus, and goals--that could make the APEC "whole" greater than the sum ofo the parts. Beyond developing counterpart linkages and relationships, there is a lack of critical mass, multiplier effect, strategic leverage, or cumulative impact directed toward achieving some major and measurable difference in a larger and clearly defined cause.

- No funds are yet programmed for so-called "non-traditional" private sector training organizations. This is a somewhat arbitrary distinction which refers more to the "delivery vehicle" or "channel" than the purpose or beneficiary of the training.

Based on the above, there is a need to develop a larger strategic framework of training purposes, goals, and priorities which could focus both traditional or non-traditional efforts (e.g., selected industry, market, economic, or HRD sectors; particular levels of intervention or institution/capacity building).

Another perspective involves the language around "private sector training and involvement." In some respects, the idea of educational linkages has served as both an end and a means for this stage of APEC and perhaps blurred the distinction between goals and methods for achieving them. The fact is that training generally, and private sector more specifically, refer to the means for achieving intentionally defined ends.

None of the above is to say that the present mixed bag of activities--which are decentralized and distributed among many reputable, well-motivated, committed institutions--is without significant potential merit. This is a "bottom-up" portfolio approach which decentralizes and hedges both risk and reward among many ventures. Some of the larger possible rewards--that could come at the level of synergy among projects, and collective/strategic/cumulative impact--may be sacrificed or "traded-off."

The opportunity now is to translate the larger long-term purposes of APEC into a strategic/mission/priority framework which can focus and leverage private sector training capabilities and limited resources toward more clearly selected/defined objectives.

PERSPECTIVES ON PRIVATE SECTOR INVOLVEMENT

Private sector involvement can be stimulated by:

- Clearly defined purposes and goals which are aligned with corporate needs and capabilities.
- Real benefits and values which contribute to their competitive, market, and economic/financial advantage.
- Programs that contribute to their long-term strategic mission and build the human, technical, and managerial capabilities that will drive their success.
- Predictable, stable, long-term "rules of the game" ground rules for participation/ competition/involvement, within which they can plan and commit resources.
- Incentives like development or seed capital in the short-term which give them time and latitude to develop sustainable profit-making activities in the long-term.
- Appeals to social responsibility and corporate citizenship that will contribute to creating and sustaining a favorable business environment in the ASEAN/SP region.

SPECIFIC RECOMMENDATIONS AND OPTIONS

Basic Decisions and Action Steps

Incorporate private sector training perspectives into the third year evaluation, focussing on a two-track approach:

- maximizing the potential of training-related programs already underway, thereby capitalizing on the investment already made--while at the same time;

- initiating a new, complementary private sector training agenda and strategy (part of which might leverage the experience/capabilities of present program participants).

Most importantly, and as soon as possible, set in motion a process to develop an overarching strategic training agenda that is: (1) directly related to, and supportive of, the larger vision, purposes, goals and priorities of APEC at this stage of evaluation, (2) enables the HRD component to contribute to the desired development and institutionalization thrusts of APEC, and (3) is attuned to the competitive and economic needs of the private sector (indeed is focused even more sharply to selected segments, sectors, priorities within the private sector).

This means defining a powerful vision, appropriate purposes, goals and priorities that will more sharply focus private sector involvement and training strategies.

Strategic Considerations and Issues

A range of factors should be addressed, including the following:

- A vision/mission/purpose that relates private sector training/involvement to APEC's strategic vision, development priorities, and institutionalization objectives.

- A unifying focus and theme so that limited resources can be targeted.

- A needs assessment that defines goals and desired outcomes in terms of changes in skills, behaviors, systems, and processes that advance the real competitive market and financial self-interest of private companies/organizations.

- Opportunities for APEC HRD to provide/implement private sector training for other APEC working groups--on a targeted and collaborative basis.

- The level of funding and duration of time commitment A.I.D. is prepared to apply to a private sector training strategy.

- Cost-effectiveness of training in ASEAN/SP countries compared to the cost of transport back and forth to the U.S. ($2000-$3000 per person).

- The appropriate balance between developing long-term sustainable benefits versus demonstrating near term impact and accomplishment.

- The type of strategy to achieve the greatest long-term impact and the appropriate point of leadership and accountability for direction/action/results.

- The degree to which U.S. partners and experts are co-learners with ASEAN/SP.

- An acceptable balance of innovation and risk for the possibilities of greater reward.

- The values and efficiencies of building on the considerable existing relationships and PFE infrastructure.

- The political and economic importance of demonstrable results in the near term--and consequently the relative priority of speedy private sector initiatives.

- An expanded and longer term view of cost-effectiveness.

Increasing Private Sector Involvement in Present Programs

- Make decisions about where "non-traditional" training organizations per Beck report fit into a larger "strategic agenda." Recommendation: that their role be determined only after resolution of the larger issues raised in this report-- and that "non-traditional" be viewed as a means of delivery rather than a goal in itself.

- Develop and articulate in more current, clear, and tangible terms the U.S. government's commitment to APEC and vision for its future--and how this is related to specific, real, and long-term vested interests of the private sector.

- Develop mechanisms and forums that will engage private sector leadership in the APEC/HRD process at the policy/strategy/program levels, Business Advisory Councils, or Visiting Committees.

- Implement an appropriate electronic networking and conferencing system to enhance on-going private sector collaboration with other public and trans-Pacific counterparts--as well as more integration and synergy among component programs of APEC PFE.

- Capitalize on the perspective and knowledge of the U.S. Embassy, USIS, and USAID mission private sector officers and other public and private sector collaborators in each country. Clarify how the APEC strategi training/private sector agenda relates to their programs resources, and possibilities for participation.

Private Sector Training and the DoEd/NSF Partnerships

After a strategic agenda is formalized, consider smaller highly focused add-on challenge grants for the express purpose of furthering and ensuring long-term private sector relevance, participation, and sustainability. (e.g., $20-50K requiring cost sharing and matching at 1:1 or 2:1).

Private Sector Training and the Northeastern Co-op Network

Consider:

- Undertaking a more systematic exploration, documentation, and analysis of the benefits/cost equation for business participants over the short- and longer-term;

- Involving companies, in, rethinking/reinventing the co-op model to fit the unique differences and requirements of the ASEAN/SP environment (and differences among ASEAN/SP countries)--NEU might consider convening a working group of co-op companies to provide input about how ASEAN/SP needs, cultural, and educational realities require modifications or adaptations to the mainstream international co-op model used by NEU.

- Exploring the idea of developing a co-op network and system based within the indigenous ASEAN/SP universities and private sector communities, i.e., a train-the-trainer and capacity building strategy.

- developing a co-op alumni advisory group of ASEAN/SP co-op graduates.

- clarifying the purpose/objectives/priorities regarding U.S. private sector beneficiaries. Address the questions: (1) What is the strategic agenda for co-op education in ASEAN?, and (2) Whose interests should be served and what kinds of participation are desired within both the U.S. and ASEAN/SP private sectors?

New Private Sector Training Initiatives

Other ideas which are elaborated in a private sector section of this report need further development prior to and during the mid-term evaluation.

- *Trans-Pacific Leadership--The APEC Fellows Program*

- A version of the above sponsored by private sector companies

- A permanent *APEC Summer Institute*

- An *APEC 2000 Project* or *21st Century Project*

- An *APEC Private Sector Development Center*

- An *APEC/USA HRD Leadership Exchange Program* or *Management Exchange Program*

- An *Entrepreneur to Entrepreneur Project (E^2P)*

- An *APEC Program for Training Related Innovation and R&D*

- An *HRD/Private Sector Training Council (Advocacy Group)*

- An *HRD/Training/OD Center* to be included in the *APEC Summer Institute*

- Envision all of the APEC partnerships and linkages in their totality as one large multi-node network with the potential to synthesize and distribute strategic information and skills within the entire APEC "marketplace"

RECOMMENDATIONS TO DEVELOP A SCOPE OF WORK

The approach, framework, key issues, and points of emphasis are detailed in Section VI of this report. This January 1993 "Preliminary Evaluation" identifies, highlights, and puts into perspective many issues (major and minor) which warrant closer assessment in a formal evaluation. Rather than repeat all of these points in this section, it will be assumed that this entire report will serve as input for developing the future Scope of Work.

A. MASTER TABLE OF ACCOMPLISHMENTS

PARTNERSHIP SUMMARY - ACCOMPLISHMENTS

PARTNERSHIP	ACCOMPLISHMENTS					
	Faculty visitations/ exchanges	Student degree programs &	Workshops/seminar	Curriculum dev't	Publications/ written products	Other
Carnegie Mellon University National University of Singapore	2	1	1		2	advice & consultation on establishing
New Jersey Institute of Technology University of Indonesia at Jakarta	4	1	1	1	1	
Rutgers University Industrial Research Institute of Malaysia	2	1	2	1		
University of Pittsburgh University of Malaysia National University of Singapore	3	1	4		1	counseling
Washington State University University Teknolgi Malaysia	9	4	1 (2/93)		"some"	3 administrative visits
Bentley College Ataneo de Manila University	4		1	"some"		1 or 2 student visits per year expected
Fletcher Law School National University of Malaysia	2		1			2 upcoming visits
Memphis State University Southern Illinois University University of Utara Malaysia	9	2	2	"some"		3 administrative visits
Texas A&M University University of Texas at Austin University of Indonesia	2					1 administrative visit
University of California at Los Angeles National University of Singapore	8	1	1	"some"		possible self-financing; seminar in LA next year
University of Michigan ASEAN Chambers of Commerce[1]	5	7	3			
University of Michigan ASEAN Chambers of Commerce[2]	4	8		10-15		
University of Southern California MBA/Bandung Institute-Jakarta Institute for Mgt. Educ. & Dev't. - Jakarta	8		4			1 administrative visit 20 traveling internships
University of Southern California MBA/Bandung Institute-Jakarta Institute for Mgt. Educ. & Dev't. - Jakarta	7		1	"some"		
TOTALS:	69	20	22	2+	14-19	

B. MULTIPLIER OF U.S. GOVERNMENT FUNDS THROUGH COST SHARING

MULTIPLIER OF U.S. GOVERNMENT FUNDS THROUGH COST SHARING

PROGRAM AREA	U.S. GOV'T $$$ 1991/1992 (12 months)	COST SHARING	TOTALS
PARTNERSHIPS			
National Science Foundation	$500K	$400K	$900K
Department of Education	$800K	$950K	$1.8M
OUTREACH	$300K (Approx.)	$120K*	$420K
CO-OP WORK/STUDY			
NEU Network	$300K	$170K	$470K
TOTALS	$1.9M	$1.8M	$3.6M

* Soft estimate.

I. INTRODUCTION

A. CONTEXT

This draft report constitutes the preliminary evaluation requested by the Agency for International Development (A.I.D.) Bureau for Asia/Technical Resources Division Statement of Work, July, 1992. Creative Associates International, Inc. (CAII) has been asked to provide:

- A report which will assist A.I.D. in reviewing and evaluating the progress to date as well as recommend/develop future activities under the (APEC) Partnership for Education Project.

- A report that will "serve as the baseline study for future detailed evaluations and activities."

As requested, this assessment will include:

- Status/progress updates on all program components, in quantifiable and descriptive terms.

- Preliminary evaluation on how APEC activities do or do not reinforce each other and partnership goals, including the potential towards sustainability and the breadth and depth of outreach to ASEAN/SP students in the U.S.

- Recommendations to:

    1. improve and/or coordinate any of the APEC activities to ensure optimal effectiveness;
    2. help develop a scope of work for a future detailed evaluation; and
    3. get more involvement from the private sector.

The APEC/PFE program is a set of human resource development/education/training related programs authorized in February of 1991 in response to the APEC initiative undertaken by Secretary of State James Baker in mid-1990. Framed within an overall purpose of enhancing the economic growth of the ASEAN/SP region by building lasting institutional linkages and relationships, the specific programs and projects vary greatly in objective, size, duration, focus, and approach. Except for several recently announced university partnership grants, most elements of APEC/PFE are 6 to 12 months into implementation as the third fiscal year of APEC/PFE gets underway.

The project assessment is being conducted at a timely point at which to take stock of progress, lessons being learned, and prospects and challenges for the future--particularly those of sustainability and increasing private sector involvement. Newly created "program assets" in the field plus the "program capital funds" not yet allocated make it an opportune time to confront the larger strategic issues of direction, priority, focus, and resource allocation.

The intent and desired outcome of this assessment is to contribute useful perspectives, recommendations, ideas, and questions at several levels:

1. understanding, supporting and improving performance versus plan;

2. revising (or further developing), considering, or focusing the plan and/or mission of the respective program components;

3. developing a framework for looking at impact, benefits and costs, sustainability, and private sector involvement (at both the individual project level and the collective/cumulative, synergistic/aggregate level); and

4. opening up larger issues of overall strategic focus, leveraging of resources, and institutionalization.

The methodology employed in conducting this assessment involved:

1. gathering and analyzing all relevant program information and documents;

2. developing purposeful frameworks and questions for gathering hard and quantifiable data--and for highlighting relevant qualitative factors;

3. conducting informal survey research within each program and project (see program survey profiles included at the end of this section); and

4. engaging in a process of questioning, dialogue, and guided self-assessment with all key program leaders about their experience, reflections, and judgements at this stage.

B. BACKGROUND

A brief review of APEC/PFE background follows as abstracted from program documents.

NARRATIVE:

The Asia-Pacific Economic Cooperation (APEC) is a regional mechanism to deal with the effects of growing interdependence and the opportunities for regional economic growths. APEC is a formal grouping of 15 members to strengthen and enhance economic ties in the Asia-Pacific region. They include Australia, Brunei, Canada, Indonesia, Japan, Malaysia, New Zealand, the Philippines, Republic of Korea, Singapore, Thailand, Hong Kong, the People's Republic of China, Chinese Taipei, and the United States.

APEC provides a forum for multilateral dialogue on matters of interest affecting the Pacific Basin. The countries meet together in an effort to improve multilateral cooperation and address common regional problems. Priority areas have been identified and working groups established to develop approaches and activities in these areas.

In July 1990, Secretary of State Baker announced that the U.S. Government would support a program in the area of human resources development--the APEC Partnership for Education Initiative. In January 1991, A.I.D. authorized the APEC Partnership for Education to implement the Secretary's initiative.

The APEC Partnership for Education Project has three components:

1. education or university partnerships;

2. outreach and co-op education to ASEAN/SP foreign students in the U.S.; and

3. private sector training.

Activities have been started under the first two components through interagency agreements with the National Science Foundation (NFS), the Department of Education (DoEd) and the U.S. Information Agency (USIA). Thirteen institutional partnerships have been established through the NSF and DoEd programs. USIA has signed a grant with NAFSA (National Association of Foreign Student Advisors) to develop an outreach program in the United States. In addition, a cooperative agreement has been signed with Northeastern University to support cooperative education activities. Constant efforts are also underway to identify current A.I.D. activities which can be attributed to APEC Partnership goals.

While economic growth has surged generally in the Asian Pacific region, it has grown faster in the newly industrialized countries than in the countries of the Association of Southeast Asian Nations (ASEAN): Thailand, the Philippines, Indonesia, Brunei, Malaysia and Singapore. The lack of a skilled workforce, especially in the areas of science, engineering, business and management, has been identified as a significant constraint for the ASEAN countries.

In the area of human resources development, A.I.D.'s APEC Partnership for Education (APEC/PFE) project was authorized in January 1991 to focus on the six ASEAN nations as well as 10 South Pacific nations: Cook Island, Fiji, Kiribati, Niue, Papua, New Guinea, Solomon Island, Tonga, Tuvalu, Vanuatu and Western Samoa. The project will enhance educational links across the Pacific and contribute to the training of the trans-Pacific leaders of the next century.

A.I.D. has authorized $6 million for the five-year APEC/PFE project and will identify $4 million of funds for other projects related to APEC/PFE goals, for a total of $10 million. The first $2 million was allocated for FY '91.

C. HIERARCHY OF APEC PURPOSES AND GOALS

The quoted language from various APEC/PFE documents is arranged from the highest and most general level of purposes and goals--in descending order--to the most specifically defined objectives:

General Purposes and Goals:

- Contribute to long-term, sustainable economic growth, prosperity, and development.
- Expand process of cooperation...strengthen economic ties.
- Establish long-lasting relationships and new ties between public and private sector (organizations and institutions).
- Link U.S. institutions to counterparts in the APEC region.
- Identify new ways of exchanging information and transferring experience among APEC countries in fields such as business administration, industrial training, technical innovation, project management, and development planning.
- Training of trans-Pacific leaders of the 21st century.
- Conduct outreach for students and the private sector.
- Expand private sector training programs in the U.S. and in ASEAN countries by:
  - -- identifying training needs;
  - -- facilitating appropriate employment through government sponsored private-sector training;
  - -- increasing skills supporting training and employment opportunities;
  - -- implementing multiple programs, models for replication, and using the multiplier of private sector support;
  - -- providing exposure to U.S. ideas, values, institutions; and
  - -- facilitating company internships for potential employees.
- Establish 10 to 15 educational partnerships between U.S. and Asian educational institutions.
- Reach more than half of the 200,000 Asian/40,000 ASEAN/SP students at U.S. institutions through a newsletter and other means to keep them current on the initiative's activities.
- Involve 20,000 Asian/4000 ASEAN/SP students in the U.S. in on-campus activities sponsored by the initiative.
- Facilitate the participation of 5000 APEC/1000 ASEAN/SP students in U.S. private sector internships and coop education programs.

More Specific and Objective Purposes and Goals:

- Training of 2500 APEC/500 ASEAN/SP private sector employees in their home country; 500/100 of these employees in short courses in the U.S.

D. SUMMARY OF CUMULATIVE ACCOMPLISHMENTS

The start-up year for APEC/PFE was 1991. The following summaries include information for both 1991 and 1992.

FIGURE 1

APEC/PFE PROGRAM ALLOCATIONS AND IMPLEMENTATION - FY 1991 and 1992

PROGRAM	1991-92 IMPLEMENTATION	ACTUAL FY91 & FY92 CUMULATIVE TOTALS
I. EDUCATIONAL PARTNERSHIPS		
National Science Foundation/ Science & Engineering	• 10 university/partnership programs with counterparts in ASEAN/SP	$1,031,000
Department of Education/ International Business Education	• 10 university/partnerships with counterparts in ASEAN/SP • Accomplishments to date include: - 69 faculty visitations, 20 students participating in degree programs and research, 22 workshop/seminars, 2+ curriculum development projects, 14-19 publications/written products, and additional administrative visits/advice/ consultation, and traveling internships	$1,000,000
II. OUTREACH	• Published 3 ASPIRE newsletters for APEC students in U.S. and distributed 50,000 copies to key ASEAN/SP student populations and other outlets	
ASEAN/SP Student Outreach Program - ASPIRE National Association of Foreign Student Advisors (NAFSA)	• Designed the ASPIRE program to include 4 components: 1. 4X year ASPIRE Newsletter with about 50,000/copy distribution 2. Incentive grants of $2,500 for 20 activities providing ASEAN/SP students with information and support 3. 3 Regional Centers in the U.S. to provide ongoing support to ASEAN/SP students 4. International recruiting network for ASEAN/SP students as a subset of *Peterson's Connexion*, a private/for-profit recruiting database serving companies and students around the world	$720,708
CO-OP EDUCATION AND PRIVATE SECTOR TRAINING Northeastern University	• Northeastern University and seven other universities formed network which placed 52 ASEAN students in work-study internships with private sector companies (U.S. companies operating in ASEAN countries)	$600,000
		$3,351,708

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FIGURE 2

EDUCATIONAL PARTNERSHIPS ESTABLISHED
FY 1991 & FY 1992

INSTITUTIONAL LINKAGE		PROGRAM FOCUS
U.S.	ASEAN/SP	
National Science Foundation Engineering Research Centers and Industry/University Cooperative Research Centers		
Carnegie Mellon University Data Storage Systems Center FY91	National University of Singapore	Data storage technology
New Jersey Institute of Technology Hazardous Substance Mgt. Research Center FY91	University of Indonesia at Jakarta	Hazardous waste management research
Rutgers University Center for Ceramic Research FY91	Industrial Research Institute of Malaysia	Research related to advanced ceramics, rubber, and palm oil products
University of Pittsburgh FY91	University of Malaysia and National University of Singapore	Information capture, processing, storage, and delivery; emphasis on multimedia and multilingual, knowledge-base systems design
Washington State University Center for Design of Analog-Digital Integrated Circuits FY91	University of Teknolgi Malaysia	Design of analog and digital circuitry
North Carolina State University FY92	Institute Pertanian Bogor (Bogor Agricultural University)	Engineering, processing, and safety needs of aseptically processed and packaged foods
Texas A&M University and University of Texas at Austin FY92	Institute Teknologi Bandung	Establishment of an Industry/University Cooperative Research Center in offshore technology
State University of New York at Buffalo FY92	University of Indonesia at Jakarta	Development of polymer technology
Texas A&M University and University of Texas at Austin FY92	Institute of Technology in Papau, New Guinea	Establishment of an Industry/University Cooperative Research Center in offshore technology
New Jersey Institute of Technology Hazardous Sustance Mgt. Research Center FY92	University of the Philippines at Diliman	Hazardous waste management research

EDUCATIONAL PARTNERSHIPS ESTABLISHED
FY 1991 & FY 1992

INSTITUTIONAL LINKAGE U.S.	ASEAN/SP	PROGRAM FOCUS
U.S. Department of Education Center for International Business Education and Research		
Bentley College and Fletcher School of Law and Diplomacy at Tufts University FY91	National University of Malaysia and Ataneo de Manila University	Technology management, negotiations, business ethics, and environment
Memphis State University and Southern Illinois University at Carbondale FY91	Universiti Utara Malaysia	International business management
Texas A&M University Center for International Business Studies and University of Texas at Austin FY91	University of Indonesia	Development of case studies
University of California at Los Angeles John E. Anderson Graduate School of Mgt. FY91	National University of Singapore School of Business Administration	Financial risk management
University of Michigan, School of Business Southeast Asia Business Program FY91	ASEAN Chambers of Commerce and Industry	Development of case studies
University of Michigan, School of Business Southeast Asia Business Program FY91	ASEAN Chambers of Commerce and Industry	Management education
University of Southern California School of Business Administration FY91	MBA/Bandung Institute in Jakarta	Telecommunications management issues
University of Southern California School of Business Administration FY91	Institute for Management Education and Development in Jakarta	Development of case studies and teaching materials
Michigan State University FY92	De la Salle University	Business education programs
University of Maryland at College Park FY92	Institute Pengembangan Manajamen Indonesia	Management education

E. PROGRAM SURVEY/INFORMATION GATHERING FORMS

Four survey instruments were developed and mailed to the thirteen PFE's and the NAFSA/ASPIRE Program. The instruments were:

1. *Updated Partnership Profile and Survey Information, September 1992*

2. *Updated Summary Profile of ASPIRE Incentive Grants*

3. *Updated Summary Profile of ASPIRE Newsletter*

4. *Updated Summary Profile of Regional Centers*

These forms and the completed responses are included in Appendix A.

The survey discussion with NEU Co-op Education Program was conducted verbally on-site in Boston in September. The NEU responses are contained in a memo included in the co-op education section of the main report and other memos in Appendix F.

II. PROGRAM COMPONENTS

A. PARTNERSHIPS FOR EDUCATION (PFEs) - A Collective Summary

The following summation is based on three complementary sources of information for each partnership:

1. a progress report file;

2. a detailed survey profile filled out in October 1992; and

3. a telephone dialogue further exploring and elaborating the survey information and the current status of partnership development.

This process was completed for the 13 partnerships established in 1991 and would appear to be a representative universe of partnerships of this kind.

It should be noted that this preliminary evaluation (including sustainability) is based on a process of guided "self-assessment" by the PFEs in response to questions asked by the author of this report.

1. NATIONAL SCIENCE FOUNDATION PARTNERSHIPS

APEC Partnerships For Science and Engineering are supported through the U.S. National Science Foundation's (NSF) U.S. Engineering Research Centers and University/Industry Cooperative Research Centers (U/I Centers). A.I.D. funds provide support for faculty and student exchange to foster greater cooperation in research activities. The projects build off exsisting NSF partnerships for science and engineering. Individual partnership profiles follow.

CARNEGIE MELLON UNIVERSITY - NATIONAL UNIVERSITY OF SINGAPORE

Project Description:
The Data Storage Systems Center (DSSC) at Carnegie Mellon University (CMU) and the Magnetic Technology Centre (MTC) at the National University of Singapore (NUS) are participating in a two-year cooperative partnership in data storage technology. The partnership involves an exchange program, with an engineering and science PhD program student taking courses at CMU and working on cooperative research projects at the center. Also, a collaborative effort to establish linkages between the institutions and the data storage industry has been undertaken in both countries. The goal is to enhance educational and research experience of NUS students by broadening their technology base in data storage technology.

Cost Sharing:
$65,000 (major increase over original proposed budget of $44,153); plus possibility of additional cost sharing via three potential years of NUS graduate students' participation in Carnegie's advanced degree program. The cost per student of $50,000 per year (x 3 years = $150,000) will be paid by NUS; possibility of additional students which would increase cost sharing.

Accomplishments:

Faculty visitations/exchanges:	2
Student degree programs and research:	1 "outstanding student"
Workshops/seminars/lectures:	1
Publications/written materials:	
Curriculum development:	2 discussions with NUS faculty
Other:	Advice and consultation to NUS for creation of Magnetic Technology Center in Singapore to serve ASEAN disk storage industry

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Sustainability:
- High probability
- Strategy and plan is in process of development with minimum level being:
  - continued faculty interaction/participation
  - possibility of student participation and exchange in CMU degree programs
  - technical services through MTC to private industry and industrial sponsors on U.S./ASEAN side
- Seagate Technologies, the largest disk drive company in the world, is providing:
  - corporate leadership
  - strategic involvement and time to NUS research program
- Potential future involvement of other U.S. and Singapore data storage companies
- Possible NUS funding of student degree and research programs
- Short courses and consultation service by DSSC

Private Sector:
- Seagate Technology (see above) and other U.S. and ASEAN sponsors of DSSC and MTC
- DSSC member companies (sheet attached) represent possible further corporate interest

NEW JERSEY INSTITUTE OF TECHNOLOGY - UNIVERSITY OF INDONESIA

Project Description:
The Hazardous Substance Management Research Center (HSMRC; an Industrial/University Center) at the New Jersey Institute of Technology (NJIT) and the University of Indonesia (UOI) have participated in a two-year program to establish an industry/university cooperative research center in Indonesia. The program began by working with the World Environment Center to train people in industry on steps they can take immediately to reduce pollution. Research at the new center will focus on aspects of pollution prevention. Future training will involve educating industry on how to reduce the amount of pollutants created without reducing productivity. The program has also identified and recruited as members of the center firms with the potential to be major contributors to pollution.

Cost Sharing:
$45,000

Accomplishments:

Faculty visitations/exchanges:	4
Students degree programs and research:	1
Workshops/seminars/lectures:	1
Publications/written products:	1 workbook in progress
Curriculum development:	1 project in progress
Other:	

Sustainability:
- Prospects for sustainability unclear
- Concerned that private sector/industry will take longer than two years to develop
- Strong university and government support
- Looking for source of funds to send NJIT professor on-site for 3 months, critical for long-term progress
- Helping Indonesians get support from Japan; cultivating support among U.S. companies
- Strategies to demonstrate to Indonesian industry that academic and industry linkages and cooperation can be beneficial to industry in achieving profits and productivity
- Expect to create regional I/U Centers with revenue-generating potential
- Looking for additional A.I.D. money as well as funds from other private sources

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Private Sector:
- Union Carbide Chemicals and Chemical Waste are already involved
- Thirty three major U.S. companies are sponsors of HSMRC; most are interested in business in Asia
- Advantages of I/U Center is that industry companies share common costs of R & D

INDUSTRIAL PARTICIPATION

ASSOCIATE/AFFILIATE MEMBERS

Alcoa
Applied Magnetics
BASF
Data General
DEC
Eastman Kodak
IBM
Maxtor
Raymond Engineering
Read-Rite
Seagate Technology
Storage Technology

SPONSORS

Advanced Materials Corp.
Ansoft
General Electric
Hewlett-Packard
Hitachi
MOVID/Teijin

RUTGERS UNIVERSITY - INDUSTRIAL RESEARCH INSTITUTE OF MALAYSIA

Project Description:
The Center for Ceramic Research (CCR) at Rutgers University (RU) has a two-year program involving four areas of joint research with the Industrial Research Institute of Malaysia (SIRIM). The four areas of research are the use of indigenous raw materials, slip casting of whitewares, research on binders and lubricants for ceramics, and seminars (for scientists and industrialists) on advanced ceramics.

Cost Sharing:
$130,000 from State of New Jersey and U.S. companies ($90,000 in 1992, estimated $159,000 in 1993). See attached memo.

Accomplishments:

Faculty visitations/exchanges:	2
Student degree programs and research:	1 Malaysian graduate student started at Rutgers January 1992
Workshops/seminars/lectures:	2 (one visit by retired Rutgers professor on U.N. Program; visits by Professor McLaren on NSF study team and for lectures, discussions of future exchange plans; workshop held in Malaysia)
Publications/written products:	Proceedings of workshops of November 1991 in press
Curriculum development:	
Other:	Three more graduate students from Malaysia to begin study at Rutgers on January 1993; Professor Haber to present lectures and discuss exchange program at SIRIM, January 1993; Rutgers graduate student to work at SIRIM, summer 1993

Sustainability:
- 100% confidence that it will continue--"going as well as possible"
- $40,000 has not been spent from original grant
- "Tremendous growth opportunities!"
- Expect students exchange at the rate of 4 per year ($50,000 per year equivalent to be funded by SIRIM)
- 1 or 2 continued joint research projects
- Continued networking, industry to industry dealmaking, with research contracts resulting for RU
- Commitment by SIRIM to increase approximately by 15 the number of graduate students funded each year; some of these 15 will go to RU

Private Sector:
- "Can help companies network into ventures in ASEAN countries"
- Involvement of U.S. companies with major research going to RU and business partnerships to U.S. companies
- Significant business opportunity of U.S. private sector
  - $42 million electrical grid expansion
  - Possible high-tension insulator plant
- RU in facilitary role between U.S. and Malaysian private industry because they were involved with ceramic project and were able to see business possibilities, e.g. big plastic pallet deal could be big dollars

DATE: October 5, 1992

TO: David Brunell

FROM: Dale Niesz

SUBJECT: SIRIM Costs for Exchange Program

SIRIM Costs Through 1992

1. Salary, fringe benefits, travel costs and tuition for one SIRIM staff to attend graduate school at Rutgers during 1992, estimated cost $50,000.

2. One third of a year support for 3 students to attend Rutgers graduate school starting 1/93 plus supervision time, estimated cost $30,000.

3. SIRIM staff time committed to program, estimated at $10,000.

Total Cost for the Year, $90,000

Estimated Cost for SIRIM in 1993

1. Salary, fringe benefits, travel costs and tuition for one SIRIM staff to attend graduate school at Rutgers during 1993, estimated cost $50,000.

2. Stipend, fringe benefits, travel costs and tuition for 3 additional graduate students starting 1/93, estimated cost $75,000.

3. SIRIM cost for Rutgers graduate student to work at SIRIM for 3 months (use of laboratories, supervision, housing), estimated cost $5,000.

4. SIRIM senior staff visit to Rutgers for one week, estimated cost $4,000.

5. SIRIM staff time committed to project, estimated at $25,000.

Total Cost $159,000.

Enclosed: Brochure, Strategic Plan,
List of Members, List of Companies Assisted

UNIVERSITY OF PITTSBURGH
UNIVERSITY OF MALAYSIA & NATIONAL UNIVERSITY OF SINGAPORE

Project Description:
The Center for Parallel Distributed and Intelligent Systems (CPDIS) at the University of Pittsburgh (UPitt) has joined with the Department of Mathematics at the University of Malaysia (UOM) and the Institute of Systems Science at the National University of Singapore (NUS). Their partnership includes cooperation with the Malaysian National Computer Confederation (MNCC). This two-year program forms a partnership among the three institutions, who cooperate in research, exchange of researcher/students, education and training. It focuses on multimedia, multilingual knowledge-based systems design. UPitt has offered short courses in Malaysia and Singapore.

Cost Sharing:
$111,757 from private sector and government sources.

Accomplishments:

Faculty visitations/exchanges:	3
Student degree programs and research:	
Workshops/seminars/lectures:	4 in both Malaysia and Singapore
Publications/written products:	
Curriculum development:	Multimedia smart courseware
Other:	"When our faculty visit APEC countries, they not only give short courses and seminars, but also provide free consulting to participants."

Sustainability:
- Already sustainable
- $70,000 of $100,000 grant not yet spent - applying for time extension as continuing "programs capital" for industry workshops (networking, technical transfer, business opportunities)
- Remaining funds from original grant will be used for program expansion and sustainability.
- Workshops cost $15,000 and generate $20,000 in revenue, leaving a net surplus of $5,000 per workshop.
- This revolving fund is recycled into more workshops and expansion of joint research and technical transfer activities.

Private Sector:
- ALCOA, DEC, NYNEX, Siemens, and Westinghouse are sponsoring members of CPDIS and pay a membership fee of $25,000 per year.
- IBM was a member and has expressed interest in renewing its membership.
- MNCC has 2,000 members, all of them from local industries: "Many local companies therefore are involved in the APEC program."
- Foresee long-term expanding for U.S. private sector and university relationship with private sector and university in Malaysia.

WASHINGTON STATE UNIVERSITY - UNIVERSITI TEKNOLOGI MALAYSIA

Project Description:
A two-year grant has created a partnership between the Center for Design of Analog/Digital Integrated Circuits (CDADIC) at Washington State University (WSU) and the Universiti Teknologi Malaysia (UTM). During the program, UTM students worked on MS degrees and research projects at WSU, including training at Center-member firms with investments in Malaysia. WSU faculty presented short symposia at UTM on recent research. WSU experts are helping UTM develop partnerships with firms in Malaysia, as well establish CDADIC program in Malaysia.

Cost Sharing:
$77,000

Accomplishments:

Faculty visitations/exchanges:	9 (6 WSU to UTM, 3 UTM to WSU)
Student degree programs and research:	4 UTM to WSU
Workshop/seminar/lecture:	1 workshop in planning stages for February 1993
Publications/written products:	
Curriculum development:	Some: labs/classroom
Other:	3 administrative visitations

Sustainability:
- Minimum case continuing student and faculty interaction and participation even with no additional monies
- Plan to propose renewal of NSF grant
- Greater expansion of corporation involvement because of and beyond the APEC grant
- Expect continuation via proposed renewal of grant and competition for World Bank-funded RFP on training of Malaysian faculty as part of U.S. consortium
- It is taking longer to plan, sustain and implement symposium than had been expected
- One goal is to develop CDADIC Center in Malaysia (possible funding by Motorola)

Private Sector:
- Motorola, Tektronix, Hewlett Packard, John Fluke: U.S. company members of CDADIC supply funds for WSU cost-sharing
- Interest in further development and sustainability because of company investments and operations in Malaysia.

APEC Partnership for Education
October 14, 1992

Revised Cost Sharing Estimates:

WSU

This match is that originally reported in the NSF Grant and represents a good estimate for the project.	Direct	$62,372
	Indirect	15,079
	Total	$77,451

UTM

1)	4 student exchanges, 2 supported by NSF includes travel, salary, tuition; estimated cost share	$ 87,300
2)	3 each faculty exchanges UTM to WSU 2-3 months, travel and salary; estimated cost share	12,000
3)	UTM resident faculty project director salary and travel	5,000
	Total UTM estimated cost share	$104,300

2. DEPARTMENT OF EDUCATION PARTNERSHIPS

The APEC Partnerships for Business Education are supported through the U.S. Department of Education's (DOEd) Center for Internaional Business Education and Research (CIBER). A.I.D. provides support to CIBER centers that are interested in developing additional international business or management programs by establishing or substantially increasing ties with appropriate ASEAN/SP institutions. These partnerships link U.S. universities and other higher education institutions with ASEAN/SP institutions in the pursuit of mutually beneficial activities. The rationale for this activity under the APEC process is to help sustain the pace of regional economic growth which is of importance to all participants. Individual partnership profiles follow.

BENTLEY COLLEGE & TUFTS UNIVERSITY
ATENEO DE MANILA UNIVERSITY & NATIONAL UNIVERSITY OF MALAYSIA[1]

Project Description:
Bentley College (BC) and the Fletcher School of Law and Diplomacy at Tufts University (TU) have joined with Ateneo de Manila University (AMU) and the National University of Malaysia (NUM) for a one-year program. The goal is to create sustainable linkages between the Bentley/Fletcher Center for International Business Education and Research (CIBER) and the AMU and NUM. It involves cooperative joint training programs, faculty and graduate student exchanges, and joint research projects. The Fletcher-NUM partnership is focusing on three areas: environmental law and issues related to international business, technology transfer and negotiations, and contract law.

Cost Sharing:
$69,000

Accomplishments:

Faculty visitations/exchanges:	2
Student degree programs and research:	
Workshop/seminar/lecture:	"Strategies for Business in Malaysia" workshop scheduled for Spring 1993.
Publications/written products:	
Curriculum development:	
Other:	Upcoming visit to U.S. by one Malaysian scholar and one Malaysian business executive

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Sustainability:
- Highly probable, but at ¼ the present level
- On-going exchange for research and workshops is probable
- Key is which faculty are interested and how they maintain level of priority
- Financial resources come from partner institutions and from business paying to attend workshops.
- Possible adoptioin of Memorandum of Understanding between the two schools

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Private Sector:
- Senior Manager of Malaysian Mining Corporation attended Fletcher executive education program; $7,500 paid by CIBER and travel expenses paid by company.
- MMC executive was an active contributor to the program and brought a unique perspective of a developing country to the discussion.

BENTLEY COLLEGE & TUFTS UNIVERSITY
ATENEO DE MANILA UNIVERSITY & NATIONAL UNIVERSITY OF MALAYSIA[2]

Project Description:
Bentley College (BC) and the Fletcher School of Law and Diplomacy at Tufts University (TU) have joined with Ateneo de Manila University (AMU) and the National University of Malaysia (NUM) for a one-year program. The goal is to create sustainable linkages between the Bentley/Fletcher Center for International Business Education and Research (CIBER) and the AMU and NUM. It involves cooperative joint training programs, faculty and graduate student exchanges, and joint research projects. The Bentley-AMU partnership focuses on the training of junior and mid-level faculty at AMU, particularly in the fields of business ethics, technology management and corporate training.

Cost Sharing:
$50,000

Accomplishments:

Faculty visitations/exchanges:	4
Student degree programs and research:	1 or 2 per year is likely
Workshop/seminar/lecture:	1
Publications/written products:	
Curriculum development:	some
Other:	

Sustainability:
- 60-80% probable
- One possible scenario is that funding would come in form of round-trip transportation provided by Ateneo for 1-2 faculty to travel to Boston where Bentley would provide assistantships to support faculty attending degree programs and doing research.
- The scenario for the future will still focus on faculty development; Bentley will most likely continue sending faculty for short-term visits.

Private Sector:
- Data General has shown contingent interest.
- U.S. involvement will consist of 15-25 New England-based companies.

**Note: AMU has a very generous grant from the EC which is 8-10 times the size of the APEC grant.

MEMPHIS STATE UNIVERSITY & SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
UTARA MALAYSIA

Project Description:
Memphis State University (MSU) and Southern Illinois University at Carbondale (SIU-C) have joined with Universiti Utara Malaysia (UUM) for a one-year program that will involve assistance to the Malaysian University in some of the following areas: curriculum development, joint faculty development (including doctoral training of Malaysian faculty in MSU/SIUC), joint academic teaching, joint executive development teaching, teaching material development and joint research.

Cost Sharing:
$116,000; higher than expected because two additional students were covered by SIU.

Accomplishments:

Faculty visitations/exchanges:	9 (totaling 25 weeks for all 12 faculty and administrative visits)
Student degree programs and research:	2 long-term
Workshops/seminars/lectures:	2 short courses (45 attendees each); 2 workshops (30 attendees each); 6 presentations (100 attendees total)
Publications/written products:	Some joint research papers in progress
Curriculum development:	
Other:	3 administrative visits

Sustainability:
- Optimistic: 75% - 100% probability for long-term
- High degree of personal and institutional commitment
  - expect UUM to provide continuing partnership resources
  - expect SIU and Memphis State to provide continuing partnership resources
  - expect long-term support from private sector
  - doctoral program for ASEAN region, joint graduate courses, internships in Malaysia, and short courses and workshops are intended as part of sustainability strategy
- "The chemistry of the relationship is really working!"
- Three visits from Deputy Vice Chancellor of UUM to meet with Petronas
- Managers of U.S. companies will provide their time as faculty members
- Applying for 2 year proposal with USIA

Private Sector:
- Petronas (the national oil company) has expressed serious interest
  - expect they will open the door to other ASEAN companies
  - expect them to be significant source of funding for long-term
  - U.S. companies are interested in operating in the ASEAN region
- Expecting development of revenue-generating seminars and databanks
- Annual international business day at both U.S. institutions with special segment on ASEAN/APEC involvement
- Expect to integrate Malaysia partnership with activities in Taiwan and Bangkok University in Thailand at the politically appropriate time
- Dr. Elsaid of SIU has compiled a detailed list of U.S. companies operating in Malaysia and Thailand (see Appendix A)

TEXAS A&M UNIVERSITY & UNIVERSITY OF TEXAS AT AUSTIN
UNIVERSITY OF INDONESIA

Project Description:
Two U.S. universities, Center for International Business Studies at Texas A&M University (TAMU) and the Graduate School of Business at the University of Texas at Austin (UT), have joined with the Faculty of Economics at the University of Indonesia (UOI). UT initially had a Thai partner. Their share of the grant has been used to establish a partnership with an APEC/PFE institution. The focus of the partnership is to establish linkages between TAMU, UT and UOI in the field of business administration to stimulate faculty contacts and enhance the quality of UOI's business administration faculty. It involves a series of workshops at all universities to consider their needs, TAMU and UT faculty teaching at the partner institution, and faculty and student exchanges among the institutions.

Cost Sharing:
$145,250 (See attached sheet on cost sharing by UOI.)

Accomplishments:

Faculty visitations/exchanges:	2 (these people are also in degree programs); additional exchange being considered
Student degree programs and research:	
Workshops/seminars/lectures:	
Publications/written products:	
Curriculum development:	
Other:	1 administrative visit

Sustainability:
- Highly probable
  - dates, schedule, timing less clear
  - significant regular, major efforts are likely between the partners
  - "tremendous opportunity"
- Will be sustained by four sources:
  - revenue-generating executive development programs
  - ARCO interested in long-term involvement
  - president of Pier 1 retail chain is interested in collaboration, and is TAMU graduate
  - potential for other Texas companies to become interested following these two
- Expect on-going teaching and research but need to develop priorities
- Other sources of funding include the World Bank, University of Indonesia, the Asian Development Bank, and A.I.D.
- Synergy with TAMU science and engineering APEC and ASEAN activities
- Indonesian private sector may sponsor UI faculty visits to TAMU
  - joint executive development program for future and regular teaching of TAMU faculty at UOI highly probable and in high demand.

Private Sector:
- ARCO International already interested (see above)
- Big Six accounting firms potentially involved because of links with TAMU business and accounting departments
  - international partner of Arthur Anderson has expressed interest
  - TAMU has major financial and educational ties with Big Six accounting firms
- U.S. companies potentially involved in research and consulting activities
- Indonesian private sector involvement critical to financial sustainability in long-term
  - case studies are a significant possibility
- IMPM and Institute of Technology in Bandung are interested in getting involved

APEC Partnership for Education Project

Texas A&M University, the University of Texas in Austin, and the University of Indonesia in Jakarta

Cost sharing by the University of Indonesia

For academic year 1992-93

One Junior faculty enrolled in the Ph.D. (Accounting) program.

Tuition	$ 6,000
Health ins., allowances	2,250
Living expenses	9,000
Research support	1,500
Travel	2,000
Total (via World Bank loan)	$20,750

Program Administration

Dean Arsjad Anwar (10% of time)	$ 5,000
Dr. Kuntjaro-Jakti (10% of time)	5,000
Dr. Ronnie Muntoro (10% of time)	5,000
Dr. Katjep Abdoelkadir (10% of time)	5,000
Secretary	1,500
Supplies, faxes, telephone,etc.	3,000
Total (UOI)	$24,500

Cost sharing from Indonesia	$45,250

UNIVERSITY OF CALIFORNIA AT LOS ANGELES
NATIONAL UNIVERSITY OF SINGAPORE

Project Description:
The University of California, Los Angeles (UCLA) has teamed up with the National University of Singapore (NUS) for a program titled, "Advanced Executive Program: Financial Risk Management in an International Environment". It is a one-week residency program to give upper and middle managers the tools to succeed in a rapidly changing global market place. Participants are senior managers and chief financial officers from U.S. and ASEAN firms as well as investors from the region. The partnership institutions will publish a manual on "Financial Risk Management in an International Environment: The ASEAN Region", as an extension of this program.

Cost Sharing:
$100,000

Accomplishments:

Faculty visitations/exchanges:	8
Student degree programs and research:	1
Workshops/seminars/lectures:	1
Publications/written products:	1
Curriculum development:	some
Other:	Possible self-financing seminar in Los Angeles next year

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Sustainability:
- Uncertain; Information to make that decision has not been made available by NUS.
- Some sustainability will develop, but it is likely to be with this partner.
- Other institutions have expressed interest in collaboration but form and/or focus has not yet been determined.

Private Sector:
- No U.S. companies involved, but the seminar is repeated in Los Angeles, then U.S. companies would be invited to participate.

**Note: On-going problems and difficulties dealing with NUS.

UNIVERSITY OF MICHIGAN - ASEAN CHAMBER OF COMMERCE[1]

Project Description:
The first of two grants to the University of Michigan (UM) and the ASEAN Chamber of Commerce (ACC) provides for developing management education in the ASEAN countries. A survey of ASEAN firms helped them design the first series of three seminars, which are being tailored to the specific needs and environment of the ASEAN region

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Cost Sharing:
$135,000 (working on three seminars that will generate additional revenue of $44,000)

Accomplishments:

Faculty visitations/exchanges:	5 (2 ASEAN, 3 U.S.)
Student degree program and research:	7 (3 ASEAN, 4 U.S.)
Workshops/seminars/lectures:	3 (planning in progress; requests for dealing specifically with Southeast Asian companies and business practices)
Publications/written materials:	
Curriculum development:	
Other:	1 administrative visit

Sustainability:
- High probability; virtually 100% in some form
- Financial support from local ASEAN sponsors (public and private sector)
- Funds from U of M business school - committed to be leader in international business education with specialty in Asia
- Self-financing from business community after 3 years - marketing will be a challenge
- Expect to have local sponsors on the ASEAN side (both public and private sector)

Private Sector:
56 companies represented in seminars; 50 were ASEAN, several were U.S. multinationals (e.g. Apple, Colgate/Palmolive, Sun Microsystem, Prentice Hall)

UNIVERSITY OF MICHIGAN - ASEAN CHAMBER OF COMMERCE[2]

Project Description:
The second of the grants to the University of Michigan (UM) and the ASEAN Chamber of Commerce (ACC) is for conducting case studies on several ASEAN firms. The studies will be used in conducting seminars as well as in business schools and the executive education programs. The cases will help disseminate knowledge about ASEAN business in U.S. business schools, and to provide relevant English language case material for use in ASEAN business schools. The project will also foster collaboration among ASEAN and U.S. faculty, and ASEAN and U.S. business students, providing opportunity for the latter to do field research on business in the ASEAN countries.

Cost Sharing:
$135,000

Accomplishments:

Faculty visitations/exchanges:	4
Student degree programs and research:	8 (4 ASEAN, 4 U.S.)
Workshops/seminars/lectures:	
Publications/written products:	
Curriculum development:	Creating 10-15 case studies, other follow-on possible depending on funding
Other:	

Sustainability:
- High, but need more money from other sources because companies are much less inclined to finance case development and curriculum development
- Need to find this type of funding
- Producing 15 quality cases for $80,000 is very cost effective
- Expect big demand, long-term interest in cases
- Some concern about intermediate funding

Private Sector:
- Case studies on the following companies: Upjohn Indonesia, Sony in Southeast Asia, Natsteel Singapore, Pepsi Philippines, Mandarin Hotel Group
- ASEAN Chamber of Commerce instrumental in marketing to ASEAN private sector

UNIVERSITY OF SOUTHERN CALIFORNIA
INDONESIAN INSTITUTE FOR MANAGEMENT EDUCATION AND DEVELOPMENT & MBA BANDUNG INSTITUTE[1]

Project Description:
The University of Southern California (USC) received two one-year grants to create partnerships with two Indonesian institutions, the Indonesian Institute for Management Education and Development (IPPM) and the MBA Bandung Institute (MBA-BI). The partnerships involve joint education and research projects. With the first grant, USC and IPPM faculty are doing joint research projects on managing strategic alliances between Indonesian and U.S. firms. For comparison, they will also do a similar study on Indonesian and Japanese firms. The project involves 3 on-going research and literature search on Indonesia, joint ventures in the Far East, and economies.

IPPM
Cost Sharing:
$99,827 plus $30,000 from 20 additional students traveling to IPPM in 1993

Accomplishments:

Faculty visitations and exchanges:	8 (also 1 administrative visit)
Student degree programs and research:	
Workshops/seminars/lectures:	4
Publication/written products:	
Curriculum development:	
Other:	20 traveling internships

Sustainability:
- High confidence of continuation in some form
  - structure and pace unclear
  - at least continuation of research and good faculty linkages
- President of IPPM visited USC and is committed to continuation
  - will receive 10 USC student interns in Indonesia

Private Sector:
The following companies have/are participating as case study subjects in joint venture research: AMCHAM, PT Toyota, Indosat, Detlas, Dow Chem, AT&T, PT Guinan, USA-UTAMA, Pertamina, U.S. oil companies, Hughes Aircraft Systems, PT Astra, ARCO-Polyol, PT Federal Motors, PT Honda, PT Goldstar, PT Kumatsu, PT Gs Battery, Bank Njara Indonesia, PT Bangun

UNIVERSITY OF SOUTHERN CALIFORNIA
INDONESIAN INSTITUTE FOR MANAGEMENT EDUCATION AND DEVELOPMENT & MBA BANDUNG INSTITUTE[2]

Project Description:
The University of Southern California received two one-year grants to create partnerships with two Indonesian institutions, the Indonesian Institute for Management Education and Development and the MBA Bandung Institute (MBA-BI). The partnerships involve joint education and research projects. MBA-BI was set up several years ago by PERMUTEL, the national telecommunications company, to better educate their management. The program creates and disseminates the understanding of strategic and policy issues facing the telecommunications and information industries in this rapidly changing environment.

MBA-BI
Cost Sharing:
$100,000

Accomplishments:

Faculty visitations/exchanges:	7 (for periods of 2 weeks to 4 months)
Student degree programs and research:	
Workshops/seminars/lectures:	1 (5 day workshop for 40 students and 30 officials)
Publications/written products:	
Curriculum development:	Some case studies and teaching materials
Other:	

Sustainability:
- 60-80% probable
- Seminar will continue annually in some form.
- Funds will be generated from workshop fees.

Private Sector:
- AT&T, Hughes, ATT Asia, Astragraphia, NTT, DIMHART and Assoc., UNPAR, NEPOSTEL Indonesia, PT Indosat

3. PARTNERSHIP SUMMARY

Following are two charts. The first (Figure 3) depicts a compilation of cost sharing and sustainability, and the second (Figure 4) depicts the level of involvement of private sector companies.

FIGURE 3

PARTNERSHIP SUMMARY - COST SHARING & SUSTAINABILITY

PARTNERSHIP	A.I.D. GRANT AMOUNT	COST SHARING	SUSTAINABILITY (primarily a guided self-assessment)
Carnegie Mellon University National University of Singapore	$100,000	$65,000 (plus)	Very high probability
New Jersey Institute of Technology University of Indonesia at Jakarta	$100,000	$45,000	Prospects for sustainability unclear
Rutgers University Research Institute of Malaysia	$100,000	$130,000	100% confidence that it will continue
University of Pittsburgh University of Malaysia National University of Singapore	$100,000	$111,757 (plus)	Already sustainable
Washington State University University Teknolgi Malaysia	$100,000	$77,000	Minimum case: continuing student and faculty interaction
Bentley/Fletcher National University of Malaysia Ataneo de Manila University	$100,000	$119,000	Fletcher: Highly probable, but at ¼ the present level Bentley: 60-80% probable
Memphis State University/ Southern Illinois University University of Utara Malaysia	$100,000	$116,000	Optimistic; 75% - 100% probability for long-term
Texas A&M University University of Indonesia	$100,000	$145,250	Highly probable
University of California at Los Angeles National University of Singapore	$100,000	$100,000	Uncertain; information to make that decision has not been made available by NUS
University of Michigan ASEAN Chambers of Commerce and Industry (management education)	$100,000	$135,000 (plus)	High probability; virtually 100% in some form
University of Michigan ASEAN Chambers of Commerce and Industry (case studies)	$100,000	$135,000	High, but need additional funds from other sources
University of Southern California MBA/Bandung Institute-Jakarta	$100,000	$99,827 (plus)	High confidence of continuation in some form
University of Southern California Institute for Management Education & Development-Jakarta	$100,000	$100,000	60-80% probable
TOTALS:	$1,300,000	$1,301,834	

FIGURE 4

PRIVATE SECTOR INVOLVEMENT

COMPANY	LEVEL OF INVOLVEMENT		
	Proactive Commitment	Active Interest	Contingent Interest
U.S.			
ALCOA		●	
AMCHAM		●	
Apple		●	
ARCO		●	
ARCO-Polyol		●	
AT&T		●	
Arthur Anderson (and other			●
Chemical Waste		●	
Colgate/Palmolive		●	
Data General			●
DEC			●
Dow Chemicals		●	
Hewlett-Packard		●	
Hughes Aircraft Systems		●	
IBM Singapore		●	
John Fluke		●	
Motorola		●	
NYNEX		●	
Oil companies		●	
Pepsi Philippines		●	
Prentice Hall		●	
Seagate Technology	●		
Seimans		●	
Sun Microsystems		●	
Tektonix		●	
Union Carbide Chemicals		●	
Upjohn Indonesia		●	
Westinghouse		●	

PRIVATE SECTOR INVOLVEMENT
(Continued)

COMPANY	LEVEL OF INVOLVEMENT		
	Proactive Commitment	Active Interest	Contingent Interest
ASEAN			
Bank Njara Indonesia		●	
Detlas		●	
Indosat		●	
Mandarin Hotel Group		●	
Natsteel Singapore		●	
Pertamina		●	
Petronas		●	
PT Astra		●	
PT Bangun		●	
PT Federal Motors		●	
PT Goldstar		●	
PT Gs Battery		●	
PT Guinan		●	
PT Honda		●	
PT Kumatsu		●	
PT Toyota		●	
Sony S.E. Asia		●	
USA-UTAMA		●	

4. PRELIMINARY EVALUATION

General Status and Progress

Most of the PFE's are progressing according to plan and are very enthusiastic about the value and possibilities being created. A few have exceeded their expectations. A few are developing more slowly than anticipated and working out issues and problems as they arise. A small number have encountered frustrations and problems in communication and modes of collaboration.

Most have learned from experience that the courtship, engagement period, communication, understanding, and mutual investment necessary to create a productive partnership take more time and involve more effort than originally expected. Obviously, cross-cultural issues, very different environments, and the distance/time of communication are primary reasons. However, once the roots of the relationship take hold, the pace of development and potential for the future begin to grow rapidly.

With a few exceptions, the U.S. partners are excited, committed, and feel the developing benefits and possibilities will fulfill their original hopes and expectations and in a number of cases exceed them. The substantial accomplishments--many quantifiable and many others more qualitative but no less significant--suggest that promising institutional relationships and partnership infrastructure are being created.

As noted under PFE accomplishments, collectively there are/will be over 125 faculty and student visitors/exchanges, and joint activities in the areas of degree programs, curriculum and materials development, research, teaching, and consulting. There are also increasing involvements with the public and private sector, particularly focusing on industry, management, and technological needs and opportunities. Cost sharing has exceeded plans in several situations and at least equalled expectations in the rest. The net result is a significant private sector multiplier of U.S. government funding.

Among the U.S. partners, there is clear evidence of serious and substantive involvement with a strong potential for contributing to the overall purposes and goals of APEC. The pluralism of content and style is significant, as are the common themes of the shared development experience.

The grant application and review process--in the area of sustainability and private sector involvement--appears not to have conveyed to grantees the high level of imperative and expectation envisioned or intended by A.I.D. Many PFE's seem to have provided "pro-forma" responses to these criteria, but have not developed rigorous, systematic, disciplined, substantive approaches and plans.

Prospects for Sustainability

The prospects for sustainability (based on guided self-assessment) appear to be relatively good among the majority of PFE's, though the degree, forms and pace of sustainability will vary. In most cases, some kinds of productive, ongoing contact and joint efforts are anticipated. In the majority of partnerships, the outlines and directions of fruitful future collaboration are already developing,

and potential sources of funding (direct and indirect) are in the process of being identified. The most common financial sources are ASEAN supported students in the U.S. partner's degree programs, market responsive seminars, workshops, or technology development supported by paying private sector participants, and continuing commitments by the institutions involved.

Some PFE's are uncertain about medium-term or "bridge" funding after the grant expires while they continue to create/explore sources of longer-term financial support from private and public sources.

Several PFE's suggest that partnership development would be better served with two or three-year grants totaling $150-200K given the challenges of the complexity, distance, time and relationship-building. Some PFE's that allocated their full grant over only one year find that 12 months is too short a time to accommodate academic schedules, build the necessary comfort and chemistry, create a shared agenda, develop critical mass/momentum, and transition to fully self-sustaining financial sources. Though A.I.D. intended the PFE grants to be used over a period of up to 24 months, a few DOEd/PFE grants were made for a 12 month period to co-terminate with the cycle of the university's Center for International Business and Reseach grant from DOEd.

Some partnerships will face an interim period of less predictable support while they continue to pursue the relationships, learnings, and "assets" in a less formal, and perhaps more ad hoc way until they develop ongoing financial support. Most of these relationships expect to find some way to continue and perhaps flourish given their mutual investment and enthusiasm, though in a less formal way and with a leveling or loss of momentum for an interim period.

Bottom-line: The U.S. government "seed capital" appears to be creating very significant "program assets" with multi-faceted possibilities for long-term dividends and potentially long-term relationships with the potential for contributing to the economic development of the APEC/ASEAN region. However, this is a hypothesis which must be examined during a formal mid-term evaluation with on-site assessment of both US and ASEAN counterparts.

Recommendations

Recognize and capitalize on these "program assets" and the potentials being created through the PFE programs. Consider the following options for nurturing, expanding, and leveraging these assets in order to realize the greater long-term benefits that are possible.

- Encourage PFE's to spend their grant funds over at least a 2 year period.

- Competitive add-on grants of $40-80K to provide the time and continuity to more fully develop promising partnerships and support/promote the transition to sustainability and significant private sector involvement. Cost sharing, matching funds, and specific strategies for sustainability should be built into the grant process.

- Expansion of the PFE program with several new partnerships over the next few years, perhaps two or three year grants of $150-200K requiring very specific programs for sustainability and private sector involvement.

- Periodic (annual) forums or workshops bringing the PFE participants on both sides to share experiences, network, synthesize learnings, lay groundwork for the future, and build synergies among the PFE's.

- Some form of electronic networking on both sides and trans-Pacific. Discuss in APEC/PFE Workshop and follow-up/investigate according to level of interest. In this regard, explore expansion of ASPIRE networks. This requires analysis beyond the scope of this preliminary report.

- Exploration and development of a larger strategic framework in which the various PFE's could participate, contribute, and create a higher dimension of synergy--a larger "federation" that can leverage the pluralism of the PFE's into a higher strategic agenda for APEC development of economic growth, and "trans-Pacific leadership of the future." Challenge the PFE's to help generate this framework on a "bottom-line" basis in future workshops and as a condition of follow-up or ongoing grants.

- More stringent grant application and review process by A.I.D., DOEd, and NSF, focusing on expectations of sustainability and private sector involvement with requirements for written and verbal discussion of specific strategies and action plans--and perhaps semi-annual updates of a plan during the grant period.

- Provide newly selected grantees with an orientation of learnings from PFE's that have gone through one year of development--in order to make for quicker and higher learning curves, avoidance of pitfalls, more cost-effective use of resources, etc. This could be accomplished through teleconferencing, electronic networking, and a background package of lessons learned and discussed at the workshops.

- Factor the following issues into future evaluation, program development, planning and management. Each issue has come up in survey dialogues with several of the partners and each has a level of significance worth further attention and analysis:

  - Questions of $100K grant size being too little and one year duration being too short to sufficiently develop lasting relationships that are fully self-sustaining, especially faculty and educational development partnerships that may not have a direct and immediate appeal to corporate profitability. Recommend to grantees they should spread grant funds out over 24-30 months and work-out procedures with DOEd.

  - Questions about the long-term goals against which the APEC/PFE's results should be judged and the priority of benefits desired on each side. For example, making a serious impact in ASEAN countries (educational or private sector) is a very different objective than giving many U.S. schools new familiarity with the APEC/ASEAN region.

  - Delayed disbursement of grant funds (October 1991 versus May or June) causing disruptive changes in plans, commitments, expectations, cash flow realities, and revenue generating opportunities.

- Recognition that "private sector support" is not always the realistic or appropriate solution to sustainability. Private companies are often extremely constrained financially, as are universities, and some form of public funding might be appropriate in the R&D stages of institutional partnerships-- if indeed "partnership development" is a primary goal.

- Understanding that "one year does not a marriage make" and the importance of examining the issues, dynamics, and challenges of sustainability in the second and third year after the initial "rush" of enthusiasm, novelty, and excitement is overtaken by the harder, long-term economic realities and "professional pressures" that make it difficult for faculty to break away for extended visits or exchanges over long periods.

- Requirement that PFE's submit updated strategies/plans for sustainability and private sector involvement every 6 months during the duration of their grant period.

B. OUTREACH - NAFSA ACTIVITIES

OVERALL PERSPECTIVE/STATUS

Given the initial goals and premises of foreign student outreach, NAFSA staff have administered the ASPIRE grant with demonstrable commitment, conviction, economy, responsibility, diligence, and hard work. While it is hard to "book" the amount of in-kind services contributed, "sweat equity" provided, or "soft" cost sharing that have supplemented the USG grant funding--it appears to be significant, perhaps in the 20-30% range.

Somewhat of a shotgun strategy has been adopted from the beginning: dozens of different activities, points of communication, and modes of participation. It is analogous to a "fill-in-the-dot" puzzle where, for awhile, there are lots of disbursed and seemingly unrelated points and markings, but the overall picture is difficult to see in the early stages.

In addition ot the highlights mentioned in the main body of this report, detailed information on each outreach program is included in their respective survey forms in the Appendix.

RECOMMENDATIONS

- Understand that this strategy almost by definition, requires time, patience, persistence, "critical mass", synergies, and cumulative impact before the real picture emerges. It involves the "hard wiring" and "software development" of a network, and requires a continuing energy flow--or it will relapse as fast as it was created.

- Revisit, review, and redefine the purpose, goals, and desired outcomes of the outreach component of APEC/HRD, and clarify the what, why, how, and where of outreach and where it fits into the larger strategic agenda of APEC/HRD economic and institutional development, and "training the trans-Pacific leaders of the future." Suggest this dialogue be conducted by APEC/HRD and program staff as the specifics are appropriately within their preview and beyond the scope of this report.

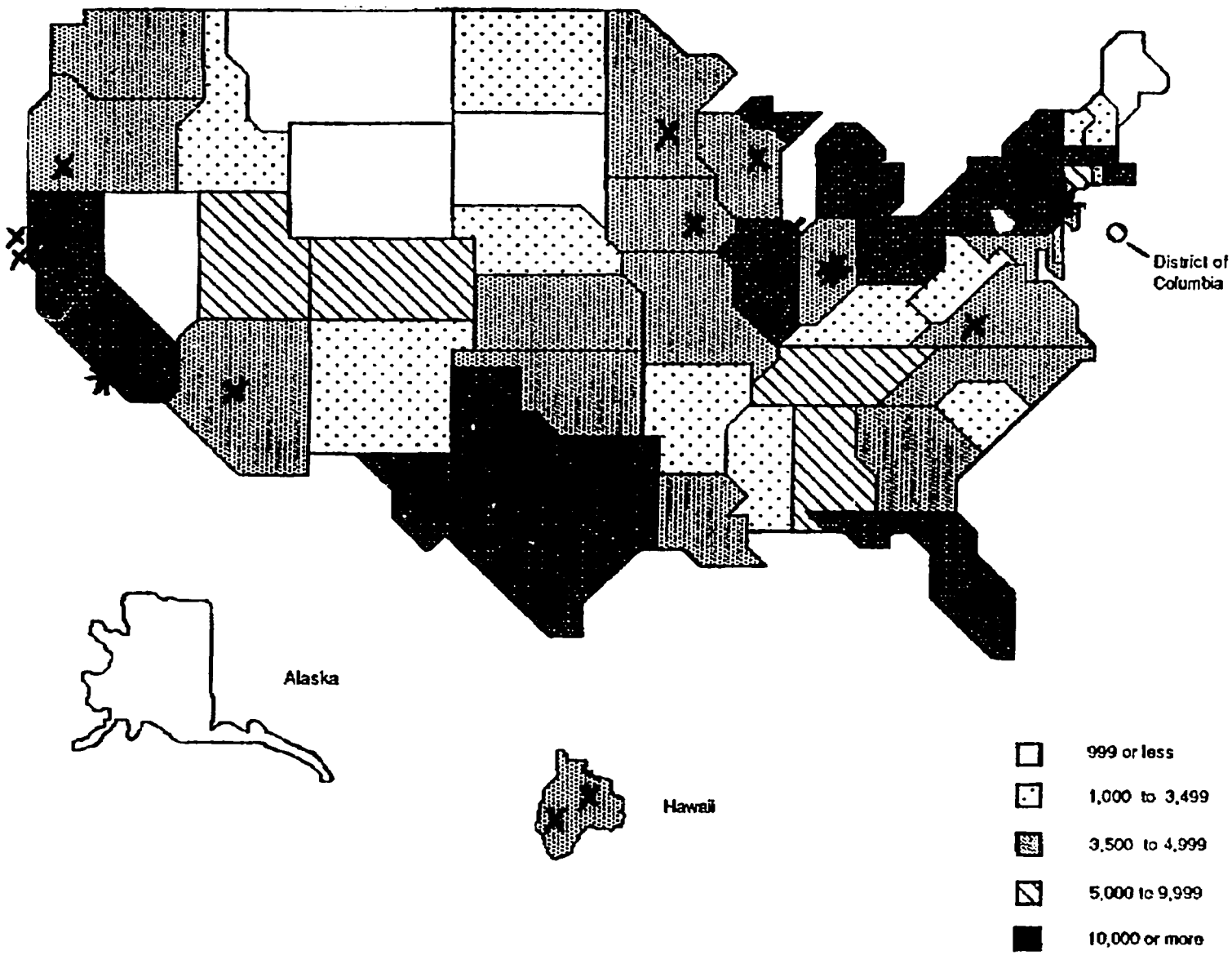
- Note that the only significant shortfall versus the original APEC/ASEAN goals is to have "5000 APEC/1000 ASEAN students in private corporate internships and co-op workstudy programs in the USA." Only the Northeastern Co-op Education program with plans for 339 co-op placements would qualify. It is an appropriate time to revisit this subject and make a conscious determination whether this goal is cost-effective, realistic, strategically relevant to some larger, yet-to-be defined agenda, or whether to gracefully revise or supercede the goal with another goal more appropriate to the current "going-forward" agenda for APEC. It should be noted that USAID Missions, through their private sector training programs, are addressing this goal with attributions which are outlined in State Department Cable #355132 which is included in Appendix H.

- Review of ASEAN student concentrations in the U.S. shows two areas not fully covered by outreach activities other than the ASPIRE newsletter and a few incentive

grants. These areas are Texas and Florida. It may be appropriate for NAFSA to build up coverage in these two areas over the next year.

Following is a reprint of the brochure developed by Project ASPIRE which provides a succinct overview of the project, as well as a map showing the concentration of foreign student populations across the United States in 1989/90, along with a table estimating ASEAN/SP students in the U.S. in 1989/90 with outreach potential of Regional Centers and initial incentive grants.

Foreign Student Enrollment by U.S. State, 1989/90



Source: "Open Doors 1989-1990," Institute of International Education

Estimated ASEAN and Pacific Island Students Studying in the U.S. During the 1989/90 Academic Year

Indonesia	8,466
Malaysia	12,700
Philippines	4,088
Singapore	4,006
Thailand	5,979
Brunei	15
Pacific Islands	200
Total:	35,274

ESTIMATED POTENTIAL OUTREACH

Regional Centers:	
Metro International	2,700
Ball State University	5,000
University of Southern California	2,700
Regional Center Total:	10,400
Incentive Grants:	
American Graduate School of International Management	16
East West Center	79
Indonesian Professionals Association	176
Institute of International Education-Chicago	632
Institute of International Education-San Francisco	7,500
Iowa State University	415
Michigan State University	218
Southern Illinois University-Carbondale	380
Stanford University	101
Syracuse University	105
University of Hawaii-Hilo	149
University of Illinois-Urbana-Champaign	211
University of Minnesota	281
University of Oregon	NA
University of Wisconsin-Stout	16
Virginia Polytechnic Institute & State University	97
Incentive Grant Total:	10,376
Total Outreach Potential	20,776

1. ASPIRE NEWSLETTER

Description

The ASPIRE Newsletter is one component of a multi-tiered outreach program designed by NAFSA for ASEAN/SP students studying in the U.S. It is designed to promote the successful reintegration of students into the cultures and economies of their home countries. It is a forum for disseminating information on personal, social, and professional issues related to preparation for the student's return home. Articles cover a wide range of topics which link a student with other ASEAN/SP students, increases their chances for successful reintegration, and encourages them to make the best use of their time and the resources available to them while in the U.S.

The ASPIRE Newsletter is also a major mode of communication about the services offered by ASPIRE Regional Centers which are tasked with organizing a series of activities in conjunction with campuses and community organizations in their region.

Status/Progress

The newsletter is emerging from its early development phase with three issues published and distributed. There is a demonstrable learning curve, issue-by-issue improvement, and lots of lessons being learned in the process. The NAFSA staff is enthusiastic, committed, open-minded, and has done a good job getting it off the ground from scratch--all this with relatively little experience. However, there is a long way to go to become a serious market responsive and self-financing periodical which serves the development interests of APEC/PFE. NAFSA and USIA staff are already thinking along some of the lines outlined below.

Recommendations

- There needs to be a long-term commitment to developing and implementing a management, editorial, and marketing strategy appropriate to the APEC marketplace and constituencies.

- Provide the newsletter staff with exposure/access to the professional expertise, guidance, and techniques necessary for real newsletter success. This is a specialized field of experience and expertise; it is available through numerous seminars and workshops as well as highly regarded Washington , D.C. area practitioners and consultants. This could be done in periodic doses over the next year at a reasonable cost (with the potential for returning the investment many times over).

- There needs to be long-term continuity to the "ownership", sponsorship, governance, and leadership of the newsletter. Consider some form of constituent Board or advisory board that accesses the publication, marketing, and APEC/ASEAN constituency expertise.

Potential for Sustainability

Possibilities for sustainability revolve around a well-defined target audience that could be of interest to certain companies and other potential sponsoring organizations. This will depend, over the next year, on developing the prerequisites necessary for attracting advertising revenues (see recommendations below). NAFSA and USIA staff are already thinking about private sector/corporate advertising through direct mail solication to ASEAN regional operating companies (U.S. and ASEAN), and a regional sales agent selling ads on commission. Printing and distribution cost per copy appears to be approximately 27¢.

Recommendations

General. Continue to sharpen the real purpose, focus, strategy, "market niche" as a function of gaining a better, deeper, more comprehensive analysis of this market of readers. Learn more about their needs and wants and what kinds of information can serve this (these) market niche(s) with more uniqueness and value than alternative/information sources. Focus the content and communications power of the newsletter to create a common ground between the needs/interests of readers and the objectives/interests of the providers of information. Providers include both paid advertisers and the other APEC/PFE programs and stakeholders, many of whom are non-paying but some of whom could perhaps become sponsors or ad buyers (e.g., embassies, associations, certain ASEAN public agencies or organizations).

Market analysis. Develop a reader profile with a newsletter reader response survey (all pertinent reader characteristics). Conduct more focus groups and informal surveys of the market and the providers of information--their information needs/interests, most effective styles of communication, and how to engage them in an "ongoing relationship" with the publication. Include a systematic survey on mid-term evaluation to analyze reader reaction and market/audience penetration.

Content and editorial programs. Develop a more strategic, long-term approach to content, substance, and editorial priorities as a function of better understanding of the mission, market, information providers, and prospective sponsors/advertisers.

Graphics, layout, style. Needs work; it looks too much like "another plain vanilla semi-boring institutional" publication. There are a myriad of ways to use print styles, pictures, graphics, headlines/headings, and many other visual and stylistic devices to "reach out" and "connect" with the intended reader. The key is getting the prospective reader to distinguish ASPIRE from all the other "quasi-the-same-looking" newsletters, to pick it up, to keep it around, and use the information in it. Example: in the second issue, there is nothing visually that immediately "hooks" the ASEAN reader and strongly communicates the ASEAN identity. You have to read the small print. However, the third issue names the ASEAN countries at the top--which is good!.

Issue. Finding the proper balance between: (1) serving the information needs of 40,000 ASEAN students, and (2) making the newsletter the "integrative publication" of all constituent parts of APEC/PFE without sinking to the lowest common denominator. A

newsletter cannot be "all things to all people." Some very thoughtful consideration needs to be given to how to provide students high-value information while purposefully creating a forum for information synergies across the various component programs, e.g., regular departments, special features, special inserts or editions, personalities and interviews, surveys, particular APEC/ASEAN regional developments of interest to all.

Distribution to the ultimate reader. Per the staff's realization, much more systematic efforts and arrangements must be made to get newsletters into the hands of the ultimate individual readers. Presently, there are bulk points of distribution with little assurance of who (how many) actually pick it up, take it home, read it, and use it. Suggestions include:

- Direct mail distribution where lists are automated or otherwise convenient.

- Requiring "bulk distribution" points to submit annual or semi-annual distribution plans that specify their market of ASEAN/SP students, their methods/timing and follow-up to ensure receipt of the ultimate readers. Newsletter staff review and counsel about plans twice per year.

- Targeted telephone sampling of ASEAN/SP students by "distributors" and newsletter staff to assess efficacy of distribution and perceived value of newsletter.

- Distribution committees/task forces of ASEAN/SP students charged with reaching their constituencies--possibly exploring response to "subscriptions" at 27¢, or sponsors who will underwrite the distribution at 27¢ per copy.

Marketing, advertising, sales, and sponsorships. Develop a strategy and program based on providing a cost beneficial, medium for advertisers/sponsors who want to reach the ASEAN/APEC student market niche. Again, all the essential aspects of this process can be greatly accelerated by getting specialized guidance from experienced practitioners.

Targeted telemarketing to potential advertisers and bulk subscribers. Telemarketing has proved a powerful, almost indispensable tool in the selling process--whether in qualifying prospects or closing sales. Again, professional coaching is recommended.

Increasing private-sector involvement. Explore the potential common interests between companies (employers), students, university programs, and ASEAN/APEC regional development opportunities. Engage private sector managers in defining how the newsletter can serve their business interests.

Accomplishments

Publication

- 3 issues published, 16 pages per issue, about 50,000 copies per issue printed and distributed (total of 150,000 copies distributed)

Distribution	ADDRESSES	# COPIES
• Colleges and Universities (including partnerships and NEU)	619	33,460
• Student Organizations	253	10,120
• Job Fairs, Regional Centers, Peterson's Connexion		5,000
• NAFSA Conferences		1,000
• ASEAN	108	1,000

Content Analysis	# OF ARTICLES
A. Topic/Subject	
• Reentry	9
• Job Search/Fairs	8
• Interviews/Resumes/Cover letters	8
• Networking/E-mail	5
B. Information about or for other APEC Program Components	
• Partnership	
• Co-op/Workstudy	5
• Regional Centers	2
• Private Sector	5
• Incentive Grants	7
C. Special Features	8
• Petersons Connexion (Eight hundred ASEAN/SP students have registered with Peterson's Connexion via the newsletter.)	3 (+3 ads)

Direct Cost (of first two issues)*	AMOUNT
• Printing	$20,276
• Distribution	$ 6,888
• Total Cost	$27,164

* Cost of 27¢ per copy.

2. INCENTIVE GRANTS

Description

The ASEAN/SP student population is widely dispersed throughout U.S. colleges and universities. While the three regional centers provide resources to the majority of ASEAN students, there was a need to develop a more decentralized activity in order to reach students at campuses far from the three regional centers. Incentive grants became the mechanism to fill this void. Incentive grants share the same goals as the Regional Centers, but are directed specifically towards ASEAN students on one campus or in one city. Incentive grants were also intended to provide: increased exposure to small to mid-size U.S. businesses that are becoming increasingly international, access to opportunities for practical experience with such firms, and expanded opportunities for home stays with employees from these firms.

Status/Progress

The incentive grant program has stimulated a wide range of innovative and information-rich activities targeted to ASEAN student clusters in over 20 locations across the U.S. For the most part, these events--while varying in content, purpose, participation, and level of outcome--have been well-planned, creative, economic, cost leveraging, and diligently undertaken. Collectively, they probably contributed to an increased response to the needs and concerns of ASEAN students.

Taken together, the nature, initiative, and level of effort of these projects is impressive, both at the level of grantee initiative and of NAFSA in its oversight and support functions. One needs only to review the stacks of detailed project papers and reports to appreciate the fertile pluralism and possibilities that have been evoked. While some of these activities do not appear necessarily APEC or ASEAN/SP specific, NAFSA is now focusing on this as an imperative--and requiring participants to do the same.

The major issue is their lack of critical mass, one-time impact, and the short half-life of their residual effects--which depend almost entirely on whether one or more individuals are spurred to a new level of ongoing initiative without any outside or institutional support--or whether an information, product, or service lives on.

Recommendations

The biggest challenge is considering how to capitalize on these multiple "points of light" before they fade out--by one or more of the following methods, as appropriate. Beyond the scope of this report and would more appropriately come out of a working group from NAFSA and ASPIRE project leaders.

- Encouraging and supporting the capture and replication/repackaging/republishing of useful information of value to ASEAN students.

- Creating or supporting an information clearinghouse function at some logical location (e.g., one or all of the 3 regional centers), or NAFSA, that is able to receive, package, and distribute replicable information to ASEAN students country-wide.

- Plugging these "points of light" into a network by supporting the development of an ongoing national ASEAN student network in which all grantees would be required to participate as a condition for grant qualification. Expanding on the ASPIRE computer network for ASEAN students could play a role.

- Utilizing the newsletter as a purveyor of ASEAN clearinghouse information products which can be selected and ordered by readers.

- Providing small ($2-5K) follow-on grants for projects of exceptional merit which would create a resource of continuing value to the ASEAN student community nationwide.

In the future, allocate incentive grants only if they meet one or both of the following considerations:

- They contribute something of ongoing value to the national ASEAN student community or the ASEAN/APEC institutionalization objectives.

- Each grantee is a part of a large cluster of incentive grants that all together are aimed at developing a larger national ASEAN student project or program (with ongoing potential), thereby designing in synergy and critical mass from the beginning (e.g., all 5,10, 20 grantees would each contribute to the development of or each create a key part of--the overall "umbrella" project). In this way, the resources would be leveraged and multiplied and would build a base for the future.

- Build the above conditions into the incentive grant process, and include the requirement to become an ongoing participant in the emerging ASPIRE electronic/computer networking systems--as well as periodic teleconferencing with all other ASPIRE Projects semi-annually.

Accomplishments

Grants Awarded

- A total of sixteen grants have been awarded in the fifteen-month period between July 1991 and September 1992. The amount of funds committed to date is $39,500.

Location by Region

REGION	NO.
• Northeast	1
• Mid-Atlantic	1
• Southeast	0
• Midwest	7
• Northwest	4
• Southwest	3

Type of Event

EVENT	NO.
• Workshop	20
• Network Development	5
• Written product/publication	5
• Roundtable	2
• Conference	1

Content

TYPE	NO.
• Interviewing Techniques	8
• Networking	2
• Employer roundtables/Job search	5
• Resume preparation	3
• ASEAN news updates/discussions	5
• Practical training issues/Immigration	4
• Cross-cultural differences in the workplace/Reentry issues	2
• Orientation/reception	2
• Alumni questionnaire	1

Eight newsletter articles have come from Incentive Grantees. They are also sources of student feedback when determining the content of the articles for the newsletter.

3. REGIONAL CENTERS (RCS)

Description

Three Regional Centers were established via a five-year grant as reentry programming centers. The three centers are located at: Metro International of New York (East), the University of Southern California & the Southern California International Careers Consortium (SCICC) (West), and Ball State University (Central). In year one, the centers have already organized substantive programming and provide outreach services to a "market area" of nearly 17,000 ASEAN students. Only a portion of these 17,000 students have been reached during the first year. Each RC was charged with the following:

- organizing career advising/reentry workshops twice each year, to be held in conjunction with job fairs;
- offering informal home country employment roundtables on a monthly or bimonthly basis;
- contributing information to the ASPIRE Newsletter;
- developing materials and otherwise encouraging opportunities for internships in the U.S.;
- linking into international teleconferences and cable networks carrying home country sports, news and other programming; and
- working with student organizations to develop campus-based activities.

Status/Progress

The RCs have generated strong interest and support from a small core of ASEAN/SP students. In some cases, student volunteers devote their time and energy to work on projects of special interest. Program coordinators have done an admirable job of providing services/activities/events to satisfy student requests and fulfill grant obligations. However, many students have the expectations and perception that RCs should operate as job placement bureaus--something the RC's are not equipped to do at any scale.

The RC's are somewhere between fish and fowl and have yet to define themselves for the longer term. At this stage, they are creating and experimenting with an ad hoc mix of activities and services for ASEAN students within a relatively nearby radius with the notable exception of publishing a newsletter, using teleconferencing and creating electronic computer networking to reach people further away. Major future expectations and challenges include:

- expanding application of newsletters, teleconferencing, and electronic computer networking;
- the need to develop a proactive mission, strategy, and operations plan for serving a very large "market area" (4,400 to 6,600 students each) with many student constituents spread over very large geographical areas; and

- the requirement to become a self-sustaining, ongoing enterprise which means addressing these service needs and target groups in a way that coincides with the economic and social interests of potential corporate, public, or individual sponsors--and the ASEAN students themselves.

As yet it is unclear just how realistic their mission is and who may be willing to pay for what, why, and what their needs will be to move from where they are to fulfilling their proposed mandate. This should be a point of focus during the mid-term evaluation.

Potential for Sustainability

RCs are buoyed up by the momentum derived from the interest, enthusiasm, and commitment of the RC Program Coordinators and by the ASEAN/SP students they serve. During the first year of operation, the focus has been on start-up and establishment activities. Once programmatic efforts are well-established, attention will shift increasingly toward efforts designed to achieve sustainability--particularly as NAFSA funding begins to decrease after year two. It is still premature for major long-term efforts to be in place, although all three RCs view continuation and expansion as long-term goals.

The RCs have all established linkages with the private sector, primarily through roundtables and job fairs. Telipon-Link (teleconferencing), initiated at Ball State University, has generated keen interest from both students and the private sector. Teleconferencing provides a low-cost and time-saving alternative to attending conferences at disparate locations in the region. Teleconferencing is attractive for involving the private sector because it has the potential to reach a larger audience at less cost and provides access to students at the "Big Ten" universities without the high recruitment costs. Fund-raising and tapping into corporate sponsorships are other options being considered.

Recommendations

- Continue to foster increased contact and networking between the RCs and other ASPIRE projects as well as other APEC programs in order to create more of a two-way information flow between ASEAN students and APEC resources--do this through workshops, teleconferencing, electronic networking, and the newsletter.

- Utilize the APEC workshops and other forums to engage RC managers, NAFSA, College Placement Council, and others in confronting these challenges and issues.

- Consider the possibility of relating all the outreach programs into one overall communications and information service enterprise in which each project plays a complementary and reinforcing role. For example consider ways to capitalize on the ASPIRE newsletter and possible synergies between the RC newsletters and ASPIRE.

- Continue to expand teleconferencing activities and increase private sector involvement. Develop strategies and programs that will attract private sector investment. Consider video-conferencing as an additional option--evaluate the capabilities and costs.

- Provide longer-term "business planning" and "marketing campaign planning" assistance to the RCs as a group--perhaps in the context of workshops just for the outreach programs.

Accomplishments

Some Overall Highlights

- Two out of the three RCs publish their own newsletters to showcase events in their region.
- One RC has established an Advisory Committee; private sector linkages are often initiated through this relationship.
- Databases have been established and continue to expand on: students, private sector employers, and member institutions.
- All three RCs have conducted student surveys (formal and informal) to assess student needs.
- Fourteen skill development workshops have been conducted by the RCs with a full complement of activities planned for the coming year.
- One RC has harnessed student enthusiasm and directed it toward volunteer activities.

Membership/Outreach Assessment

	REGIONAL CENTERS		
	Metro International (East)	Ball State University (Central)	Univ. of California & Southern California Careers Consortium (West)
A. Membership (Institutions)	65	16	40
B. Potential Membership (Institutions)	305	200	200
Outreach of Current Members (A) (# Students)*	2700	5000	2500
Potential Outreach (B) (# Students)*	5800	6600	4400

** These are not numbers of students actually involved or reached by RC/APEC activities, but represents the "ASEAN Market" within enrolled member institutions which the RC is currently working to reach, e.g., with bulk distribution of the newsletter.*

4. ASPIRE COMPUTER NETWORK

Description

Electronic networks are being established with the potential for linking Project ASPIRE regional centers, campuses, embassies, student organizations, and multi-national corporations interested in the ASEAN region. Project ASPIRE's Midwest Regional Center at Ball State University (BSU) has introduced two new electronic mail network-building services expecially for ASEAN/SP students. P.A.N. for "Project ASPIRE Network" includes both ASPIRE "E" Mail and ASPIRE-L for Project "ASPIRE Listserve." Any student or organization with access to a computer modem can link into these services free-of-charge through the BITNET and INTERNET networks. Currently, BITNET is used to provide over 1,000 net users with ASPIRE information and activities.

P.A.N. has the potential to interconnect 20,000 students and hundreds of organizations through a low cost mechanism to exchange information and discuss ASEAN/SP issues. P.A.N. enables students to contact BSU without writing letters or paying for long distance telephone calls. Students can ask questions and receive prompt answers relating to immigration regulations, current events in Southeast Asia, reentry concerns, job search information, and forthcoming Project ASPIRE activities. P.A.N. also allows campus-based ASEAN student organizations to maintain contact with BSU to help them keep their members informed.

ASPIRE-L is a bulletin board-type service hosted and monitored by Indiana University in Bloomington. Users can access the listserve through their computer and modem and enter into discussion with other users, thus permitting campus to campus or campus to corporation communication. ASPIRE-L will also be networked with SEANET and SEASIA (two current Asia-related list-serves) and their many users.

5. PETERSON'S CONNEXION

Description

NAFSA's Project ASPIRE is now linked with Peterson's Connexion for the purpose of compiling an employment database. The database has become the official registration vehicle for ASEAN students participating in the ASPIRE program. Peterson's Connexion affords students the opportunity to be contacted by potential employers and sponsors of private sector internships. Over 700 ASEAN students have now registered with Peterson's Connexion. Twelve companies have requested employment searches of ASEAN/SP students.

Benefits. The benefits to ASEAN students for participation in Peterson's Connexion include:

- linkage with home country and other global employers and sponsors of private sector internships;
- receipt of periodic bulletins providing up-to-date on the latest Connexion services and Project ASPIRE updates;
- inclusion of co-op program students in the Northeastern University Cooperative Education Network; and
- the service is provided free of charge.

Registration. All ASEAN nationals and foreign students, regardless of country, major, or academic level, are encouraged to join. Registration involves completing an application form that can be obtained from international student or career planning advisors. Requests for application can also be found in each issue of the ASPIRE Newsletter.

Peterson's Connexion continues to receive registration requests from the initial mailing of the first issue of the ASPIRE Newsletter. A significant increase in registration is anticipated for year two, resulting from announcements in each issue of the newsletter, and from Connexion publicity at Regional Centers and Incentive Grant activities.

Outreach. Peterson Connexion's outreach is accomplished by:

U.S. Promotion

- direct discussion with Project ASPIRE Grant recipients;
- direct mailing of Connexion's material to foreign student offices at over 600 colleges and universities in the U.S.;
- direct mailing of Peterson's bulletins with ASPIRE updates and registration forms to over 30,000 Connexion's members; and

- direct mailings to over 200 ASEAN and Pacific Island student organizations in the U.S.

In-Country Promotion

- telephone contact and meetings with local and regional businesses (e.g., Infosys, Inc.) to promote Project ASPIRE; and

- direct mailings to local AMCHAM offices to promote Project ASPIRE.

Connexion Connects. Developed originally to join students and mid-career professionals with career and education prospects, the Connexion network is now over 51,000 strong and is accessed by corporations and educational institutions all over the world.

Multinational corporations are beginnning to realize that Connexion is an easy, cost-effective way to reach international students for home-country and other international employment opportunities. They are relying more and more on Connexion to put them in touch with those students. Already, multinational companies such as the Coca-Cola Company, Price Waterhouse, Molex Incorporated, AT&T, Becton Dickinson & Co., and the global corporations of the Wharton Export Network, have made Connexion an important component of their international recruiting programs. The list of companies will continue to grow as word of this inexpensive recruitment tool continues to spread.

C. NORTHEASTERN UNIVERSITY EDUCATION CO-OP

DESCRIPTION (ABSTRACTED/REPRODUCED FROM CO-OP BROCHURE)

The Asia Pacific Economic Cooperation (APEC) - Partnership for Education Initiative was launched by U.S. Secretary of State James A. Baker III in July 1990 in response to concerns expressed by members of the American Chambers of Commerce (AMCHAMS) about human resource development priorities. An integral part of this initiative included the expansion of cooperative education (co-op) programs in Southeast Asia.

Northeastern University in Boston, a world leader in cooperative education, was requested by the U.S. Agency for International Development (USAID) to conduct a feasibility study on expanding co-op in the ASEAN region. Several U.S. companies in Southeast Asia expressed positive interest in the Cooperative Education Expansion Project at the 44th semi-annual meeting of the Asia Pacific Council of the American Chambers of Commerce (APCAC) in October 1990.

As a result of the feasibility study, USAID awarded Northeastern University a three-year contract (1992-1994) to carry out the cooperative education objectives of the APEC initiative. The specific goal of the contract is to provide assistance to U.S. member companies of AMCHAMS in: Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei and the South Pacific Island nations to further human resource development for their business needs and growth. The Southeast Asian members of APCAC have agreed to help expand co-op placements within their entry recruitment programs:

> *"to attract, train, and retain entry level nationals from their respective countries who are enrolled in pre-professional degree programs in Northeastern University's Network of 8 co-op education institutions."*

The implementation of cooperative education programs involving talented foreign national students returning to their home countries is expected to address critical human resource problems facing U.S. firms in Southeast Asia. Foremost among these problems are:

- high cost of traditional methods of recruitment;
- high rates of annual turnover of entry level technical and managerial staff which further increases recruitment and retention costs; and
- a shortage of trained people both in terms of education and understanding of American business methods.

U.S. companies desire programs which will enable them to attract qualified foreign nationals who would be more likely to remain with the organization over an extended period of time. Cooperative education alternates academic study with company work

experience thereby enabling students to develop a natural bonding with the company early in their undergraduate education and more quickly become productive members of a company upon graduation. This is especially true for foreign students who learn both the corporate culture and American work ethic while they are on a co-op assignment.

Accomplishments

- 55 co-op students placed with American companies who have operations/affiliates in the ASEAN/SP region;
- 8 students placed in permanent home country jobs with American firms;
- 34 companies actually receiving co-op students;
- 47 companies willing to receive co-op students in 1992;
- 70 companies willing to participate in 1993 with total prospective placement slots of 53 students, indicating major expansion of placement requests and opportunities;
- 8 companies are receiving 30 of total placements, indicating expansion of interest in co-op by these companies;
- 29 students in U.S. worksites, 27 students in home country worksites;
- Pool of 881 qualified ASEAN students in 73 academic majors from which to source/refer to participating companies; and
- 4 U.S. companies requested by ASEAN governments to include internships and co-op placements as part of present and future business arrangements with host countries.

Other Accomplishments

Indonesia-Specific

- Four Indonesian students sponsored by the Agency for Strategic Industries, who had strong co-op placement experiences at ABB/Combustion Engineering, Allison, Boeing, General Electric, IBM Indonesia, won admission to the MIT Center for Advanced Engineering Study (CAES) and Master Level Degree Programs in Mechanical Engineering, Electrical Engineering and Intelligent Engineering Systems.
- Freeport McMoran Inc., New Orleans, Louisiana was encouraged by the Indonesian Minister of Energy & Mines to utilize the Home Country Co-op Placement Program to prepare talented Indonesians for technical and managerial positions in their Executive Training and Co-op Programs. James R. Moffet, Chairman and CEO, made a commitment for 12 placements, with 11 placements from the Network in

1992. Freeport will also become a major co-op employer in Indonesia through PT Freeport Indonesia. Freeport is recommending the co-op model to their suppliers.

- PT Telkom, Indonesia's telecommunications enterprise has selected the co-op educational and training model, as presented by Northeastern University for its new polytechnic institute: STTTELKOM, in Bandung, U.S. companies, such as AT&T Network Systems, Bell Atlantic International, Motorola, and NYNEX Network Systems Company are enlisting their business units in Indonesia and in the U.S. to formalize their entry level programs with co-op placements from the U.S.-APEC Co-op Project and from STTTELKOM.

- Dr. Pyaman J. Simanjuntak, Director-General of Industrial Relations and Labor Standards for Indonesia, indicated that Minister Cosma Batubara approved the formation of the Centre for Cooperative Education to work with employers and the U.S.-APEC Project. The Centre would be a source of information for companies. The Ministry is organizing an Inter-Ministry Committee to expand internships and co-op placements as part of future contracts. It is also informing the companies about Article #770, Ministry of Finance, which provided [financial] incentives for covering the costs of education and training, including co-op placements, internships, and training programs.

Status/Progress

A comprehensive status/progress report is included in two current memorandas prepared by the NEU co-op staff in response to an on-site visit and survey discussion in September 1992 (See Appendix F).

At this stage of development, one year into the program, progress can be characterized as follows:

- Moving positively, in the right direction and according to plan--but somewhat more slowly.

- Actual placements are happening somewhat slower than planned because of:

  - a 6-12 month lag/lead time in the budgeting cycle and commitment process of U.S. companies and their international affiliates operating in the field;

  - the hiatus in U.S. foreign assistance in Thailand (which had been projected as a significant co-op participant);

  - 3 out of 5 companies are not initially willing to pay necessary long distance travel costs associated with placements until they <u>first</u> experience the benefits of co-op students (a small but significant catch-22); and

  - the substantial distance, time, and cultural aspects of relationship-building and institutional pioneering involved.

- The co-op program is being conducted with professionalism, pride, and judgement borne of experience and success in the U.S. and other international environments.
- The building blocks of potential long-term success appear to be systematically developing.

- There are currently no South Pacific Island interns.

Potential for Sustainability

It is too early to project the future sustainability scenario for NEU Co-op--one year into a proposed three year grant. Program leaders are hopeful but cautious about the terms and timing of private sector support (see Appendix F for Northeastern's memos on this and other survey issues). However, many of the foundation stones for a sustainable program are being developed and could be in place over the next two years, such as:

- the pre-eminent track record and reputation in co-op education;

- a demonstrated success (in other regions) in serving the employment interests of private business and earning their support;

- in-the-field response which indicates a need for this option among U.S. companies in the region;

- reasonable progress in developing the private and public sector relationships necessary to underpin a successful program;

- per accomplishments summary, sufficient progress in engaging increasing numbers of companies and students along with evidence of early stage company/student success stories;

- a small nucleus of American business executives who are committed believers and "champions" of the program;

- a highly dedicated professional leadership staff doing necessary missionary work and program development; and

- favorable word-of-mouth institutional and networking support of the concept and its potential among host country officials and U.S. corporate executives.

However, there are several other factors whose effect on sustainability is much less clear and which warrant closer examination over the next year as well as in the midterm evaluation. They include:

- the region, culture, and country-specific applicability and appropriateness of the co-op model, the market realities and requirements to which it must respond, and the competition of other modes of employee development and recruiting;

- an understanding of whether and what adjustments to the program may be necessary;

- an uneven pace in co-op development among the various countries;

- the cost/benefit parameters of an overseas co-op program that are far away;

- more compelling evidence and benchmarks of the longer term benefits and savings experienced by the private companies in comparison to alternative modes of recruiting and employee development;

- more empirical indicators of just what companies are willing to pay for, when and under what circumstances, and how much tailoring necessary to serve the needs of the emerging market;

- clearer evidence of market size and segmentation among various types of companies and groups of students;

- how to build economies and leverage into the cost/benefit structure (e.g., travel, location and timing of internships); and

- finding the desired balance between a U.S. sourced co-op program and transferring the "co-op technology" to indigenous/host country institutions.

Bottom-line: The home placement market and the NEU network's ability to serve the market, will determine whether, and on what terms, sustainability will be achieved.

Recommendations

Most co-op recommendations are included under the Private Sector Training section of this report, however, two recommendations are listed here which, along with the issues raised above, should be factored into future evaluations and program development.

1. Given the magnitude, complexity, degree of pioneering and relationship building involved, a minimum of three years seems like an appropriate "greenhouse" phase rather than any less.

2. NEU needs some more time to evaluate the effectiveness of the other co-op network universities and the rationale for expanding or pruning the network--or going beyond the formally designated network schools for sourcing students. NEU is conscious of the issues underlying these choices.

Special Inclusion of September 1992 Co-op Education Memo

This memo is included within the body of this report because it articulates important information and insight into the co-op education program in several areas as listed below.

- how to measure success
  - quantitative or tangible measure, or
  - more qualitative or subjective indicators;

- employer support;

- cooperation with and among U.S. and ASEAN organizations;
- student and company success stories;
- major accomplishments;
- long-term impact;
- early stage development of private sector support and sustainability;
- a proposal about co-financing of co-op travel for participating students. (The implication of this approach is that funding come from a supplemental allocation from A.I.D. rather than NEU's existing grant allocation.)

Rather than repeat, translate or continually refer to this memo, it is sufficiently cogent and to-the-point as to warrant direct review by readers of this report.

MEMORANDUM

TO: David Brunell, Senior Consultant, Creative Associates International

CC: Dean Robert E. Vozzella, Rosemary Kelly

FROM: Prof. L. Zion, Coordinator, Northeastern University Network / Home Country Co-op Placement Program Leonard

SUBJECT: Comments regarding the APEC Home Country Co-op Placement Project: How to Measure Success: Brief Summaries of Key Issues and Points discussed during Consultation

DATE: September 21, 1992

Enclosed you will find a Newsletter: **Co-op Highlights /92** 4 pages

U.S. - APEC Co-op Home Country Placement Project

How to measure success

THROUGH INDICATORS and QUALITY of EXPERIENCES, as noted by Students, Employers and Institutions :

1. **By number of actual co-op placements :** Each placement may be either for 3 or 6 months. From September, 1991, through July, 1992, arrangements were made for 48 undergraduate and graduate co-op placements and 8 permanent placements.

2. **By number of participating companies :** 34 different business units (companies) arranged approximately 56 placements.

3. **By number of placements in each company :** While, initially, a company may place one student, as a pilot model, in time, as the co-op program is formalized, there tends to be an increase in the number of placement. Please see pages 17-21, as a partial listing:

	Companies		Placements:		
	1	x	9	=	9
	1	x	7	=	7
	2	x	3	=	6
	4	x	2	=	8
	26	x	1	=	26
Total:	34				56

4. **By number of placements in U.S. prior to placements in the Home Country or Region :** Students consider the U.S. work experience as an added value to their U.S education and training, thereby enabling them to return home and make a more effective contribution to the productivity of their work group and employer. See partial listing in APEC Report #2, pages, 17-21:

U.S. Worksites /	Home Country Worksites
29	27

5. **By Prospective Companies and Placements :** Companies which expressed a positive interest to participate in the Project during 1993. See partial listing in APEC Report #2, pages 22-26:

	1992 /	1993
Prospective Companies:	47	70
Prospective Placements:	93	153

6. **By companies requesting the co-op student to return for additional work placement, or for after graduation employment :**

In the case of NYNEX, Singapore, the third year co-op student in industrial enginering, following her first coop placement, was offered after graduation employment. See Student Comment #1: Jacquelyn L. Koh.

7. **By retention of undergraduate employees and the impact on after graduation employment in the Home Country,or Region. (*) :**

(*) It should be noted that it is too early in the history of the Project to ascertain the ranges of retention for companies, students and countries. There is a long experience of the proven benefits of co-op to the recruitment process in the U.S., based on more than 50,000 participating companies and more than 230,000 students, participating in co-op programs. Northeastern has the largest co-op program, annually placing more than 7,000 students at more than 2,000 companies.

"Studies show that at the leading co-operative education institutions, approximately 80 per cent of co-op students receive an offer for permanent employment from a company that participates in the institution's program; 63 percent of the co-op students receive offers from their final employer; 48 percent of the co-op students accept the job offers." See attached brochure: **Co-op: Experience The Advantage** Some Co-op Statistics, "National Commission on Cooperative Education: (1990)

Company managers familiar with Co-op Programs in the U.S., when assigned overseas, would also value adapting their recruitment programs to expand co-op placements, if local arrangements permit.

William J. Pender, Vice President and Director, PT CHICAGO BRIDGE AND IRON, in Indonesia, has indicated that he only wants to recruit co-op undergraduates, from Year II onward, so that he may nurture a higher retention rate for productive entry level employees in the future.

8. **By number of students and range of academic majors from which to source students to employers :** There are approximately 260 graduate and 621 undergraduate students represented in 73 academic majors.

9. **By number of referrals from the Network to the Administrative Center :**
Total -107:

Northeastern University - 56
Georgia State University International Consortium - 15
Rochester Institute of Technology - 12
Drexel University - 10
Virginia Polytechnic Institute and State University - 6
University of California at Fullerton -3
Purdue University - 2
American University -1
University of Maine - 1
University of Wisconsin - 1

See Page 16 of Report #2, Referrals from the Network, by institutions and by countries.

10. **By arrangements that include ' internships: executive training placements and/or co-op placements' with U.S. companies that have contracts with affiliates in the host country :** These formal arrangements facilitate U.S. co-op placements.

Efforts are being made to expand the proven success of the Home Country Co-op Placement Program by having the host country include "internships and co-op placements" in contracts, or requesting U.S. companies to arrange these placements within their work program.

In the case of ABB / COMBUSTION ENGINEERING and ALLISON TURBINE GAS,, students have had more than one co-op placement. In the case of BELL ATLANTIC INTERNATIONAL and GAS VENTURE ADVISORS, arrangements may include sponsored students in their work programs as a bridge to future business associates.

EMPLOYERS AND THEIR SUPPORT FOR THE APEC CO-OP PROJECT

11. Positive referrals from one company to another company:

ABB / COMBUSTION ENGINEERING is renewing commitments through the APEC Co-op Project.

AMERICAN EXPRESS will support two placements in 1993.

AT&T INTERNATIONAL has recommended the Co-op Program to their business units.

AT&T NETWORK SYSTEMS is providing co-op placements in Indonesia and the U.S.

FREEPORT McMoRan recommended the Program to Freeport Indonesia and to supplier companies such as FLUOR DANIEL.

GAS VENTURE ADVISORS, in addition to Indonesia, is expanding the program to other countries in the region.

HILL & KNOWLTON has provided its support to the Program by disseminating the information to its clients.

IBM INDONESIA expects to continue the APEC Co-op Project with 6 business partners.

INGERSOLL-RAND has made its commitment to place 4 students in ASEAN and will refer the Program to its clients.

MOTOROLA HQ has recommended the APEC Co-op program to Motorola Semiconductor, in Malaysia, and Motorola International Cellular, in Singapore. In both groups, U.S. co-op placements are being arranged with worksites in the U.S. in Phoenix, AR, Austin, TX and at Arlington Heights, IL.

NYNEX NETWORK SYSTEM COMPANY has recommended the Program to all their business units

SEARS BUYING SERVICES, Singapore, recommended the APEC Program to FRITZ COMPANIES and the HARPER GROUP, San Francisco, CA. Both companies have large operations in the Asia-Pacific Region and are prospective companies for placements during 1993.

WARNER LAMBERT COMPANY, Indonesia, was able to employ an industrial engineering student who had two previous co-op placements with Warner Lambert, Cambridge, MA. This was an excellent match for the company's new production plant in Bogor. WARNER LAMBERT will recommend the program to all its business units in the region.

Cooperation with Organizations:

12. Benefits for the Project's objectives have resulted from developing relationships with U.S. business organizations, American Chambers of Commerce Abroad (AMCHAMS) and Government Organizations in the Host Countries.

Support from business organizations has been reflected through invitations to submit items for publication in their bulletins and make presentations at their meetings. The following organizations provide wide exposure for their members to the APEC Co-op Project and opportunities to learn of the success stories that are likely to stimulate U.S. companies and their business partners to participate, or increase their participation in the Project:

American Indonesian Chamber of Commerce: Prof. Zion was elected to the Board of the AICC in April, 1992. At these meetings, there was an introduction to GAS VENTURE ADVISORS, which subsequently arranged a graduate co-op assignment and is expanding the number of placements to three in 1993. Many prospective companies have been identified and enlisted through this association.

U.S. - ASEAN Council for Business and Technology: The Council has offices in each of the ASEAN countries. Their representatives have extended cooperation in-country.

Business Council for International Undertanding: At a luncheon Briefing held for Robert L. Barry, the newly appointed U.S. Ambasador to Indonesia, it was possible for Prof. Zion to brief Ambassador Barry on the APEC Co-op Project and to meet Leonard Brownfield, President Director, GENERAL MOTORS, INDONESIA, who is located in Indonesia.

AMCHAM Thailand, AMERICAN BUSINESS COUNCIL of Malasyia, AMCHAM The Philippines: Rosemary C. Kelly met with the Board of Governors during a recent trip in May-June, 1992, and secured their collective support and cooperation for introducing the Project in these countries.

AMCHAM Indonesia: The AMCHAM has designated the Chairman of the Human Resources Committee to assist the APEC Co-op Project.

American Business Council (ABC) of Singapore The ABC has designated the Chairman of the Education Services Committee to assist the APEC Co-op Project.

ANNOUNCEMENTS and ARTICLES have been included in the publications of AMCHAMS, in Indonesia, Singapore, Thailand and The Philippines. A recent article was prepared by Dr. Robert E. Vozzella, APEC Co-op Director, for EXPERIENCE, a publication of the Cooperative Education Association, June, 1992.

An article on the APEC Co-op Project appeared in OUTLOOK INDONESIA, a publication of the American Indonesian Chamber of Commerce, May, 1992.

QUALITATIVE ASPECTS TO MEASURING CO-OP SUCCESS

Introduction: There is a significant set of qualitative indicators that impact on the success of Co-op and, in particular, co-op placements for international students. These measures are associated with worksites in the U.S. or an overseas business unit. It is reflected

1) in the evaluation of students regarding their assignments and **the co-op student's relationship with supervisors and managers**,

2) the comments of supervisors about the **productivity level of the co-op student**, and

3) the impact the co-op placement has **upon the maturity of the student in developing a career path, in continuing academic performance and in selecting the next co-op or graduate placement.**

What are students saying about their co-op experience?

1. **Jacquelyn L. Koh**, a Singaporean and a 3rd year industrial engineering student at NU, comments about her co-op assignment with NYNEX NETWORK SYSTEMS COMPANY, Singapore, on February 12, 1992:

"I was given more responsibility with each passing week. As the company became involved as a finalist for a strategic partnership with Telecom Asia and a Thailand telecommunications tender, my assignment included working with the negotiating team under the Managing Director, Michael Heath, gathering data for the business and technical presentation.

. . . I learned how it was to work as part of a large team and met the multi-talented personalities that made a successful team. . . . It was very exciting. We won the contract. I found NYNEX to be a warm and caring company. There is a comfortable family atmosphere, and I am glad that I had the opportunity to work for NYNEX."

2. **Ayu Barimuda** is a 3rd year Indonesian student and Accounting major at NU, on a co-op placement with BELL ATLANTIC INTERNATIONAL, HQ, Arlington, VA. She comments to ASEAN students in a letter to be shared with ASEAN students attending an Orientation Program on February 24, 1992:

"I was assigned to do cost analysis on three projects related to Australia, New Zealand and Czechoslovakia. In addition to the accounting duties, I still have to deal with billings as I did last year on my first co-op, I have the obligation to prepare the whole bill myself. I have the responsibility to prepare the monthly closing and the balance sheet review."

Further, Ayu remarks to students going out on co-op, " . . . become very familiar with all the accounting terms and try to be comfortable speaking English, as you will be making telephone calls to gather information you need to complete your tasks. Enthusiasm, dilegence and willingness to improve are good qualities to be successful."

3. Two Indonesian students, **Henry Simanjuntak** and **Giartina Arifin**, both majoring in Mechanical Engineering, were assigned to the Logistics Department at PT Freeport Indonesia. They write from Indonesia, August 14, 1992:

"We are both enjoying our co-op assignments. Our supervisior, Bill Maehl would like to have more co-op students when we complete our assignment. We are planning to fly to the worksite at Irian Jakya next week."

4. **Hendra Valiandi,** an Indonesian sponsored student, is in the fourth year of his five year B.S. Program, at NU, majoring in Electrical Engineering. In his previous co-op assignments, he worked at BOEING, Seattle, WA and GENERAL ELECTRIC AIRCRAFT ENGINES, Lynn, MA. On this third co-op placement for six months, he was assigned to an instrumentation group at ALLISON TURBINE & GAS, a Division of GENERAL MOTORS, in Indianapolis, IN. He writes on May 15, 1992:

"My prime assignment is to set up an actuator to drive a yaw probe of sensors. The purpose is to understand the actuator controller and its effect on taking pressure measurements at a certain depth of the aircraft engine and generating a program to automate the controller using BASIC programming language. As a progress report, I have written the automation program, and I am in the process of mounting the yaw probe to a section of the engine. The jobs assigned have helped me to to develop my engineering skills ,and I am very grateful to my supervisor, Craig Dorste, and Managers: Larry Wirt and Nannette Radford." Hendra will be returning to ALLISON for a fourth co-op placement of 3 months before graduation.

5. **Soo C. Chan** is a Malaysian student majoring in Finance at Georgia State University. He was on a 3 month co-op assignment at INTEL, in Malaysia. When he arrived in Malaysia in early June, 1992, he interviewed with IBM, MATTEL and INTEL, three companies suggested by the Administrative Center. He was selected by INTEL as a practical trainee. In a letter of July 1, 1992, he comments:

" I am responsible for two projects: one is called the "Double Deduction Incentive Program (DDIP)", which is introduced by the Malaysian Government. I am helping INTEL claim compensation for any expenses incurred when attending seminars or training programs. The DDIP is one of the ways in which the Malaysian Government is encouraging companies to send their employees to seminars and training programs, and the government will pay for all expenses: i.e. fees, meals. accomodations, travel and training materials.

. . .The second project is forecasting the future trends of the Malaysian economy, with particular interest in the wage trends.The report will be about 200 pages. The project is important to me becaue I am given the chance to do independent research as well as applying what I have learned about the U.S economy to the Malaysian economy. . . Following my graduation, I would like a full time position. Thank you for all your help." . . INTEL, MATTEL and IBM are very excited about participating in the APEC Project."

6. **Imat Badruddin,** an Indonesian student enrolled in Business Administration at NU with a major in Marketing, was recently placed for a near 3 month co-op placement at Hyatt Jakarta Aryaduta. His employer, **Joeph Kral**, General Manager, writes in the evaulation of the student: " He created an integrated marketing database for hotel clientele, and we want him to come back to implement the package he designed. He was given a great deal of responsibility and delivered."

Imat's comment on his evaluation form: "This was a great opportunity for me to produce something of real value for the company. I really enjoyed it and would recommend other students to take advantage of the program."

7. **Eko Kuswantoro** is a fifth year student in Mechanical Engineering at NU, sponsored by PT PAL INDONESIA. He had two placements at ABB / COMBUSTION ENGINEERING, Windsor, CT., and will have a senior co-op placement in January, 1993. Following graduation from NU, he plans to continue with a M.S. program upon graduation, but would also be associated in the joint venture company with ABB/CE in PT ESI, in Indonesia. His model reflects the original intent of Indonesian companies working with U.S. supplier companies to train their future technical and professioanl leaders. On one of his assignments, Eko modified tube arrangement dimensions that made it easier to manufacture.

Eko comments: "The assignment improved my ability to solve real life problems effectively. I also learned to plan everything in advance and meet my deadlines."

MAJOR ACCOMPLISHMENTS

Co-op Prepares Indonesian Sponsored Students at Northeastern University for Entering MIT Graduate Degree Programs:

Four Indonesian students sponsored by the Agency for Strategic Industries, (IPTN-aircraft, and PT PAL INDONESIA-shipbuilding, have completed their B.S. academic degree at Northeastern University, June and September, 1992. They had strong co-op placement experiences at ABB / COMBUSTION ENGINEERING, ALLISON, BOEING, GENERAL ELECTRIC, IBM INDONESIA during their four, or five year programs. In addition to their excellent academic records, their productive co-op assignments won them admission, in 1992, to the MIT Center for Advanced Engineering Study (CAES) and Master Level Degree Programs in Mechanical Engineering, Electrical Engineering and Intelligent Engineering Systems.

FREEPORT establishes an Annual Co-op and Executive TrainingProgram with the U.S.-APEC Co-op Project for 6 Co-op and 6 Executive Training Placements

FREEPORT McMORAN Inc., New Orleans, LA, upon receiving a thirty year contract to develop the gold mines in Irian Jaya, Indonesia, was encouraged by the Minister of Energy & Mines, to utilize the Home Country Co-op Placement Program to secure talented Indonesians at NU and its Network and prepare them for technical and managerial positions in their Executive Training and Co-op Programs.

James R. Moffet, Chairman and CEO, made a commitment for 12 placements, with 11 placements from the Network during 1992. Freeport will also become a major Co-op Employer in Indonesia through PT Freeport Indonesia and develop placements with students from local universities and institutes. Freeport is recommending the Co-op Model to their suppliers.

U.S. Companies in the Telecommunications Sector in Indonesia Support Expanding Co-op Programs

PT TELKOM, Indonesia's telecommunications enterprise has selected the co-op educational and training model, as presented by Northeastern University for its new polytechnic institute: STTTELKOM, in Bandung. U.S. companies, such as AT&T NETWORK SYSTEMS, BELL ATLANTIC INTERNATIONAL, MOTOROLA and NYNEX NETWORK SYSTYEMS COMPANY are enlisting their business units in Indonesia and in the U.S. to formalize their entry level programs with co-op placements from the U.S -. APEC Co-op Project and from STTTELKOM.

INDONESIA FORMS CENTRE for COOPERATIVE EDUCATION in the MINISTRY of MANPOWER to SUPPORT THE U.S. - APEC CO-OP PROJECT

The Ministry of Manpower, Indonesia: On January 17, 1992, Prof. Zion was invited to keynote a Seminar " The Advantages of Cooperative Education Through the APEC Co-op Project: Its Relevance for Indonesia". Subsequently, Dr. Payaman J. Simanjuntak, Director-General of Industrial Relations and Labor Standards, indicated that Minister Cosma Batubara approved the formation of the Centre for Cooperative Education to work with employers and the U.S. -APEC Project.

The Centre would be a source of information for companies. The Ministry is organizing an Inter-Ministry Committee to expand internships and co-op placements as part of future contracts.

It is also informing the companies about Article #770, Ministry of Finance which provided incentives for covering the costs of education and training, including co-op placements, internships and training programs. Approximately 55 officials and executives of companies and agencies attended the Seminar, of whom 25 participants were from U.S. companies.

LONG TERM IMPACT:

It is already possible to note the growing awareness that the co-op concept is receiving within the Human Resources Development (HRD) programs which are a high prioroity for Indonesia's future plans.

There are continuing conversations among government officials and executives. Minister Habibie, Chairman, Agency for Strategic Industries (BPIS), has given his support to include 330 undergraduates who will receive overseas scholarships in co-op related programs, based on the success of the first co-op model implemented through Northeastern University, in 1989, and the need for more integrated learning and training before students return to Indonesia.

Discussions have recently been held with Michael C. McGowan, Chairman of AMCHAM's Human Resources Committee, for developing closer cooperation with members of AMCHAM and the Ministry of Manpower to help realize the long term goals of the U.S. - APEC Co-op Project by supporting an HRD project within the Indonesian Centre for Cooperative Education.

Private Sector Co- Funding the APEC Co-op Project

Sustainability: While in Year I, 1991-1992, no formal request or requirement has been made to the participating companies to co-finance their participation in the Project, the prospect for a co-financing arrangement has been shared with each of the companies at the appropriate time, in personal meetings and in the Project Brochure and Guidelines..

Arrangements are being made to develop a Business Leadership Group that would assist in enlisting employers to express their commitment of financial support during Years II and III towards a Three Year Support Program beginning in Year IV of the Project. The Home Country Co-op Placement Program has had a Business Advisory Group, since its inception, in 1982. This group will be greatly expanded to reflect the long term focus of the U.S. -APEC Co-op Project. We think the parties would include the private sector companies, the participating institutions, with their indirect, or direct support, and a measure of continuing support from the public sector.

In working towards a sustainable budget for the Project, in Years IV through VI, companies would be asked to participate at various annual levels, from $2,500 - $50,000, according to their utilization of the Project's resources and benefits they have derived from the initial seed funding from the U.S. Government and the co-op institutions.

It should be noted that :

As a measure of its commitment, FREEPORT McMoRan has budgeted in excess of $450,000 during Year I to streamline 12 placements, including salaries, reimbursement of student travel to and from the worksite, interviews, travel and related costs to supplement housing, or local transportation needs, as appropriate. In addition, **James R. Moffet**, Chairman, FMI, wants "to broaden and deepen the commitment to the co-op and executive training programs", including a scholarship program. A current effort is exploring various scholarship arrangements.

A request for Co-Financing Travel for participating students :

While 2 out of every 5 companies may be currently willing to consider providing air travel to and from the overseas worksite, in full, or in part, it would greatly assist in meeting the Project's objectives, if funds were available to meet travel requirement in order to accelerate the employers' participation and students' acceptance of the program.

We propose that $100,000.00 be set aside within the APEC Funding Program, in 1993 and 1994, to assist participating students in their need for overseas travel support, while companies prepare their budgets to finance, or to co-finance overseas travel.

Note: See further information regarding co-financing and sustainability of the Project in R. Kelly's Report.

D. RECOMMENDATIONS FOR PRIVATE SECTOR INVOLVEMENT AND TRAINING

1. THE PRESENT PROGRAM - OVERVIEW AND CONTEXT

The Statement of Work asks for ideas that will be "helpful in developing future APEC activities, especially in the private sector training area", and recommendations for increasing private sector involvement in training "especially in the use of non-traditional organizations" per the Beck report.

Accordingly, two levels of recommendations are presented throughout this section:

1. ideas for improving and building upon training-related initiatives of existing APEC programs and projects, and

2. the need, rationale, and ideas for new private sector training options, strategies, and programs, some quite different from the present approach.

In suggesting these recommendations, it is assumed that APEC/HRD will have to operate within its remaining budget allocation, rather than be able to secure more funds or change any allocations that have already been made. However, the trade-offs between various suggestions and recommendations are left to APEC/PFE staff since such judgements are beyond the scope of this report. Perhaps they could be included in the mid-term evaluation.

In addition, there is at least an implied objective that training should contribute to increasing the competitiveness of U.S. companies in the region. This assumption underlies the NEU Co-op Network.

2. PRIVATE SECTOR TRAINING ACTIVITIES

Another important perspective on APEC private sector training comes from an assessment of what is being done and what is not being done. The present program status can be characterized as follows:

- An incipient network is being successfully developed through educational institutional linkages, partnerships, and relationships which have been the driving focus and goal structure over the first year and a half. Objectives have been defined largely in terms of establishing certain numbers and types of linkages and implementing certain quantifiable activities (e.g., number of co-op placements, number of newsletters distributed to ASEAN/SP foreign students in U.S., number of educational partnerships formed). The majority of these first stage goals have been met or are in the process of being addressed.

  In some respects, the idea of educational (training related) linkages has served as both an end and a means for this stage of APEC and perhaps blurred the distinction. Having accomplished the rapid deployment phase, the next challenge is to become more intentional and strategic about the end purposes/ goals/priorities of HRD impact in APEC and the means required to achieve them in the next stage of development.

- A widely varying range of training-related activities (broadly defined) are carried on through 13 (20 in FY 1993) university partnerships, the Northeastern Co-op Network, and a number of short, one-shot, occasional ASPIRE workshops for ASEAN students in U.S. For the most part, these activities are separate and unrelated to one another.

- There is little evidence (at this stage) in the way of unifying, integrative, coordinating themes, focus, and goals that could make the "whole" of APEC greater than the "sum of the parts." Beyond developing counterpart linkages and relationships, there is a lack of critical mass, multiplier effect, strategic leverage, or cumulative impact directed toward achieving some major and measurable difference in a larger and clearly defined cause.

- APEC grants were intended by A.I.D. to create follow-on sustainable strategies and programs. Some grantees have thus far been focusing on operations more than on long-term strategy, vision, and sustainability.

- No funds are yet programmed for so-called "non-traditional" private sector training organizations. (Northeastern co-op education could be viewed as quasi non-traditional). This is a somewhat arbitrary distinction which refers more to the "delivery vehicle" or "channel" than the purpose or beneficiary of the training.

Based on the above points there is a need to develop a larger strategic framework of training purposes, goals, and priorities which could focus both traditional or non-traditional efforts (e.g., selected industry, market, economic, or HRD sectors; particular levels of intervention; or high leverage institution or capacity building). As also implied in the Beck report, the absence of a long-term strategic view involving U.S. government partnerships with the private sector can translate into a disincentive for many private sector organizations/companies.

It is not appropriate or within the scope of work of this preliminary evaluation to develop this strategic agenda. This task is properly the purview of the APEC/PFE HRD staff, and will necessarily be influenced by whether or not the APEC/PFE program receives more resources and extended funding. If there is no further funding, a strategic agenda for future private sector training is less necessary.

None of the above is to say that the present mixed bag of activities--which are decentralized and distributed among many reputable, well-motivated, committed institutions--is without significant potential merit. However, it does suggest that their collective effectiveness and long-term impact will be a function of how each disparate, independent entity defines and carries out its proposed mission, including their mandate for sustainability and private sector involvement.

This is a "bottom-up" portfolio approach which decentralizes and hedges both risk and reward among many ventures. This is analogous to a "blind pool" of venture capital. There could be some big individual winners along with some that do not yield much "return on investment." Only time will tell. Using this approach, some of the larger possible rewards--that could come at the level of synergy among projects, and collective/strategic/cumulative impact--may be sacrificed or "traded-off." It should be noted that the various partnerships and Northeastern ventures are only one year or less into their work. They are achieving varying levels of success in building "assets" that could yield varying levels of benefit in the future.

Another perspective involves the language around "private sector training and involvement." These phrases carry with them some built-in confusion about "ends" and "means." A review of the hierarchy of APEC purposes and goals leaves one with an impression that private sector training is a program looking for a purpose. The fact is that training generally, and private sector more specifically, refer to the means to achieve intentionally defined ends.

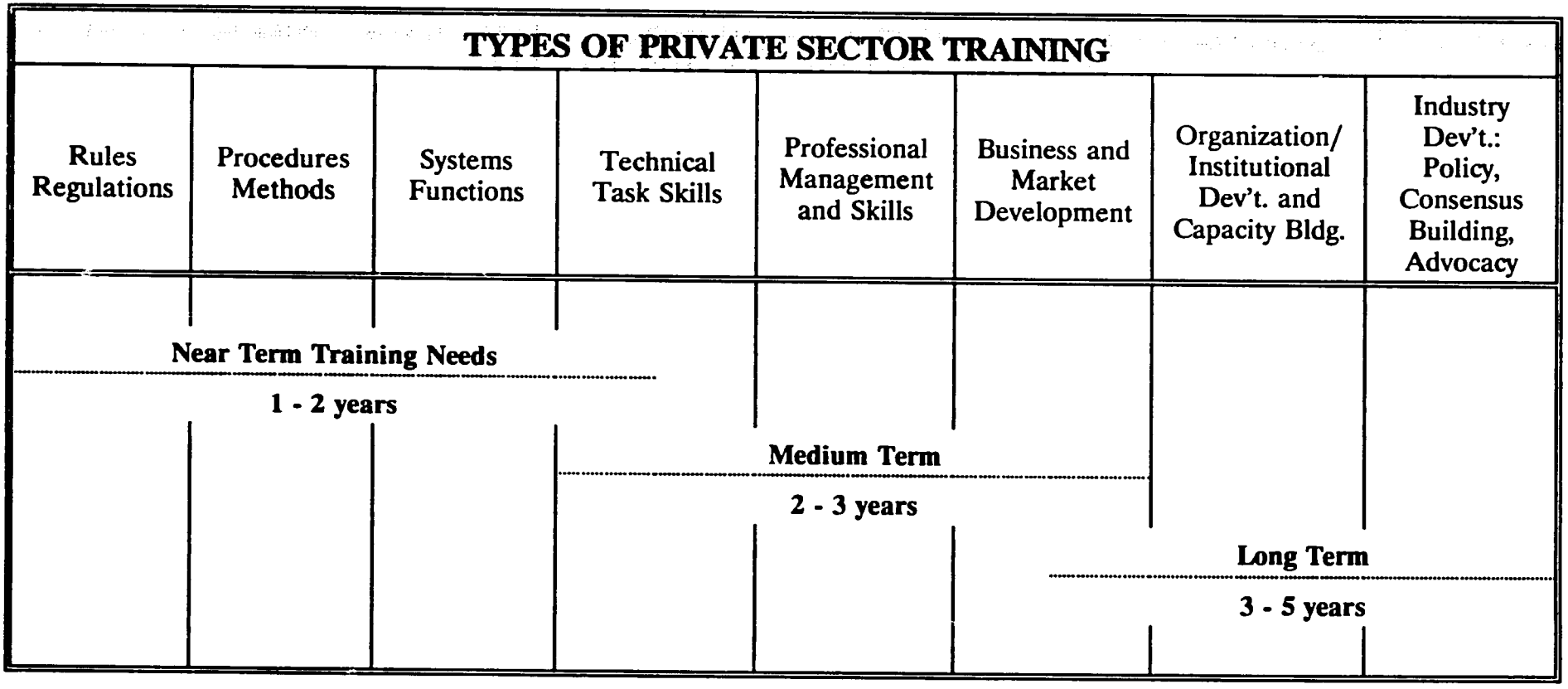
In the absence of a strategic agenda with vision, mission/purpose, goals, objectives, and priorities of change and corresponding strategies for achieving these changes--private sector training (traditional or non-traditional) can take many different forms and directions if there is not a clear alignment and focus of resources, effort, purpose, results, and desired benefits.

The APEC language at the overarching theme level is very general, and on the objective/tactical level, the language is overly specific. The opportunity is to translate the larger, long-term purposes of APEC into a strategic/mission/priority framework which can focus and leverage private sector training capabilities and limited resources toward more clearly chosen objectives.

Private sector training and HRD technical assistance, broadly defined, can play a role in assisting ASEAN/SP participants in developing competitive economies for the 21st century.

Different kinds and levels of training needs require different time frames of commitment in order to adequately address organizational human resource requirements and the issues of institutional change. The following page illustrates one spectrum of training and HRD interventions. Designing an appropriate focus is a function of both a strategic agenda and a needs assessment.

FIGURE 5


TYPES OF PRIVATE SECTOR TRAINING
Rules Regulations
Procedures Methods
Systems Functions
Technical Task Skills
Professional Management and Skills
Business and Market Development
Organization/ Institutional Dev't. and Capacity Bldg.
Industry Dev't.: Policy, Consensus Building, Advocacy
Near Term Training Needs
1 - 2 years
Medium Term
2 - 3 years
Long Term
3 - 5 years

3. PERSPECTIVES ON PRIVATE SECTOR INVOLVEMENT

It is helpful to understand what motivates private sector companies/organizations, and what draws them into new challenges and opportunities. Key factors include:

- clearly defined purposes and goals which are aligned with corporate needs and capabilities (also noted throughout Beck report);
- real benefits and values which contribute to their competitive, market, and economic/financial advantage;
- things that contribute to their long-term strategic mission and build the human, technical, and managerial capabilities that will drive their success;
- predictable, stable, long-term "rules of the game" ground rules for participation/ competition/involvement, within which they can plan and commit resources (noted in Beck report);
- incentives like development or seed capital in the short-term which give them time and latitude to develop sustainable profit-making activities in the long-term; and
- social responsibility and corporate citizenship that will contribute to creating and sustaining a favorable business environment.

Specific Recommendations and Options (for consideration in developing future private sector training activities)

With the foregoing in mind, these additional recommendations will be grouped under four headings:

a. Basic Decisions and Actions Steps
b. Strategic Considerations and Issues
c. Private Sector Involvement in Existing Programs
d. New Directions/Initiatives

a. *Basic Decisions and Action Steps*

This path forward involves a two-track approach:

1. maximizing the potential of training-related programs already underway and capitalizing on the investment already made--while at the same time;
2. initiating a new, and ideally complementary, private sector training agenda and strategy (part of which might leverage the experience/capabilities of present program participants).

These two tasks, involving evaluation and program development, could be done concurrently with

the requisite mix of skills, or could proceed separately--with the program development functions beginning as soon as possible and the more formal evaluation coming later.

There are 12-18 months and over $3M invested in existing partnerships and programs. They are each proceeding on their own development/start-up/learning curves, involving planning and people, building relationships, creating tangible and intangible assets associated with each project. While certain measures of accomplishment, progress, and output are appropriate at this point, the real benefits and potential for longer term value/impact/payoffs are still quite speculative and difficult to discern at this stage and may vary widely among projects.

The next 6-12 months will be a critical time period for assessing what levels of "harvest" can be expected from today's "root stock", and what return on investment may be possible. In many cases, the project assets are still in the fragile development stages and will require further cultivation and nurturing to start yielding long-term benefits. Much can and should be learned during this next year about the values, potentials, and limitations of present programming, given a conscious thrust to maximize the possibilities that are being presently created.

Most importantly, and as soon as possible, develop an overarching private sector strategic training agenda that is: (1) directly related to, and supportive of, the larger vision, purposes, goals, and priorities of APEC at this stage of evaluation, (2) enables the HRD component to contribute to the desired development and institutionalization thrusts of APEC, and (3) is attuned to the competitive and economic needs of the private sector (indeed is focused even more sharply to selected segments, sectors, priorities within the private sector).

This means defining a powerful vision, appropriate purposes, goals, and priorities that will more sharply focus private sector involvement and training strategies. More than anything, this step will enable the remaining HRD "program capital" and the "program assets" already in existence to be leveraged with greater effect.

Perhaps, this private sector "strategic training agenda" can be outlined or articulated from what is already known, or can be derived with those working with APEC/ASEAN/SP--State Department, A.I.D. Asia/DR/TR, Mission private sector officers, ASEAN/SP counterparts, or others. It is also possible that a few months could profitably be spent developing this "strategic agenda" with a systematic assessment of M. ion, needs and strategies--gathering of the best thinking available from the key "stakeholders" and others.

b. ***Strategic Considerations and Issues***

The following is an outline of important factors, issues, and questions to consider in shaping a strategic framework for APEC. By definition this is an iterative and interactive process. The intention here is only to flag some of the most important factors in the process, whoever may be involved, not to make the ultimate judgements that others are in a better position to make.

Whether a private sector "strategic training agenda" can be quickly formalized out of what is already empirically and informally known, or whether a further systematic process of

inquiry and assessment is required, a range of factors should be addressed, including the following:

- A vision/mission/purpose that relates private sector training/involvement to APEC's strategic vision, development priorities, and institutionalization objectives and to the HRD needs of the other APEC working groups.

- A unifying focus and theme so that resources can be targeted, e.g., by industry, market, sector of the economy, particular HRD priorities or capacity-building needs.

- A needs assessment that defines goals and desired outcomes by way of changes in skills, behaviors, systems, precesses that advance the real competitive market and financial self-interest of private companies/organizations. Potential benefits must be clearly understood and exceed the related costs of involvement.

- The level of funding and duration of time commitment A.I.D. is prepared to apply to this endeavor.

- Cost-effectiveness of training in ASEAN/SP counties compared to the cost of transport back and forth to the U.S. ($2,000-$3,000 per person--without per diem in the U.S.). Illustratively, one million dollars could be spent on just 300 people for travel and logistics to attend U.S. training sessions or internships.

- The appropriate balance between developing long-term sustainability versus demonstrating near-term impact and accomplishment.

- The type of strategy to achieve the greatest long-term impact and the appropriate point of leadership and accountability for direction/action/results. three aspect of strategy are:

  - rifle-shot (quality)--versus shotgun (quantity)
  - targeting whole systems/institutional change--versus individual change; and
  - train-the-trainer and capacity-building, centrally driven training agenda--versus distributive or decentralized approach, with each node developing their own training agenda (who, what, why, how, when, where).

- The degree to which U.S. partners and experts are co-learners with ASEAN/SP in a mutually beneficial development process--versus teachers in a one-way transfer.

- An acceptable balance of innovation and risk aimed at possibilities of greater reward--versus the more conventional and orthodox approaches.

- The values and efficiencies of building on existing relationships--versus the creation of new ones from scratch, e.g., the Kenan School of Business at the University of North Carolina is already focusing on programs with Asia (Beck report).

- The political and economic importance of speed of deployment and the relative priority of demonstratable results in the near term.

- An expanded and longer term view of cost-effectiveness--from cost per unit of delivery to the benefits and values being created over the long-term (benefits/cost compared to other feasible alternatives). This requires much more rigorous and long-term approach to strategy, planning, intervention, follow-through, sustainability and defining/measuring outcomes and also a degree of patience and consistency of support.

c. ***Increase Private Sector Involvement in Present Programs***

- Address the question: how important and realistic is the stated goal of "5000 Asia-Pacific students (1000 ASEAN/SP) in U.S. in short courses and private sector internships?"

- Make decisions about where "non-traditional" training organizations per Beck report fit into a larger "strategic agenda." Recommendation: that their role be determined only after resolution of the larger issues raised in this report and that "non-traditional" be viewed as a means of delivery rather than a goal in itself. The most common response in the Beck report--from a wide variety of organizations--was the request of a more clear statement of purpose, direction, goals, priorities, strategies to which "non-traditional" organizations could relate. At this stage, "non-traditional" is not a very useful term, partly because it is so broad and catch-all, and partly because without more precise purpose/goals/strategies/priorities, it remains very unclear what type of non-traditional organization fits with what kind of programming.

- Develop and articulate in more current, clear, and tangible terms the U.S. government's commitment to APEC and vision for its future and how this is related to specific, real, and long-term vested interests of the private sector (why and how they will gain from participating; how they can advance their business interests); how the HRD part is related to the whole (synergy of HRD with other component work groups); also the level and predictability of intentions, incentives, and commitments over the long-term.

- Develop mechanisms and forums that will engage private sector leadership in the APEC/HRD process at the policy/strategy/program levels, e.g., Business Advisory Councils or Visiting Committees for the various programs and for the overall Partnership for Education Project. The private sector needs to "buy in" to the overall strategic HRD/training agenda. To really get private sector involvement means engaging desired participants as co-partners, investors, and co-developers so they can help tailor programs to their private sector goals, needs, capabilities and competitive opportunities. Other mechanisms include program working groups, full participation in APEC workshops, direct seed capital/program developments grants, more systematic involvement in agenda development and training needs assessment.

- Explore and implement an appropriate electronic networking and conferencing system to enhance on-going private sector collaboration with other public and trans-Pacific counterparts--as well as the integration and synergy among component programs (See Appendix G for information about electronic networking.)

Private Sector Training and the DOEd/NSF Partnerships

After a strategic agenda is formalized, consider smaller, highly focused add-on challenge grants for the express purpose of furthering and ensuring long-term private sector relevance, participation, and sustainability. (e.g., $20-50K requiring 1 to 1, or 2 to 1 match/cost sharing.)

Private Sector Training and the Northeastern Co-op Network

Consider:

- Undertaking a more systematic exploration, documentation, and analysis of the benefits/cost equation for business participants over the short and longer term. What savings and benefits are really experienced? How can they be estimated? What are the longer term co-op relationships really worth to a company compared to alternative methods of recruiting, local job dynamics, Petersons Connexion, etc.

- Conducting more systematic survey research, and involving companies in, rethinking/reinventing the co-op model to fit the unique differences and requirements of the ASEAN/SP environment (and differences among ASEAN countries).

- Exploring the idea of developing a co-op network and system based within the indigenous ASEAN/SP universities and private sector communities, i.e., a train-the-trainer and capacity building strategy versus only a training delivery strategy. Among other things, this could help bring down the unit cost of placement and involve the ASEAN private sector as well.

- Working to achieve fully sustainable private sector leadership in the two- or three-year time frame from the original grant, perhaps convening a USAID/Northeastern sponsored working conference with present and potential private sector participants.

- Developing a co-op alumni advisory group of ASEAN co-op graduates working in the region.

- Acknowledging the difference between the projected role of the American Chambers of Commerce and their actual role today. They appear to be far more passive, less invested and less involved than the proactive partner role originally envisioned in early APEC papers.

- Clarify the purpose/objectives/priorities regarding U.S. private sector beneficiaries. Presently, the program is aimed at contributing primarily to U.S. company competitiveness in the APEC region. In the process of building supportive relationships in ASEAN/SP, Northeastern is also becoming catalyst/advocate for public sector policies which enhance private sector development in those countries. Question: What is the strategic agenda for Co-op education, whose interests should be served, and what kinds of participation are desired within both the U.S. and ASEAN/SP private sectors?

For All APEC Programs

- View potential 1993 workshops (with ASEAN/SP counterparts) as high priority forums for engaging, focusing, and developing private sector involvement with the training/HRD agenda. This means getting the participation of appropriate U.S. and possibly ASEAN/SP private sector representatives.

- Capitalize on the perspective and knowledge of the U.S. Embassy, USIS, and USAID mission private sector officers and other public and private sector collaborators in each country who can provide strategic guidance and even implementation points for the APEC/HRD agenda. Involve them in appropriate ways and forums. Clarify how the APEC strategic training/private sector agenda relates to their program's resources, and possibilities for participation.

d. New Private Sector Training Initiatives

As previously mentioned, the prerequisite for new directions, initiatives, and resource allocations is to first resolve a strategic private sector training agenda. Then new programming alternatives will become more clear. In this process, also consider the expanded potential and powers of state-of-the-art training technology and the spectrum of possible applications within an APEC strategic training agenda. Consider the kinds of change desired, the levels of intervention, and the time frames required to make an impact.

technical, to

➡ management, to

➡ leadership, to

➡ organization/institution, to

➡ larger industry/market/economic systems

Other program ideas include:

- *Trans-Pacific Leadership--The APEC Fellows Program* is an innovative program to identify and provide professional development, internships and high-level experiences for the Trans-Pacific leaders of the future (21st Century). Like the White House Fellows Program, or the Federal Execute Fellows Program, they would be geared to the unique public/private partnerships essential to APEC's transition to a thriving interdependent regional economic system. Nomination of exceptionally able and committed people from the private and public sector--who demonstrate significant leadership potential--are given extraordinary exposure, mentoring , and participation in private and public enterprise, private sector development policy and programs, APEC regional activities, management/leadership forums, APEC participation in the global economy, etc. They would also meet together periodically, and with sponsors, to share and synthesize experience and over time, would constitute an active alumni leadership network in APEC's continuing development.

- A version of the above APEC Fellows Program sponsored by U.S. and ASEAN private sector companies--each sponsoring a fellow and providing support services for the program.

- A permanent APEC Summer Institute which would institutionalize an auspices, setting, focal point, time, and structure for a high level multi-track HRD/Training program--like the ASPEN Institute, or various other summer institutes based out of university settings. The Institute could serve as the "integrator" of all APEC/HRD programs and projects. It could be formed and supported by a consortium of private sector companies and universities, with some government development funds. Perhaps all APEC partnership grantees could be required to participate in the permanent summer institute in some ongoing way as a condition of every grant. The Institute could rotate appropriately from one country to another like the U.N. or have concurrent sessions in different countries with full electronic conferencing and networking all year round. It could also be an expanding center or umbrella structure that embraces multiple tracks including the APEC Fellows Programs and other projects developed by the constituent parts of APEC. Finally, the Institute could be APEC/HRD's contribution to creating "critical mass" and synergy among the various other facets and working groups of APEC and is also a way to create a supportive forum for continuing institutional development.

- An *APEC 2000 Project* or *21st Century Project* which focuses all participants, training energies, strategies, resources toward a vision and action plans for the year 2000. There are many existing models for state, city, institution, regional year 2000 projects. An APEC/HRD 2000 Project which focuses all participants on vision, goals, strategies, and priorities for the HRD imperatives of the 21st century.

- An *APEC Private Sector Development Center* which brings together private and public leaders and organizations with a vested interest in private sector driven economic growth, vitality, and itnerdependence.

- An *APEC/USA HRD Leadership Exchange Program* or *Management Exchange Program* involving reciprocal exchanges between ASEAN/SP institutions and counterparts in the U.S. It would include companies, as well as traditional and non-traditional HRD and education/training institutions. The emphasis would be on developing counterpart relationships, perspectives, capabilities, and HRD capacity-building for APEC economic growth.

- An *Entrepreneur to Entrepreneur Project (E^2P)* - U.S. and ASEAN/SP Entrepreneurs would be trained on a self-selecting basis to work together to develop market-driven regional business opportunities and co-mentor one another on successfully exploiting these possibilities. Initial government seed funding would be required, supported, and sustained by the private sector.

- An *APEC Program for Training Related Innovation and R&D* - Four to six competitive grants of $20-50K for innovative, cutting edge projects which apply state-of-the-art HRD "technology" to the unique challenges and strategic priorities of APEC and which build a sustainable private sector involvement as a prerequisite.

- An *HRD/Private Sector Training Council (Advocacy Group)* - Leading experts in the field who know the APEC regional scene and who meet twice a year for one day to review and counsel about the APEC strategic agenda, acting as both sounding board and council of experts about the larger directional and strategic issues. They would also provide guidance for an *HRD/Training/OD Center* to be included in the *APEC Summer Institute.*

- Envision all of the APEC partnerships and linkages in their totality as one large multi-node network with the potential to synthesize and distribute strategic information and skill development within the entire APEC "marketplace"--thus becoming a "value-adding" facilitator of intellectual, experimental, institutional, and system-wide learning and development.

III. 1991 AND 1992 APEC WORKSHOPS

The 1991 APEC Workshop was the first occasion in which the participating agencies and partnerships had a forum to discuss the project and interact with representatives of all the components of the program. All three components of APEC were present at the workshop: university partnerships, outreach and cooperation education, and private sector training in addition to the participating agencies--the National Science Foundation, the Department of Education, the United States Information Agency, and the Northeastern University.

One of the primary objectives of the workshop was to encourage discussion around motivational activities that would incite collaboration among participants and build on their respective strengths. Through the one-day event, A.I.D. hoped that the lessons learned through the collective sharing of experiences would contribute to stronger linkages and foster a synergy that would allow the programs to exist beyond grant support. In one word: sustainability was the key mission.

The event took place at a centrally-located conference center in Washington, D.C. and approximately 35 participants were in attendance. In spite of the short time together, the group mixed well and seemed very open to new approaches, ideas, and strategies that would further enhance the existing programs and lead to new possibilities. Commonalities among the participants emerged. Avenues to encourage stronger communication among the groups was a high point of conversation. It was clear that all participants shared the concern of the availability of funding to continue the programs. Through discussions led by A.I.D. around the issue of future funding, the participants demonstrated a great deal of interest in looking at creative ways to continue program activities. Everyone shared the goal of gaining long-term benefits and were willing to support ways to overcome short-term obstacles.

The 1992 APEC Workshop is a two-day event to be held on December 9 and 10 with approximately 60 participants attending. This year's workshop is particularly timely due to the recent APEC Ministerial Meeting held in Bangkok, Thailand during which APEC was formally approved as an international organization. Following are the invitation letter and agenda for this year's workshop.

SAMPLE INVITATION LETTER

The Agency for International Development (A.I.D.), along with other participating offices of the U.S. Information Agency, Department of Education, and the National Science Foundation, is pleased to provide an advanced planning notice inviting U.S. Asia-Pacific Economic Cooperation (APEC) Partnership for Education Project Leaders to a workshop in Washington, D.C. beginning at 5:30 p.m. the evening of December 8 (Tuesday) and continuing through Wednesday, December 9 and Thursday, December 10, concluding at 5 p.m.

This workshop is especially timely in that the United States has assumed the chair of APEC this year, and APEC was formally approved as an international organization last month during an APEC Ministerial Meeting in Bangkok, Thailand. The APEC Secretariat will be established in Singapore.

In this context, the purpose of this A.I.D. sponsored workshop is to share experiences, identify lessons learned, build linkages and synergies with other APEC program components and, most importantly, consider the future challenges, directions and opportunities that lie before us. It will be important for the United States and the APEC Partnership for Education Project Leaders to explore and develop HRD strategies for sustainability and to increase participation of the private sector to support long-term economic growth in the APEC region.

This workshop is being designed to foster optimal collaboration among the 20 university partnerships, the Northeastern Cooperative Education Network, the NAFSA outreach program, ASPIRE Newsletter, and participating leaders from U.S. companies and associations. We expect an attendance level of about 60-70 people which includes representatives from the State Department, A.I.D., USIA, Department of Education and the National Science Foundation. An abbreviated draft workshop agenda is enclosed for your review.

A formal letter of invitation will be mailed to you in a few weeks complete with an information packet that will include hotel and transportation information, a preliminary participant list, and an updated agenda. Although A.I.D. will arrange lodging at discounted U.S. Government rates, all attendees will be responsible for their own travel, hotel and meal expenses. All other workshop expenses will be covered by A.I.D.

Although some grant cycles will have technically concluded prior to the workshop, it will be of great mutual benefit for those involved to actively share their experiences and insights into future plans and possibilities.

We hope this advance notice provides you maximum lead time to schedule your participation in the workshop and to also stimulate thoughts on how to make it most productive for you and your colleagues. To get an idea of attendance levels, please complete the registration form to tentatively confirm your participation.

Creative Associates International, Inc. (CAII) will be handling the workshop logistics. If you have any questions or wish to discuss aspects of the workshop, please do not hesitate to contact Ms. Kim Enferadi or Ms. Marie Laurion of CAII. Their telephone number is (202) 966-5804 and fax number is (202) 363-4771.

We believe your participation and experiences are vital ingredients for a successful workshop and look forward to seeing you in December.

Sincerely,

Thomas Nicastro
Chief
Technical Resources Division
Development Resources Office
Asia Bureau

Enclosure

WORKSHOP AGENDA

Asia-Pacific Economic Cooperation (APEC) Partnership for Education

First Day: December 9

Morning Plenary: Format will be panel discussions with plenary questions and answers.

8:00 - 8:30	Registration; coffee and pastries
8:30 - 8:45	Administrative workshop announcements
8:45 - 9:00	Opening remarks: Phyllis Forbes Director, Office of Development Resources Bureau for Asia Agency for International Development
9:00 - 9:15	APEC Partnership for Education Overview: Kerri-Ann Jones, Deputy Chief Asia Development Resources and Technical Resources Bureau for Asia Agency for International Development
9:15 - 10:00	Overview - NSF Partnerships and Plenary Q&A/Discussion
10:00 - 10:45	Overview - Department of Education Partnerships and Plenary Q&A/Discussion
10:45 - 11:00	BREAK
11:00 - 11:45	Overview - NAFSA Outreach and Project ASPIRE
11:45 - 12:30	Overview - Northeastern Cooperative Network and Private Sector Programs
12:30 - 1:45	LUNCH (on your own)

Afternoon Workgroups: Workgroups will assemble by project activity

1:45 - 3:15	*Session I* Workgroup Objectives: Information sharing and lessons learned (A) University Partnerships (B) Outreach (C) Co-op
3:15 - 3:30	BREAK
3:30 - 5:00	*Session II* Workgroup Objectives: Strategies for sustainability and private sector involvement (A) University Partnerships (B) Outreach (C) Co-op

Evening Reception

5:30 - 7:00	Welcoming Remarks:	Sandra Kristoff, Deputy Assistant Secretary Bureau of East Asian and Pacific Affairs Department of State

Second Day:

Morning Plenary and Workgroups:

8:00 - 8:30 Coffee and pastries

8:30 - 10:30 Workgroup Presentations: Reports on Work Sessions I and II from previous day

Session I (20 minutes per workgroup)
(A) University Partnerships
(B) Outreach
(C) Co-op

Session II (20 minutes per workgroup)
(A) University Partnerships
(B) Outreach
(C) Co-op

10:30 - 10:45 BREAK

Afternoon Workgroups and Plenary: Three parallel cross-section workgroups will mix participants across project activities.

10:45 - 12:00 *Session I*
Cross-Section Workgroup Objectives: Building linkages, integration, and synergies across project components

(A) Workgroup I
(B) Workgroup II
(C) Workgroup III

12:00 - 1:15 LUNCH (on your own)

1:15 - 2:30 *Session II*
Cross-Section Workgroups : Future directions, opportunities, challenges, strategies

(A) Workgroup I
(B) Workgroup II
(C) Workgroup III

2:30 - 2:45 BREAK

2:45 - 4:45 Cross-Section Workgroups: Reports on Work Sessions I and II from morning workgroups

Session I (20 minutes per workgroup)
(A) Workgroup I
(B) Workgroup II
(C) Workgroup III

Session II (20 minutes per workgroup)
(A) Workgroup I
(B) Workgroup II
(C) Workgroup III

4:45 - 5:00 Wrap-up

IV. SUMMARY OF ALL APEC COMPONENT ACCOMPLISHMENTS

This section is represented by three summary charts that provide a composite picture of the accomplishments achieved by the APEC Partnership for Education Project. The three charts are:

A. Master Table of Accomplishments

B. Multiplier of U.S. Government Funds through Cost Sharing

C. List of U.S. Private Sector Companies

A. MASTER TABLE OF ACCOMPLISHMENTS

1. PARTNERSHIPS FOR EDUCATION

PARTNERSHIP SUMMARY - ACCOMPLISHMENTS

PARTNERSHIP	ACCOMPLISHMENTS					
	Faculty visitations/ exchanges	Student degree programs &	Workshops/seminar	Curriculum dev't	Publications/ written products	Other
Carnegie Mellon University National University of Singapore	2	1	1		2	advice & consultation on establishing
New Jersey Institute of Technology University of Indonesia at Jakarta	4	1	1	1	1	
Rutgers University Industrial Research Institute of Malaysia	2	1	2	1		
University of Pittsburgh University of Malaysia National University of Singapore	3	1	4		1	counseling
Washington State University University Teknolgi Malaysia	9	4	1 (2/93)		"some"	3 administrative visits
*Bentley College Ateneo de Manila University	4		1	"some"		1 or 2 student visits per year expected
*Fletcher Law School National University of Malaysia	2		1			2 upcoming visits
Memphis State University Southern Illinois University University of Utara Malaysia	9	2	2	"some"		3 administrative visits
Texas A&M University University of Texas at Austin University of Indonesia	2					1 administrative visit
University of California at Los Angeles National University of Singapore	8	1	1	"some"		possible self-financing; seminar in LA next year
University of Michigan ASEAN Chambers of Commerce[1]	5	7	3			
University of Michigan ASEAN Chambers of Commerce[2]	4	8		10-15		
University of Southern California MBA/Bandung Institute-Jakarta Institute for Mgt. Educ. & Dev't. - Jakarta	8		4			1 administrative visit 20 traveling internships
University of Southern California MBA/Bandung Institute-Jakarta Institute for Mgt. Educ. & Dev't. - Jakarta	7		1	"some"		
TOTALS:	69	20	22	2+	14-19	

* These two partnerships fall under one NSF grant

2. OUTREACH

Aspire Newsletter

Publication

- 3 issues published, 16 pages per issue, about 50,000 copies per issue printed and distributed (total of 150,000 copies distributed)

Distribution	ADDRESSES	# COPIES
• Colleges and Universities (including partnerships and NEU)	619	10,120
• Student Organizations	253	5,000
• Job Fairs, Regional Centers, Peterson's Connexion		1,000
• NAFSA Conferences		1,000
• ASEAN	108	

Content Analysis	# OF ARTICLES
A. Topic/Subject	
• Reentry	9
• Job Search/Fairs	8
• Interviews/Resumes/Cover letters	8
• Networking/E-mail	5
B. Information about or for other APEC Program Components	
• Partnership	5
• Co-op/Workstudy	2
• Regional Centers	5
• Private Sector	7
• Incentive Grants	8
C. Special Features	3
• Petersons Connexion (Eight hundred ASEAN/SP students have registered with Peterson's Connexion via the newsletter.)	(+3 ads)

Cost	AMOUNT
• Printing	$20,276
• Distribution	$ 6,888
• Total Cost	$27,164

Incentive Grants

Grants Awarded

- A total of twenty grants have been awarded in the fifteen-month period between July 1991 and September 1992. The amount of funds committed to date is $39,500.

Location by Region

REGION	NO.
• Northeast	1
• Mid-Atlantic	1
• Southeast	0
• Midwest	7
• Northwest	4
• Southwest	3

Type of Event

EVENT	NO.
• Workshop	20
• Network Development	5
• Written product/publication	5
• Roundtable	2
• Conference	1

Content

TYPE	NO.
• Interviewing Techniques	8
• Networking	2
• Employer roundtables/Job search	5
• Resume preparation	3
• ASEAN news updates/discussions	5
• Practical training issues/Immigration	4
• Cross-cultural differences in the workplace/Reentry issues	2
• Orientation/reception	2
• Alumni questionnaire	1

Eight articles have come from Incentive Grantees. They are also sources of student feedback when determining the content of the articles for the newsletter.

Regional Centers

Overall Accomplishments

- Two out of the three RCs publish their own newsletters to showcase events in their region.
- One RC has established an Advisory Committee; private sector linkages are often initiated through this relationship.
- Databases have been established and continue to expand on: students, private sector employers, and member institutions.
- All three RCs have conducted student surveys (formal and informal) to assess student needs.
- Fourteen skill development workshops have been conducted by the RCs with a full complement of activities planned for the coming year.
- One RC has harnessed student enthusiasm and directed it toward volunteer activities.

Membership/Outreach Assessment

	REGIONAL CENTERS		
	Metro International (East)	Ball State University (Central)	Univ. of California & Southern California Careers Consortium (West)
Membership (Institutions)	65	16	40
Potential Membership (Institutions)	305	200	200
Outreach (Students)	2700	5000	2500
Potential Outreach (Students)	5800	6600	4400

3. NORTHEASTERN UNIVERSITY EDUCATION CO-OP

- 55 co-op students placed with American companies who have operations/affiliates in the ASEAN/SP region;
- 8 students placed in permanent home country jobs with American firms;
- 34 companies actually receiving co-op students;
- 47 companies willing to receive co-op students in 1992;
- 70 companies willing to participate in 1993 with total prospective placement slots of 53 students, indicating major expansion of placement requests and opportunities;
- 8 companies are receiving 30 of total placements, indicating expansion of interest in co-op by these companies;
- 29 students in U.S. worksites, 27 students in home country worksites;
- Pool of 881 qualified ASEAN students in 73 academic majors from which to source/refer to participating companies; and
- 4 U.S. companies requested by ASEAN governments to include internships and co-op placements as part of present and future business arrangements with host countries.

B. MULTIPLIER OF U.S. GOVERNMENT FUNDS THROUGH COST SHARING

FIGURE 6

MULTIPLIER OF U.S. GOVERNMENT FUNDS THROUGH COST SHARING

PROGRAM AREA	U.S. GOV'T $$$ 1991/1992	COST SHARING	TOTALS
PARTNERSHIPS			
National Science Foundation	$500K	$400K	$900K
Department of Education	$800K	$950K	$1.4M
OUTREACH	$300K (Approx.)	$120K*	$420K
CO-OP WORK/STUDY			
NEU Network	$300K	$170K	$470K
TOTALS	$1.9M	$1.8M	$3.6M

* Soft estimate.

C. LIST OF U.S. PRIVATE COMPANIES

1. UNIVERSITY PARTNERSHIPS

U.S.

ALCOA
Apple
ARCO
ARCO-Polyol
AT&T
Arthur Anderson (and other Big Six accounting firms)
Chemical Waste
Colgate/Palmolive
Connor
DEC
Dow Chemicals
General Electric
Hewlett-Packard
Hughes Aircraft Systems
IBM Singapore
John Fluke
Maxtor
Motorola
NYNEX
Oil companies
Pepsi Philippines
Prentice Hall
Seagate Technology
Seimans
Sun Microsystems
Tektonix
Union Charbide Chemicals
Upjohn Indonesia
Westinghouse

ASEAN

AMCHAM
Bank Njara Indonesia
Detlas
Indosat
Mandarin Hotel Group
Natsteel Singapore
Pertamina
Petronas
PT Astra
PT Bangun
PT Federal Motors
PT Goldstar
PT Gs Battery
PT Guinan
PT Honda
PT Kumatsu
PT Toyota
Sony S.E. Asia
USA-UTAMA

2. OUTREACH

American ASEAN Trade Council, Inc.
Arthur Andersen
Asian American Higher Education Counsel
A.T. Kearney
Banker's Trust (Hong Kong)
Chemical Bank
Citibank
Dana Corporation
Economic Board of Singapore
Esso/Exxon
Harvest International
IBM
Infosys Pacific
Intel Technology of Penang
Johnson & Johnson
Lee Foundation
Malaysia Tobacco Company
Manchester International
McKinsey & Company
Mobil
Motorola
Perwira Habib Bank Malaysia
Peterson's Connexion
Proctor & Gamble
SC Johnson Wax
Singapore Economic Development Board
Spicer Asia in Thailand
The Coca-Cola Company
The Southeast Asian Initiative
The Philippine Center

3. NORTHEASTERN UNIVERSITY EDUCATION CO-OP

Refer to the following two data sheets from NEU which are overlapping in content but convey useful information in different formats:

1. Northeastern University Education Co-op - Corporate Participant List

2. Northeastern University Education Co-op - Corporate Participation List by Stage of Development

NORTHEASTERN UNIVERSITY EDUCATION CO-OP

CORPORATE PARTICIPATION LIST

DATABASE 5. Corporate Participants based on current communications, 1991/1992; Prospective Placements, 1991/1992; Actual Placements, 1991/1992 and Prospective Placements, 1992/1993;

Worksites of Countries: (U.S.) - United States / Southeast Asia and South Pacific Island Nations: (I) - Indonesia; (M) - Malaysia; (P) - The Philippines; (S) - Singapore; (T) - Thailand; (SAI) - Saipan / Asia-Pacific; (H.K.) - Hong Kong; (C) - China

An asterisk (*) next to a number indicates that the Employer has confirmed a placement for Fall '92. Students have not been selected.

Corporate Participants 1991/1992	Prospective Placements 1991/1992	Actual Placements 1991/1992	Prospective Placements 1992/1993
ABB/CE (U.S.) (I)	2*	2	2
ADHI PERMATA (I)		1	
ALLISON (U.S.)	3	1	2
AMERICAN EXPRESS (I)	2	2	2
PT AMERINDO (I)		2	
APPLE COMPUTER (S)			1
THE ASIAN WALL STREET JOURNAL (H.K.) (S.)	1		1
AT&T NETWORK SYSTEMS COMPANY (U.S.) (I) (T) (M)	6	3	6
AVON PRODUCTS			1
BADGER (U.S.) (I)	1*		1
BANK OF AMERICA (T)		1	1

BELL ATLANTIC INTERNATIONAL (U.S.)	7	7	7
BOEING (U.S.)	2		
BRISTOL MYERS SQUIBB	2*		3
BURSON - MARSTELLER (T)			1
CALTEX (U.S.) (M) (T)	2		3
CALTEX (ASIA) LTD. (S)	1	1	1
PT. CBI (I)	2*		2
CATERPILLAR (S) (I)			1
CHASE MANHATTAN BANK, N.A. (I)			1
CHIQUITA BRANDS (I)	4		4
CIGNA WORLDWIDE (U.S.) (I)	1*	1	4
CITIBANK, N.A. (I) (T)	2*	1	3
COMPAQ (S)	2		2
PT. CORELAB (I)	2		1
CSN ASSOCIATES (T)	2		2
PT DANAPAINTS (I)			1
DEC (H.K.) (S) (T)			3
DFS SAIPAN (SAI)	1		1
ECONOMIC and BUSINESS/ REVIEW INDONESIA (I)	1		1
ERNST & YOUNG (M)	1	1	1

EXXON INTERNATIONAL (I) (M)			2
FREEPORT McMoRan (U.S.) (I)	12 1*	12	12
FLUOR-DANIEL (I)	1*		2
FRITZ COMPANIES			2
GAS VENTURE ADVISORS (U.S.)	2	1	2
GENERAL ELECTRIC (U.S.)	2	1	2
GENERAL MOTORS (S) (I)			1
GTE SYLVANIA (S)			1
HARPER GROUP			2
HARRIS SEMICONDUCTOR (S)			1
PT. HARVEST INTERNATIONAL (I)	1	1	
HUGHES (U.S.)			1
HEWLETT-PACKARD (S)			1
HILL & KNOWLTON (U.S.)		1	
HOYT MANUFACTURING (U.S.)	1*		1
HYATT INTERNATIONAL JAKARTA ARYADUTA (I)		1	1
IBM INDONESIA / PT USI INFORMASI JAYA (I)	4	1	4
and BUSINESS PARTNERS (I)	6		6
PT. INDO-AD (I)	2	1	2
INGERSOLL-RAND (I) (M) (S) (T)	3*		4
INTEL (M)	1	1	1

JARTON ASSOCIATES (I)	1		1
J.P. MORGAN (U.S.) (S)	1		1
JOHNSON & JOHNSON MEDICAL (I) (M) (S)	3	2	3
MATTEL (U.S.) (I) (M)	3		3
MOTOROLA (U.S.) (M)			2
MOTOROLA INTERNATIONAL CELLULAR (U.S.)	2*		3
NORTHERN TELECOM (U.S.) (I)			1
NYNEX NETWORK SYSTEMS COMPANY (U.S.) (I) (M) (S) (H.K.)	7	5	7
OCCIDENTAL	1		1
PARSONS BRINCKERHOFF (U.S.) (H.K.)	1		1
PT. TRIPATRA ENGINEERING (I)	2*		2
REGENT HOTEL (M)			1
RICH FOODS (U.S.) (S)	1		1
SEARS (S)	1	1	1
SALOMON BROTHERS (U.S.) **		1	
SHELL INTERNATIONAL (I) (M) (T)	1		6
SIAMTEC (T)	2*		2
SPIRA SARCO (T)			1
PT SIEMENS (I)	2	3	3

SIEMENS E & A (U.S.)			1
3M (M)			1
UNOCAL (I)			1
WARNER LAMBERT (I) (T)	2	1	2
WORLD WILDLIFE FUND (I)	1		1
Total:	93	56	153

Summary:

Corporate Participants, 1991/1992: 75

Prospective Placements: 1991/1992: 93

Actual Placements to date: 1991/1992
Related to APEC Project: 56

Actual Placements to date: 1991/1992
Related to Asia-Pacific: 1

Pending Placements, 1992: 22
See (*) Note to Database 5.

Prospective Placements: 1992/1993: 153

(*) NOTE to Database 5

Partial Listing of Employers, Fall, 1992 Prospective Placements Available:

• ABB/Combustion Engineering (U.S.)	2
• Badger (U.S.)	1
• Bristol Myers Squibb (I) (M)	2
• PT CBI (I)	2
• Citibank, NA (I)	2
• Cigna Worldwide (U.S.)	1
• Fluor Daniel (U.S.)	1
• Freeport McMoRan (U.S.) (I)	1
• Jarton Associates (I)	1
• Hoyt Manufacturing (U.S)	1
• Ingersoll Rand (M) (C)	3
• Motorola International Cellular (U.S.)	2
• PT Tripatra Engineering (I)	1
• Siamtec (T)	2
TOTAL	22

NORTHEASTERN UNIVERSITY EDUCATION CO-OP

CORPORATE PARTICIPATION LIST BY LEVEL OF DEVELOPMENT

- Companies with pilot programs
  - ABB Combustion Engineering
  - Allison Gas Turbine
  - American Express
  - Bank of America
  - Bell Atlantic International
  - Caltex Asia Ltd.
  - Cigna Worldwide
  - Citibank
  - Ernst & Young
  - Gas Venture Advisors
  - General Electric
  - IBM Indonesia
  - Ingersoll Rand
  - Intel
  - Johnson & Johnson
  - Motorola Semiconductor
  - Motorola International Cellular Infrastructure
  - JP Morgan
  - Ogilvy & Mather (PT Indo-Ad)
  - Regent Lighting
  - Siemens
  - Warner Lambert

- Companies which will try program in 1993
  - Advanced Micro Devices
  - Asian Wall St. Journal
  - Bristol Myers Squibb
  - Burson Marsteller
  - CSN & Associates
  - Caltex
  - Chicago Bridge & Iron
  - Compaq
  - PT Corelab
  - Digital Equipment Corp.
  - Hewlett Packard
  - IBM
  - IMS, a Dun & Bradstreet Co.
  - International Systems Management
  - Mattel Toys
  - Mission Energy
  - Occidental
  - Regent Hotel
  - Salomon Brothers
  - Seagate

Shell
Siamtec
Spirax Sarco
Texas Instruments
3M
Uniroyal
Warner Lambert

- Companies which have formalized program
  Freeport-McMoRan
  NYNEX Network Systems
  AT&T Network Systems

V. SUMMARY OF APEC RECOMMENDATIONS FOR IMPROVEMENT

AREA	RECOMMENDATIONS FOR IMPROVEMENT
A. PARTNERSHIPS FOR EDUCATION	• Recognize and capitalize on these "program assets" and the potentials being created through the PFE programs. Consider the following options for nurturing, expanding, and leveraging these assets in order to realize the greater long-term benefits that are possible. - Competitive add-on grants of $40-80K to provide the time and continuity to more fully develop promising partnerships and support/promote the transition to sustainability and private sector involvement. - Expansion of the PFE program with several new partnerships over the next few years. - Periodic (annual) forums or workshops bringing the PFE participants on both sides to share experiences, network, synergize learnings for the future, and build synergies among the PFE's. - Some form of electronic networking on both sides and trans-Pacific. - Exploration and development of a larger strategic framework in which the various PFE's could participate, contribute, and create a higher dimension of synergy. - More stringent grant application and review process by A.I.D., DOE, and NFS. - Provide newly selected grantees with an orientation of learnings from PFE's that have gone through one year of development.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
B. NAFSA - ASPIRE	• Understand that this strategy almost by definition, requires time, patience, persistence, "critical-mass", synergies, and cumulative impact before the real picture emerges. • Revisit, review, and redefine the purpose, goals and desired outcomes of the outreach component of APEC/HRD and clarify the what, why, how, and where of outreach and where it fits into the larger strategic agenda of APEC/HRD economic and institutional development, and "training the trans-Pacific leaders of the future."

AREA	RECOMMENDATIONS FOR IMPROVEMENT
1. ASPIRE NEWSLETTER	• There needs to be a long-term commitment to developing and implementing a management, editorial, and marketing strategy appropriate to the APEC market and constituencies. • Provide the newsletter staff with exposure/access to the professional expertise, guidance, and techniques necessary for real newsletter success. This is a specialized field of experience and expertise. • There needs to be long-term continuity to the "ownership," sponsorship, governance, and leadership of the newsletter. • Continue to sharpen the real purpose, focus, strategy, "market niche" as a function of gaining a better, deeper, more comprehensive analysis of this market of readers. Learn more about their needs and wants and what kinds of information can serve this (these) market niche(s) with more uniqueness and value than alternative/information sources. Focus the content and communications power of the newsletter to create a common ground between the needs/interests of readers and the objectives/interests of the providers of information. • Develop a reader profile with a newsletter reader response survey (all pertinent reacher characteristics). • Develop a more strategic, long-term approach to content, substance, and editorial priorities. • Utilize the myriad number of ways to use print styles, pictures, graphics, headlines/headings and many other visual and stylistic devices to "reach out" and "connect" with the intended reader. • Find the proper balance between: (1) serving the information needs of 40,000 ASEAN students, and (2) making the newsletter the "integrative publication" of all constituent parts of APEC/PFE without sinking to the lowest common denominator. • Implement much more systematic efforts and arrangements must be made to get newsletters into the hands of the ultimate individual readers, per specific suggestions in body of report. • Develop a strategy and program based on providing a cost beneficial medium for advertisers/sponsors who want to reach the ASEAN/APEC student market niche. • Explore the potential common interests between companies (employers), and students, university

AREA	RECOMMENDATIONS FOR IMPROVEMENT
2. INCENTIVE GRANTS	• Encourage and support the capture and replication/repackaging/republishing of useful information of value to ASEAN students who did not attend. • Create or support an information clearinghouse function at some logical location (e.g., one or all of the 3 regional centers), or NAFSA, that is able to receive, package and distribute replicable information to ASEAN students country-wide. • Support the development of an ongoing national ASEAN student network in which all grantees would be required to participate as a condition for grant qualification. Expand on the ASPIRE computer network for ASEAN students. • Utilize the newsletter as a purveyor of ASEAN clearinghouse information products which can be selected and ordered by readers. • Provide small ($2-5K) follow-on grants for projects of exceptional merit which would create a resource of <u>continuing value</u> to the ASEAN student community nationwide. • Allocate incentive grants only if they meet one or both of the following considerations: - they contribute something of <u>ongoing value</u> to the national ASEAN student community or the ASEAN/APEC institutionalization objectives; or - each grantee is a part of a large cluster of incentive grants that all together are aimed at developing a larger national ASEAN student project or program.
3. REGIONAL CENTERS	• Consider the possibility of relating all the outreach programs into one overall communications and information service enterprise in which each project plays a complementary and reinforcing role. • Continue to expand teleconferencing activities and increase private sector involvement. Develop strategies and programs that will attract private sector investment. • Provide "longer-term business planning" and "marketing campaign planning" assistance to the RCs as a group--perhaps in the context of workshops just for the outreach programs.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
C. NORTHEASTERN CO-OP EDUCATION (Specific Recommendations for NEU Co-op Education are included under Private Sector Training Section)	• Given the magnitude, complexity, degree of pioneering and relationship building involved, a minimum of three years seems like an appropriate "greenhouse" phase rather than any less. • It will take a little more time to evaluate the effectiveness of the other co-op network universities and the rationale for expanding, or pruning the network or going beyond the formally designated network schools for sourcing students.
D. PRIVATE SECTOR TRAINING	• Infusion of ideas for improving and building upon existing training-related initiatives of existing APEC programs and projects. • The need, rationale, and ideas for new private sector training options, strategies, and programs, some quite different from the present approach. • Develop a larger private sector strategic framework of training purposes, goals, and priorities which could focus both traditional or non-traditional efforts and leverage private sector training capabilities and limited resources toward more clearly chosen objectives.
1. PERSPECTIVES ON PRIVATE SECTOR INVOLVEMENT (Key factors that motivate the private sector)	• Clearly defined purposes and goals which are aligned with corporate needs and capabilities. • Real benefits and values which contribute to their competitive, market, and economic/financial advantage. • Things that contribute to their long-term strategic mission and build the human, technical, and managerial capabilities that will drive their success. • Predictable, stable, long-term "rules of the game" ground rules for participation/competition/involvement, within which the private sector can plan and commit resources. • Incentives like development or seed capital in the short-term which give them time and latitude to develop sustainable profit-making activities in the long-term. • Social responsibility and corporate citizenship that will contribute to creating and sustaining a favorable business environment.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
2. SPECIFIC RECOMMENDATIONS AND OPTIONS	**Strategic Considerations and Issues** • Develop an overarching strategic private sector training agenda that is: (1) directly related to, and supportive of, the larger vision, purposes, goals, and priorities of APEC at this stage of evaluation, (2) enables the HRD component to contribute to the desired development and institutionalization thrusts of APEC, and (3) is attuned to the competitive and economic needs of the private sector (indeed is focused even more sharply to selected segments, sectors, priorities within the private sector). This means defining a powerful vision, appropriate purposes, goals, and priorities that will more sharply focus private sector involvement and training strategies. • Identify a unifying focus and theme so that resources can be targeted. • Conduct a needs assessment that defines goals and desired outcomes by way of changes in skills, behaviors, systems, processes that advance the real competitive market and financial self-interest of private companies/organizations. • Establish the level of funding and duration of time commitment A.I.D. is prepared to apply to this endeavor. • Be guided by the cost-effectiveness of training in ASEAN/SP countries compared to the cost of transport back and forth to the U.S.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
2. SPECIFIC RECOMMENDATIONS AND OPTIONS (CONTINUED)	• Determine the appropriate balance between developing long-term sustainability versus demonstrating near term impact and accomplishment. • Identify the type of strategy to achieve the greatest long-term impact and the appropriate point of leadership and accountability for direction/action/results. • Determine the degree to which U.S. partners and experts are co-learners with ASEAN/SP. • Allow an acceptable balance of innovation and risk aimed at possibilities of greater reward. • Build on the values and efficiencies of existing relationships. • Recognize the political and economic importance of speed of deployment and the relative priority of demonstrable results in the near term. • Develop an expanded and longer term view of cost-effectiveness. **Increasing Private Sector Involvement in Present Programs** • Make decisions about where "non-traditional" training organizations per Beck report fit into a larger "strategic agenda." Their role should be determined only after resolution of the larger issues raised in this report and that "non-traditional" be viewed as a means of delivery rather than a goal in itself. • Develop and articulate in more current, clear, and tangible terms the U.S. government's commitment to APEC and vision for its future, and how this is related to specific, real, and long-term vested interests of the private sector. • Develop mechanisms and forums that will engage private sector leadership in the APEC/HRD process at the policy/strategy/program levels, e.g., Business Advisory Councils or Visiting Committees. • Explore and implement an appropriate electronic networking and conferencing system to enhance on-going private sector collaboration with other public and trans-Pacific counterparts--as well as the integration and synergy among component programs.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
2. SPECIFIC RECOMMENDATIONS AND OPTIONS (CONTINUED)	*For the DoE/NSF Partnerships* • After a strategic agenda is formalized, consider smaller highly focused add-on challenge grants for the express purpose of furthering and ensuring long-term private sector relevance, participation, and sustainability (e.g., $20-40K requiring 1 to 1, or 2 to 1 match/cost sharing.) *For the Northeastern Co-op Network* • Conducting more systematic survey research, and involving companies in, rethinking/reinventing the co-op model to fit the unique differences and requirements of the ASEAN/SP environment (and differences among ASEAN countries). • Undertake a more systematic exploration, documentation, and analysis of the benefits/cost equation for business participants over the short and longer term. • Explore the idea of developing a co-op network and system based within the indigenous ASEAN/SP universities and private sector communities, i.e., a train-the-trainer and capacity building strategy. • Develop a co-op alumni advisory group of ASEAN co-op graduates working in the region. • Acknowledge the difference between the projected role of the American Chambers of Commerce and their actual role today. • Clarify the purpose/objectives/priorities regarding U.S. private sector beneficiaries. *For all APEC programs* • View future workshops (with ASEAN/SP counterparts) as high priority forums for engaging, focusing, and developing private sector involvement with the training/HRD agenda. This means getting the participation of appropriate U.S. and possibly ASEAN/SP private sector representatives. • Capitalize on the perspective and knowledge of the US Embassy, USIS, and USAID mission private sector officers and other public and private sector collaborators in each country who can provide strategic guidance and even implementation points for the APEC/HRD agenda. Involve them in appropriate ways and forums. Clarify how the APEC strategic training/private sector agenda relates to their programs resources, and possibilities for participation.

AREA	RECOMMENDATIONS FOR IMPROVEMENT
2. SPECIFIC RECOMMENDATIONS AND OPTIONS (CONTINUED)	**New Private Sector Training Initiatives** • *Trans-Pacific Leadership--The APEC Fellows Program* • A permanent *APEC Summer Institute* • An *APEC 2000 Project* or *21st Century Project* • An *APEC Private Sector Development Center* • An *APEC/USA HRD Leadership Exchange Program* or *Management Exchange Program* • An *Entrepreneur to Entrepreneur Project (E^2P)* • An *APEC Program for Training Related Innovation and R&D* • An *HRD/Private Sector Training Council (Advocacy Group)* • Envision all of the APEC partnerships and linkages in their totality as one large multi-node network with the potential to synthesize and distribute strategic information and skills within the entire APEC "marketplace"

VI. RECOMMENDATIONS TO DEVELOP A SCOPE OF WORK FOR A FUTURE EVALUATION

A. PURPOSE AND CONTEXT OF EVALUATION

The Statement of Work asks for a "report that will serve as a baseline study for future detailed evaluations," and more specifically for "recommendations to develop a scope of work for such an evaluation."

The original statement of purpose for this evaluation is found in the February 15, 1991 A.I.D. Project Paper which specifies:

> Funds have been included in the project budget to conduct an evaluation during the third year of implementation. The evaluation will focus on three principle topics:
>
> 1. Progress in meeting quantitative targets and the likelihood of accomplishing overall project objectives (e.g., numbers of education partnerships, outreach activities).
>
> 2. A qualitative assessment of the project's impact (e.g., effectiveness and potential impact of partnerships and training components on students and local organizations and institutions; placement of student participants).
>
> 3. Sustainability of principal program components, focusing on maintenance of partnerships established through the project.

B. RELATIONSHIP OF PRELIMINARY EVALUATION TO FUTURE EVALUATION

This October 1992 "Preliminary Evaluation" identifies, highlights, and puts into perspective many issues (major and minor) which could warrant closer assessment in a formal evaluation. Rather than repeat all of these points in this section, it will be assumed that this entire report will serve as input for developing the future Scope of Work. This "preliminary evaluation" lays the framework, the directions and the priorities of emphasis for a subsequent formal evaluations. In this regard, it is useful to highlight both the contributions and the limitations of this report so that evaluation resources and capabilities can be targeted more effectively.

CONTRIBUTIONS/STRENGTHS:

- descriptive information about the operations of component programs--history, plans, activities, some quantitative indicators of progress, and some qualitative/subjective indicators;

- identification of early stage issues, challenges, and areas of improvement;

- how resources/funds are being deployed and used;

- perspectives, questions, and ideas about the overall APEC/HRD and component program purposes, objectives, strategies, and priorities; and an

- understanding of the American partners and their participation.

LIMITATIONS (which need special attention in the formal evaluation):

- lack of "hard" and well-focused information about the "market" and constituencies of APEC programs--who they are, what they need and want and why;

- lack of "hard" information about benefits and values being created (for whom, in what terms) and useful benefit/cost measures that will help answer the question "compared to what?" (alternative strategies and programs);

- lack of personal feedback information directly from private leaders, managers, and ASEAN/SP students in the U.S.;

- lack of on-site contact and direct assessment of the ASEAN/SP side of partnership programs and projects; and

- still early and premature for clear assessment of cumulative long-term impacts--especially the more qualitative areas such as institutional or corporate relationships, or the results of education, research or training, or the outreach "penetration level" of APEC/ASPIRE newsletter and information among ASEAN/SP students in the U.S.

OTHER KEY FACTORS AND CONSIDERATIONS

Several other factors will effect the approach to evaluation, including:

- the importance of leveraging the "program assets" already in the field;

- the particular visions, goals, priorities of the U.S. Chairmanship of APEC, and the mandate for institutionalization;

- the extent to which strategic program development is included or excluded--major decisions need to be made about how the evaluation will relate to the larger matters of developing a strategic agenda for APEC/HRD programs and the level of further program development desired or required;

- the timing of the evaluation--the further in the future it is, the more it will need to cover new ground since this "baseline study."

- the amount of APEC "program capital" remaining and the degree of latitude remaining to influence future programming decisions--the more funds and the more

flexibility, the higher the stakes for evaluation, and the greater the emphasis on recommendations for the future;

- the importance of assessing the APEC/HRD program at the level of its collective, strategic totality, e.g., synergies, integration, cumulative development and impact--this is an evaluation dimension and challenge beyond merely the summation of component project evaluations;

- the extent which APEC participants are using communication technologies like electronic networking and conferencing; and

- the emphasis on private sector involvement and the need to assess private sector:
  - perceptions of investment and benefit regarding APEC/PFE
  - decision making factors versus APEC/PFE
  - market forces that determine character and degree of participation.

C. GENERAL PURPOSES OF EVALUATION

With these background specifics, a review of the general purposes of evaluation is in order. Four levels are important for APEC/PFE:

Level	Potential Benefit
1. Performance versus plan (operating effectiveness)	1. Ways to improve performance
2. Plan versus mission/goals (program appropriateness)	2. Possible review and revision of project plans and/or missions
3. Benefits versus cost (impact versus resources required)	3. Possibilities for increasing the benefits versus costs
4. Comparison with other appropriate, feasible alternatives	4. Perspectives and decisions about alternative approaches, strategies, programs

The most important thing to have in mind about an evaluation is the uses to which it will be put. How can the information be used after the evaluation has been conducted? What choices, alternatives, courses of action, and decisions can the evaluation help address?

D. SCOPE OF WORK - GENERAL OUTLINE

I. Background and Overview

A. Summary Description

B. Brief history of origin and key development stages of 1991 and 1992

C. Position and relationship of HRD component among the other APEC workgroups

D. Significance of U.S. Chairmanship and resulting institutionalization agenda for APEC

E. Overview of APEC in 1993 and the next stage of development with the main issues and challenges for the next couple of years

F. Preliminary evaluation--key perspectives, contributions, and limitations, references to this report.

G. 1992 Workshop--key outcomes

H. Purposes and intended uses of the 1993 evaluations--progress and planning information, strategic decisions/alternatives/courses of action to be considered subsequently

I. Relation of USAID Mission/Private Sector Programs with APEC/PFE

II. Outline of Key Perspectives and Issues Raised in Preliminary Evaluation/Baseline Study

A. Overall APEC/PFE Program

B. Partnerships

C. Outreach

D. Co-op Education

E. Private Sector Training

III. Statement of Work

A. To provide detailed quantitative and qualitative assessment of each program and project at 4 levels:

1. Performance versus plan (progress versus goal, objectives)
2. Plan versus mission (appropriateness and possible revisions)
3. Impact-short and long-term (benefits versus costs)
4. Benefits/costs versus alternative approaches being considered

B. To focus on priority areas of emphasis requiring detailed and documented assessment:

1. Cost sharing and resources supplementing U.S. funds
2. Sustainability in programmatic, financial, leadership and market-driven aspects

3. Private sector involvement in all HRD and training-related activities (appropriateness and nature of participation, degree of commitment, resources allocated, value-added, benefits generated and received, needs being addressed, realistic outlook for future levels of private sector participation, issues/limitations/opportunities regarding private sector involvement)

C. To assess long-term future prospects of all programs and projects, and lessons being learned

D. To conduct surveys of several major groups not reached by this preliminary evaluation

1. ASEAN/SP partners and counterparts in all programs and projects
2. ASEAN/SP students in the U.S. who are prospective beneficiaries of the outreach activities
3. ASEAN/SP students participating in the co-op program, including those joining and not joining the company of their internship
4. The management of private companies participating in the co-op program and in all other program areas
5. A sample of other private sector leaders and organizations (both U.S. and ASEAN/SP) who might be considered potential/possible participants in APEC activities

E. In addition to component program/project assessment, evaluate the collective dimensions of APEC programs as a total system, i.e., synergies (or lack thereof), cumulative impacts (the extent to which the whole is/is not greater than sum of parts), integrative relationships among programs, extent of strategic focus of collective efforts, and resources (impact, leverage, benefit/cost synergies)

F. Provide recommendations for improvement, change, redirection in all of the above areas as well as noting programs that merit further/continuing support, and those where further support may not be justified

IV. Methodology and Tasks

A. Gather and analyze all program documents, plans, reports, etc.

B. Include preliminary evaluation/baseline study

C. Conduct a purposeful and systematic inquiry and dialogue with all relevant people and organizations that will yield the necessary quantitative, qualitative, and judgmental information

D. Conduct quasi-survey research activities by phone as well as in-person where appropriate

E. Conduct sufficient on-site assessment in ASEAN/SP countries with program and private sector counterparts in order to accurately evaluate the overseas side of the partnerships and programs--from a provider, participant, and beneficiary point of view

F. Conduct the necessary amount of on-site assessment in the U.S. to meet the substantive and credibility requirements of the evaluation

V. Skills Required

The following skill/experience areas are needed:

A. Evaluation of complex, multi-faceted resource programs

B. Broad understanding of HRD and training related strategies, program development, program management

C. Understanding of public/private sector partnerships

D. Understanding of higher education

E. Understanding of the private sector and the dynamics of the marketplace; the factors that drive private sector participation in HRD/training activities

F. Familiarity with A.I.D. programs, particularly private sector development

G. A strategic perspective that goes beyond individual programs and their constituencies to how all programs and projects interrelate strategically in a larger context and system

H. Ability to relate to a broad spectrum of people, many fairly senior in their work

I. Understanding of informal survey research methods

VI. Level of Effort

The main issue here is whether, and to what extent, the evaluation will extend beyond assessment of the existing programs, into the larger strategic dimensions outlined in this report and the associated aspects of strategic program development.

Level of Effort will be a function of evaluation, scope and purpose. The more the strategic and program development issues are included, the greater the effort. Accordingly, an illustrative range is estimated.

	Straight Evaluation	**Inclusive "Strategic Agenda" Evaluation**
Senior Generalist/Consultant/Evaluator	50 days	80 days
Second Senior Person	40 days	50 days
Program/Technical/Admin. Person	30 days	45 days

APEC PARTNERSHIP FOR EDUCATION
PRELIMINARY EVALUATION

VOLUME II

Prepared for:

THE UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
Bureau for Asia
Office of Development Resources
Technical Resources Division

Prepared by:

DAVID BRUNELL

for

CREATIVE ASSOCIATES INTERNATIONAL, INC.
5301 Wisconsin Avenue, Northwest
Suite 700
Washington, D.C. 20015

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APPENDIX A

Partnerships

APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. Institutions/Organizations Involved

_____
_____
_____
_____

II. Working Title (current language)

_____
_____
_____
_____

III. Updated Program Description (language based on experience to date)

Mission/Focus:

_____
_____
_____

Objectives and Activities:

_____
_____
_____

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:

_____
_____
_____

IV. Financial/Budget Information

U.S. Government funding: Amount: _____

Date funds actually transmitted: _____

Grant Cycle: Beginning date: _____ Ending date: _____

CREATIVE ASSOCIATES INTERNATIONAL INC
5301 Wisconsin Avenue, N.W., Suite 700, Washington, DC 20015
PHONE: (202)966-5804 FAX: (202)363-4771

IV. **Financial/Budget Information** (continued)

Cost Sharing: Total Amount: _____ By whom: _____
Direct _____ _____
Indirect _____ _____

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges _____

student exchanges _____

workshops/seminars/lectures _____

curriculum development _____

publications/written products _____

other _____

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

_____

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution _____

External to industries or markets _____

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V. Program Progress/Accomplishment (continued)

For whom?

U.S. _____

Asia/Pacific counterparts _____

How much/ in what terms

Quantitative terms _____

Qualitative terms _____

VI. Sustainability (considerations, possibilities, plans, actions)

Strategies _____

Participants _____

Resources _____

Projects intended/envisioned beyond grant expiration _____

VII. U.S. Private Sector Involvement and Potential

U.S. Companies _____

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation _____

Resource commitments/possibilities/cost sharing _____

Potential and Significance _____

VIII. ASEAN/South Pacific Private Sector Involvement

Companies _____

Nature of participation _____

Resource commitments/possibilities/cost sharing _____

Significance _____

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date _____

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IX. Integration Across Other APEC Programs/Projects: (continued)

Desired in the future _____

X. Key Issues and Lessons Being Learned From Experience

Program objective: _____

Program strategies: _____

Benefit/cost and cost effictiveness: _____

Project targeting, outreach, involvement: _____

Sustainability: _____

Private sector involvement: _____

Other: _____

**Please use additional sheets of paper if you wish.

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APEC PARTNERSHIP FOR EDUCATION

Updated Summary Profile of ASPIRE Incentive Grants

1. Period: July 1991 - Sept 1992

2 Number of Grants: _____ Total Funds Committed: _____

3. Location (by region): NE ___, MA ___, SE ___, MW ___, S ___, NW ___, SW ___

See Attachment 1: Maps (with grantor name/location, also regional centers)

4. Target Market: Attachment 1, map with number of ASEAN/SP students at each institution)

Other data?

_____
_____
_____
_____

5. Profile of Projects and Events (number of event type)

A. Number by event type — Number attending or involved

____	workshops/seminars	_____
____	network development	_____
____	written product/publication	_____
____		_____
____		_____
____		_____

B. Number by content/subject/purpose — Number attending or involved

____	_____
____	_____
____	_____
____	_____
____	_____
____	_____

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6. Outcome/Accomplishments/Benefits/Successes:

A. One-time Impacts:

e.g. information imparted _____

data collected _____

outreach _____

B. Ongoing Values:

e.g. replicable information products/services _____

networks organized/established _____

linkages/relationships _____

7. Key Issues and Learning

management and planning _____

ASEAN/SP student focus and outreach _____

the target "market" and their needs/priorities _____

ongoing value and impact
(building, expanding, leveraging, replicative) _____

strategic information collection
(participant info, survey data, etc) _____

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7. Key Issues and Learning, continued

communication and information distribution _____

_____

synergy/linkages with ASPIRE newsletter
and other parts of APEC program _____

_____

Private sector involvement _____

_____

Sustainability of worthwhile activities _____

_____

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APEC PARTNERSHIP FOR EDUCATION

Updated Summary Profile of ASPIRE Newsleter

1. Period: July 1, 1991 - Sept 1992

2 Funds committed: _____

Actually spent: _____

3. Production:

Volume	Number printed
_____	_____
_____	_____
_____	_____
_____	_____

4. Content (brief content analysis):

A.

Topic/subject	Target audience(s)	Number of articles/% space
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Information about or for other APEC Program Components:

Partnership _____
Coopwork/study _____

Regional Centers _____
Private Sector _____
Incentive Grants _____

C. Special Features:

- Pertersons Connexion

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

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5. Distribution (Outline/Describe)

USA Channels	"Retail"	Number Distribution
Number of Institutions:		
Number of Partnerships:		
Number of Regional Centers:		
Number of Networks/Associations:		
Number NAFSA mailing:		

ASEAN/SP Channels

Number of Institutions:		
Number NAFSA mailing:		

6. Market/Constituency/Information

A. ASEAN/SP student in USA

Group	Reader Audience/Number(s)

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6. Market/Constituency/Information, continued

B. Other APEC Program Components (USA)

Group	Reader Audience/Number(s)
Partnerships	
Coop Network	
Regional Centers	
Incentive Grants	
U.S. Private Sector	
APEC Embassies	
Other:	

C. APEC Program Components Abroad

Group	Reader Audience/Number(s)
AMCHAM's	
US Companies	
USIS Centers	

7. Market Awareness Response:

Indicator	Feedback Measure
- Peterson Connexion	
- Information requests	
- Other: calls or mail responses	
- Reader surveys/profile (formal, informal) (e.g. wordmouth, telephone, mail)	
- Unsolicited reader feedback	

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-9b

8. Sustainability:

- Potentional _____

- Strategies/plans _____

- Income generation _____

9. Private Sector Involvement

- Potentional _____

- Strategies/plans _____

- Income generation _____

10. Integration/Cross-linkages withh other APEC Program Components

_____

11. Key Issues and Lessons Being Learned

- economics/costs _____

- Editorial content/priorities: _____

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11. Key Issues and Lessons Being Learned, continued

- market/constituency needs/wants: _____

- multiple market sectors/purposes: _____

- newsletter as "integrative" publication for all APEC Partnership for Education component/participants: _____

- distribution: _____

- graphics/layout/format: _____

- sustainability: _____

- private sector involvement: _____

- cumulative impact over time: _____

- cost sharing _____

- ways to define/guage:

  1. success _____

  2. impacts _____

  3. benefits _____

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APEC PARTNERSHIP FOR EDUCATION

Updated Summary Profile of Regional Centers

1. Period: July, 1991 - Sept 1992

2 Grantee _____

3. Grant $_____

_____ Start date _____ renewal date_____

4. Market/Constituency - Brief Description:

Geographic Area _____
Number's, types of institutions _____
Number ASEAN/SP students in target area _____
Targeting priorities:
Top 10 major student concentrations

Location	Numbers
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

5. Services/Activities/Events - Brief Description (purpose/content)

A. e.g. Info requests: _____

Counseling: _____

Outreach: _____

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5. Services/Activities/Events (continued)

Information/publications: _____

Workshops/Seminar: _____

Clearinghouse/Outreach: _____

Networks: _____

Databases: _____

Private sector linkages: _____

B. Number of people participating/attending in each activity.

_____

C. Degree of "market penetration," i.e. percentage participants from top 10 target concentrations.

_____

6. Outcome/Impacts/Benefits:

e.g. _____ replicable information products/services
_____ networks organized/established
_____ linkages/relationships
_____ clearinghouse function
_____ directories/database

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7. Strategies/Plans for:

A. Sustainability: _____

B. Private Sector Involvement and Resources: _____

C. Integration with Other APEC Program Component: _____

8. Key Issues and Lessons Being Learned

Management and planning _____

ASEAN/SP student focus and outreach _____

The target "market" and their needs/priorities _____

Ongoing value and impact
(building, expanding, leveraging, replicative) _____

Strategic information collection
(participant info, survey data, etc) _____

Communication and information distribution _____

Synergy/linkages with ASPIRE newsletter
and other parts of APEC program _____

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8. Key Issues and Lessons Being Learned, continued

Private sector involvement _____

Sustainability of worthwhile activities _____

Cost sharing _____

Ways to define/guage:

1. Success _____

2. Impacts _____

3. Benefits _____

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II. PROGRAM COMPONENTS

A. PARTNERSHIPS FOR EDUCATION (PFE'S) - A Collective Summary

The following summation is based on three complementary sources of information for each partnership:

1. a progress report file;

2. a detailed survey profile filled out October 1992; and

3. a telephone dialogue further exploring and elaborating the survey information and the current status of partnership development.

This process was completed for 10 of the 13 partnerships (not included are partnerships recently announced--and not yet implemented) and would appear to be representative of the total universe of these partnerships. The survey of remaining partnerships will be completed as soon as key faculty return from extended travel or other activities which have prevented their participation as of this date.

1. NATIONAL SCIENCE FOUNDATION PARTNERSHIPS

APEC Partnerships For Science and Engineering are supported through the U.S. National Science Foundation's (NSF) U.S. Engineering Research Centers and University/Industry Cooperative Research Centers (U/I Centers). A.I.D. funds provide support for faculty and student exchange to foster greater cooperation in research activities. The projects build off exsisting NSF partnerships for science, math, and engineering. Individual partnership profiles follow.

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APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

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I. Institutions/Organizations Involved

DATA STORAGE SYSTEMS CENTER, CARNEGIE MELLON UNIVERSITY AND MAGNETICS TECHNOLOGY CENTER, NATIONAL UNIVERSITY OF SINGAPORE (DSSC/CMU, MTC/NUS)

II. Working Title (current language)

COOPERATIVE PARTNERSHIPS IN DATA STORAGE TECHNOLOGY

III. Updated Program Description (language based on experience to date)

Mission/Focus:

(1) ENHANCE EDUCATIONAL AND RESEARCH EXPERIENCE OF NUS STUDENTS BY BROADENING THEIR TECHNOLOGY BASE IN DATA STORAGE TECHNOLOGY

(2) ESTABLISH PRODUCTIVE LINKAGES BETWEEN THE TWO UNIVERSITIES

Objectives and Activities: — real interaction

(1) NUS PhD STUDENT ATTENDS CMU/DSSC GRADUATE PROGRAM

(2) NUS FACULTY VISIT CMU FOR EXPOSURE TO THEIR PROGRAM

(3) CMU FACULTY VISIT NUS FOR EXPOSURE TO THEIR PROGRAM AND TO PRESENT SHORT-COURSES TO INDUSTRY AND FACULTY

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:

(1) NUS — EDUCATIONAL CAPABILITIES ENHANCED AND EXPERIENCE INPUT INTO PROGRAM

(2) BETTER TRAINED ENGINEERS FOR SINGAPORE INDUSTRY

US producers

IV. Financial/Budget Information

U.S. Government funding: Amount: $100,000

Date funds actually transmitted: 9/13/91

Grant Cycle: Beginning date: 8/27/91 Ending date: 8/26/93

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indirect $ from US Co's — CMU $50,763 — NUS $44,397 — 2

IV. Financial/Budget Information (continued) + possibility 3 extra years of grad study + others $50K/yr

Cost Sharing: Total Amount: $65,360 By whom: CMU/NUS
Direct $41,368 CMU/NUS
Indirect $23,992 CMU/NUS

(orig. budget) $411,155 cost sharing

V. Program Progress/Accomplishment: (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges
- 2 visits by Prof Low (NUS) to meet with M. Kayaalp, J. Williams (CMU)

student exchanges
- W. Lai started PhD program at CMU in Jan 1991

workshops/seminars/lectures NUS faculty
- Consulted in Singapore for: Nov. 1992 and Feb 1993

curriculum development NUS & Industry
- M. Kayaalp and J. Williams consulted with T. Low twice

publications/written products
- Poster presentation on research at DSSC National Technical Review for Scientists
- NUS response for data certification by DSSC

other

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

- NUS student working on PhD and conducting research at DSSC
- J. Williams will visit NUS in Apr 1992 to discuss program and share recommendations with faculty
- M. Kayaalp will visit NUS in Feb 1993 to do research and conduct a 3-4 day short course in data storage

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

Internal to institution CMU - Addition of outstanding mature PhD student with background univ. and industrial experience
NUS - Consultation on establishing a management technology center

External to industries or markets DSSC Singapore - Expanded research program at DSSC. CMU indust. sponsors
NUS Sponsors - Indirect - input to NUS in establishing a cooperative univ./ind. program will eventually make better trained business available.

IBM experience

What kinds?

14 Data storage systems center

19 Master US Companies

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V. Program Progress/Accomplishment (continued)

For whom?

U.S. [illegible] DSSC [illegible] AS [illegible] STUDENT, STARTED RESEARCH PROGRAM IN MAGLEV/REGENERATIVE MOTORS, INFLUENCING 2 OTHER GRAD. STUDENTS

Asia/Pacific counterparts NUS ESTABLISHED A MAGNETICS TECHNOLOGY CENTRE

~~CMU = COUNSELING~~ ADVICE.

How much/ in what terms

Quantitative terms 1 STUDENT ADDED AT CMU, CENTER STARTED AT NUS.

Qualitative terms CMU RESEARCH PROGRAM ENHANCED AND EXPANDED. NUS ABILITY TO ESTABLISH A CENTER ENHANCED

VI. Sustainability (considerations, possibilities, plans, actions)

Strategies CONTINUED STUDENT EXCHANGE, SHORT-COURSE & SEMINARS, CONTINUED INPUT TO ASTC SERVICE INDUSTRY. STRENGTHEN AT BOTH LOCATIONS

US Co's

both US sponsors of ASEAN LOCATI

Sector Involve Largest Sub Drive Co. World Leadership strategic TIME

Participants CURRENTLY – CMU, NUS AND SEAGATE TECHNOLOGIES. FUTURE – OTHER U.S. COMPANIES IN ASTC TRIANGLE W/ SITES IN SINGAPORE AND SINGAPORE COMPANIES SERVING THEM

Resources FUNDING FROM NUS TO CONTINUE GRADUATE EDUCATION PROGRAM AND SPECIFIC SHORT-COURSES, ETC.

Projects intended/envisioned beyond grant expiration POSSIBLE SELF-FUNDED STUDENT EXCHANGES AND CONTINUED CONSULTATIONS AND SHORT-COURSES BY DSSC

REVENUE BASED COST RECOVERY

VII. U.S. Private Sector Involvement and Potential

U.S. Companies SEAGATE TECHNOLOGY (ACTIVE). FUTURE – OTHER SPONSORS OF DSSC WITH MANUFACTURING SITE IN SINGAPORE (MAXTOR, CONNER, DEC, HP, GE) contingent interest

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation CURRENT - SEAGATE TECHNOLOGY HAS ENGAGED THEIR SUBSIDIARY IN SINGAPORE TO PARTICIPATE AND HAS ADVISED DSSC ON SCOPE OF PROGRAM

Resource commitments/possibilities/cost sharing SEAGATE COMMITMENT TO PARTICIPATE IN AND ADVISING NTC AND SEAGATE EMPLOYMENT RETENTION FOR NTC. COMMITTED

Potential and Significance CAN INTRODUCE THEM INTERNAL TRAINING PROGRAMS IN DATA STORAGE TECHNOLOGY AS NTC DEVELOPS COSTS TO $.

VIII. ASEAN/South Pacific Private Sector Involvement

Companies CURRENT - SEAGATE SINGAPORE
FUTURE - OTHER US COMPANIES IN DATA STORAGE TECHNOLOGY W/ MANUF. SITES IN SINGAPORE

Nature of participation COMMITTED ALLOCATED SEVERAL STUDENT FOR PROGRAM AND PARTICIPATE/ADVISE NTC.
FUTURE - JOINT NTC AND HIRE TRAINEE

Resource commitments/possibilities/cost sharing
COST - SHARING IN NTC PROFESSIONAL TRAINING STUDENT SHIP AND CONTRACT RESEARCH.

Significance PROVIDES CAPABILITIES OF SINGAPORE EDUCATIONAL INSTITUTIONS TO BETTER SERVE NEEDS OF SINGAPORE DATA STORAGE INDUSTRY. DSSC SERVE SPONSORS AT BOTH LOCATIONS.

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date NONE

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IX. Integration Across Other APEC Programs/Projects: (continued)

Desired in the future [illegible]

X. Key Issues and Lessons Being Learned From Experience

Program objective: Singapore student has been outstanding and has resulted in impact that we desire [illegible]

Program strategies: Has been effective in establishing linkages between universities

Benefit/cost and cost effectiveness: [illegible] sharing has been more than anticipated. Requires considerable amount of time to establish. Cost effectiveness to be determined later.

Project targeting, outreach, involvement: More time required than anticipated. Difficulty in initial interaction with foreign university and industry. Better rel[illegible] payoff. Takes time to develop mutually interesting rel[illegible]

Sustainability: Difficult to develop specific plan on sustainability in working with new concept without experience. Sustainability should be natural outgrowth of a successful program.

Private sector involvement: Singapore has shown an enthusiastic acceptance to improve quality of [illegible] our strategy has been to start with one industrial partner and expand as program develop[illegible]

Other: Resources limit the scope of our program to one student and a limited number of visits.

Evolution Very Risky

Minimum continued interaction consultation + student courses

More critical mass of 3 students 5 years even if no Δ funding

e.g.

**Please use additional sheets of paper if you wish.

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1. M.I.T.
U of Indonesia

2. Proposed Scheme ~~and Exploring Industry~~ between HSMRC, M.I.T and University of Indonesia

a.) Assist Indonesia in establishing an I/U research center to manage industrial problem

b.) 1. secure support of government, Industry for I/U concept:
a. a) government on-board.
b) industry support needs encouragement
1. Industry / University Interaction very limited
a) communicating one on one
2. select specific industry (Textile) in limited area (Bandung area) - demonstrate that academia can be of assistance in helping industry improve productivity and profits - move from turnkey to internal process improvement.

2. provide objective for academia in establishing center and operating center,
a) exchange of faculty - learn how centers operate
3. provide international infrastructure

4. Source funding for Indonesia to establish I/U center
(Japanese Aid Facility) - help raise funds (World Bank)
- help prepare proposal

5. promote formal transfer - already done - workshop
therefore several steps backward - new strategy

c) Indonesia - 1. reduced industrial pollution through in-house
in production and profits - internal to companies
limited - Japanese improvement
vs. turnkey

2. education information/training To monitor
for sustained development

U.S.A.

1. opportunity for U.S. industry to develop contacts
and schedule for marketing and bases of operation
33 Fortune 500 Co's in NJIT I/U Center
- Union Carbide
- Chemical Waste

1 a) 100,000
b) ?
c) 9/1/91 To 8/31/93
d) ≈ 45,000 + rise more than proposed U.S.I.T.
≈ 15,000 Travel - workshops
25,000 labor
A. 2) in progress faculty visits 4 trips 28 days.
3) in progress
3) workshop 4/13-4/14, 1992
4) in progress - development of program - textile industry
fundamental engineering concept employed - implementation
+ Presentation
5) Work (work) 5 [illegible]

B. A) Develop improvement program for textile industry to move from turnkey to enhance process improvement

B) propose prospectus to encourage industry cooperation with academia

C. Benefits

Internal

1. developed long term cooperation, education and research efforts between N.S.F.T. and universities in Indonesia

2. government recognizes benefits of industry / university interactions

External.

1. educational participation to support sustainable development in Indonesia

3. develop contacts and potential opportunities for U.S. industry by ~~long~~ facilitating relationships between U.S. Industry, Indonesian government and education

D. Programs

1. measures

a) technology Transfer materials - Workshop - U.S. industry

b) government recognition of I/U concept and approach

Tokem - limited textile industry - Indonesia

c.) Velossity of Indonesian committed to establishing I/U center - Indonesia

d) U.S. industry already involved Chem Waste, Union Carbide

2. U.S. → contacts between U.S. industry and Indonesian Government, and Industry made
b) Indonesia leading to U.S. for help

Indonesia = industrial to reduce industrial pollution standard

measure of success in establishing I/U center.

~~support~~ for concept. University 100%
government 100%
Industry 0% takes time - bigger job than expected
plans to establish center 10%

6. c) Strategy - is demonstrate to industry that academia can be beneficial to industry in assuring them in achieving increased productivity and profit.

b) participants - U of Indonesia, Vice Governor of Jakarta, Minister of Population and Environment, BAPEDAL, Textile Industry along Citarum River, N.T.I.T.
c) ~~support~~ resources - U of Indonesia, Vice Governor of Jakarta, minister of Environment and Population, BAPEDAL
need to get ~~some~~ designated Textile Industry involved

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trying to get $ for 3 mo. NIIT. prof. on site

d) create education infrastructure for individual growth through improvement

2. develop infrastructure (education, trained personnel technology transfer) for industrial development

3. create regional I/U center for Asian Country

7. a) Various Graduate Chemical Units already involved

b) 33 U.S. industrial sponsors of HSMRC interested in getting involved in Asian countries, interested will participate in workshops for Indonesian

c) companies paid salaries for those participating but will not pay for travel. $5000 per head out of pocket travel and expenses

d) opportunity for U.S. industry to develop contacts and markets for their products in the Asian Countries. Indonesia Thailand open doors, key contacts

8. a) specialized textile goal to be defined

b) + c) attend and sponsor educational programs provided by W.J.I.T. and U.S. Ind. under sponsorship of Prof Indonesia that will lead to increase in productivity and people and to demonstrate the benefits that can be derived from academia / Indonesia cooperation efforts

d) increase interaction in establishing an I/U center

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9 a) None - not familiar with the program

b) Developing cooperative effort with World Environmental Center to support our undertaking in Indonesia

10. a) Objective of creating I/U center can be achieved but must start from ground zero since industry is not aware of the benefit that can be demonstrated from a Technology / U.N. working cooperative effort

b.) need plan small - involve textile industry in limited area (major polluter) and demonstrate that academia can be of benefit to them towards assessing practicality & profit. Pollution concerns are of limited interest to industry. Movement from Turnkey to internal process improvement will have a reduction in industrial pollution.

c) extremely cost effective - create trained "TRAINER" personnel in the association who can assist in training industry. Present approach of providing industrial expert to train industrial personnel with inadequate training is not effective for nationwide educational program. "One shot deal"

d) ~~[illegible]~~ ~~[illegible]~~ ready for ~~[illegible]~~ the I/U concept to provide for sustainable development.
— Key is to get industry ready.

~~e)~~ ~~[illegible]~~ Initially pollution reduction ~~the~~ ~~[illegible]~~ the industry will be welcome ~~the~~ will be followed by ~~the~~ other industrial sectors.

e) once industry is convinced that they can benefit through ~~[illegible]~~ effort with the Indonesian ~~[illegible]~~ they will combine to support ~~the~~ and fund the I/U concept — including share cost of common need, R&D

f) Educational program that can ~~[illegible]~~ demonstrate ~~[illegible]~~ ~~[illegible]~~ and profits for industry will ~~[illegible]~~ ensure industrial involvement.

APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. **Institutions/Organizations Involved**

Standards and Industrial Research Institute, Malaysia (SIRIM)
Center for Ceramic Research, Rutgers University (CCR)

II. **Working Title (current language)**

Rutgers CCR - SIRIM Cooperative exchange program, ceramic science and technology

III. **Updated Program Description (language based on experience to date)**

Mission/Focus:
Establish cooperative research program in ceramic science & Technology
Gain cutting edge info - technical
service to NIC's - regional

Objectives and Activities:
Exchange students/research staff
Exchange research results: exchange Faculty/staff lecturers
traditional and advanced ceramics

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:
Malaysian and U.S. Ceramic industry

IV. **Financial/Budget Information**

U.S. Government funding: Amount: $100,000 40,000 left

Date funds actually transmitted: _____

Grant Cycle: Beginning date: 5/15/91 Ending date: 2/28/94

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IV. **Financial/Budget Information** (continued)

Cost Sharing: Total Amount: 130,000 By whom: New Jersey Commission on Science and Technology and CCR Industrial Members

Direct 112,500

Indirect 17,500

State $ GS

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges — None

student exchanges — See next page

workshops/seminars/lectures

curriculum development

publications/written products

other

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

See next page

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution ° close tie established with SIRIM for long-term exchange

° Current student and 3 committed for 1/93 (paid by SIRIM)

External to industries or markets ° Committment by SIRIM to increase to approximately 15 the number of graduate students funded each year to be sent to U.S. (before our program 30 sent to U.K. each year: SIRIM goal is to send 1/2 of the students they sponsor to U.S. University

° Possible industrial joint venture identified/networked/with US industry, Rutgers and Malaysian industry.

V. Program Progress/ Accomplishment:

To date:

e.g. Faculty excnanges: ~~None~~ 2 working visits. SIRIM STAFF MEMBER

student exchanges: 1 Malaysian Graduate student started at Rutgers 1/92, Prior, separate funding.

Worksnops/seminars/ lectures: Visit by retired Rutgers Professor on U.N. Program. Prof. McLaren visited Malaysia on NSF study team (2/90) Workshop neld in Malaysia (SIRIM) (11/91) Prof. McLaren/Niesz visit SIRIM 8/92 Lectures, disucssions of future excnange plans.

Curriculum Development: None

Publications/written products: Proceedings of workshop of November 1991 in press.

Other: None

Other work in Progress: Three more graduate students from from Malaysia to begin study at Rutgers on January 1993.
Prof. Haber to present lectures and discuss excnange program at SIRIM, January 1993.
Rutgers graudate student to work at SIRIM, summer 1993

V. Program Progress/Accomplishment (continued)

For whom?

U.S. _____

Asia/Pacific counterparts _____

How much/ in what terms

Quantitative terms _____

Qualitative terms _____

VI. Sustainability (considerations, possibilities, plans, actions)

Strategies Student training/SIRIM staff training

Participants SIRIM/Malaysian Industry
Rutgers University

Resources SIRIM Funds

Projects intended/envisioned beyond grant expiration SIRIM student/ staff training Joint venture projects with industry

VII. U.S. Private Sector Involvement and Potential

U.S. Companies U.S. based Hi tec insulator

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation Possible joint venture

Resource commitments/possibilities/cost sharing paid by Malaysia

Potential and Significance

VIII. ASEAN/South Pacific Private Sector Involvement

Companies Malaysian Electrical Board (45% private)

Nature of participation Joint venture/Human Resource Devel/R&D project

Resource commitments/possibilities/cost sharing $42 million electric grid expansion (paid by Malaysia)

Rutgers Networking deal potential

Significance

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date None

IX. **Integration Across Other APEC Programs/Projects:** (continued)

Desired in the future Other U.S. Universities

X. **Key Issues and Lessons Being Learned From Experience**

Program objective: Initiate cooperative exchange with SIRIM
Experience exceeds plan.
- more opportunities (much)
Expanding beyond proposal

Program strategies: Establish long-term collaboration with SIRIM
Opportunistic networking
~~Open~~ Opens up strategic intelligence issue

Benefit/cost and cost effictiveness: Look for greater than 25:1 on U.S. Government funds e.g. 6 students/year + contracts
each incremental 100K creates = 900K
+ —

Project targeting, outreach, involvement: Student/SIRIM staff training
opportunistic networking

Sustainability: Nucleating long-term exchange — already there for long haul 100% complete

Private sector involvement: U.S. based hi tec insulator Co.

Other:

**Please use additional sheets of paper if you wish.

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APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. Institutions/Organizations Involved

University of Pittsburgh

Institute of Systems Science, Univ. of Singapore
Malaysian National Computer Confederation and Univ. of Malaya

II. Working Title (current language)

SU - APEC Partnership for Education

III. Updated Program Description (language based on experience to date)

Mission/Focus:
To help accelerate economic and technological development by fording strong bonds between the participating institution and technology-based industries in their home countries.

Objectives and Activities:
The partnership will offer short courses and seminars in Malaysia? Singapore and other APEC countries, on multimedia systems, software engineering, knowledge engineering and othe topics, to stimulate cooperation research on multimedia compu

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:
Local industry in Malaysia and Singapore send their engineers programmers and managers to attend such short courses and seminars.

IV. Financial/Budget Information

U.S. Government funding: Amount: $100,000 * Capital still available $70,000 not spent yet

Date funds actually transmitted: October 1991

Grant Cycle: Beginning date: Oct 1, 1991 Ending date: ~~Sept 30,~~ 1992 Extension

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* For industry/sector workshops
Networking - Coi - Univ.
Tech Transfer
R... Centers

really come from private sector

IV. **Financial/Budget Information** (continued)

Cost Sharing: Total Amount: $111,757
Direct $97,998
Indirect $13,759

By whom: Univ Pitt $45,757
Univ Singapore $33,(
Univ Malaya $33,0(

govt to private sector (1000 dues)

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges	3 (2+1)
student exchanges	
workshops/seminars/lectures	3 +1 = 4
curriculum development	(see smart courseware describe below)
publications/written products	
other	when our faculty visit APEC countries, they not only give short courses and seminars, bu also provide free consulting to participants.

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

A joint research project on multimedia smart courseware is in progress, to develop courseware based upon the short courses offered, which can later be marketed;distributed to the local industries.

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution training of personnel for Univ Singapore and Univ of Malaya

External to industries or markets training of personnel for local industries, consulting to help local industries

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V. **Program Progress/Accomplishment** (continued)

For whom?

U.S. _____

Asia/Pacific counterparts _____

How much/ in what terms

Quantitative terms _____

Quantitative ~~Qualitative~~ terms over 100 engineers:managers received training and 10 companies received consulting help

VI. Sustainability (considerations, possibilities, plans, actions)

Strategies The registration fees to attend short courses and seminars are used as a revolving fund to support the future seminars and short courses.

Participants Institute of Systems Science, Univ of Singapore and Malaysian National Computer Confederation, in cooperation with Univ. of Pittsburgh

Resources We have already estabished a revolving fund to sustain future operations

Projects intended/envisioned beyond grant expiration We will continue offering short courses and seminars beyond grant expiration and engage in joint research projects

VII. U.S. Private Sector Involvement and Potential

U.S. Companies _____

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation

Resource commitments/possibilities/cost sharing

Potential and Significance

VIII. ASEAN/South Pacific Private Sector Involvement

Companies Many (such as IBM Singapore, etc.) U.S. companies and local industries are involved

Nature of participation through short course and seminars and consulting activities

Resource commitments/possibilities/cost sharing they pay registration fees

Significance for the companies, they want more of such state-of-art seminars. They are also planning to send their personnel to Univ of Pittsburgh, Cetér for Parallel, Distributed and Intelligent Systems for more training.

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date

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IX. **Integration Across Other APEC Programs/Projects:** (continued)

Desired in the future

X. **Key Issues and Lessons Being Learned From Experience**

Program objective: The objective of providing short courses and seminars to APEC countries is both realistic and useful

Program strategies: Both ISS and MNCC actively promote the courses and are able to reach local industries

Benefit/cost and cost effictiveness: With the registration income surpl as revolving fund, the program is cost effective and can be self-sustaining

Project targeting, outreach, involvement: MNCC has about 2000 members all of them from the local industries. Many local companies therefore are involved in the APEC program.

Sustainability: self-sustaining as explained above

Private sector involvement: Companies are eager to send their peopl to the training programs

Other:

**Please use additional sheets of paper if you wish.

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APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. Institutions/Organizations Involved

1. Washington State University (WSU), Center for Design of Analog/Digital Integrated Circuits - School of Electrical Engineering and Computer Science.
2. University of Technology-Malaysia (UTM) - Electrical Engineering.

II. Working Title (current language)

Asian Pacific Economic Cooperation Partnership for Educational Initiative: Washington State University and the University Teknologi Malaysia.

III. Updated Program Description (language based on experience to date)

Mission/Focus:

Foster ties between the US and Malaysia in the area of Analog/Digital Integrated Circuits.

Objectives and Activities:

1. Bring UTM faculty to WSU for Advanced Education.
2. Establish a CDADIC program in Malaysia

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:

1. UTM, WSU Faculty and graduate students
2. Industry in US and Malaysia

IV. Financial/Budget Information

U.S. Government funding: Amount: $100,000

Date funds actually transmitted: _____

Grant Cycle: Beginning date: July 1, 1991 Ending date: June 30, 1993

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IV. **Financial/Budget Information** (continued)

Cost Sharing:	Total Amount:	$77,451/$13,640	By whom:	WSU/UTM
	Direct	$62,372/$13,640		WSU/UTM
	Indirect	$15,079/0		WSU/UTM

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges	3	WSU → UTM
	3	UTM → WSU
student exchanges	4	UTM → WSU
workshops/seminars/lectures		
curriculum development		
publications/written products		
other		

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

Planning a CDADIC Symposium in Kuala, Lumpur, Malaysia - Feb. 1993

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution 4 new graduate students are working on coursework and CDADIC related projects.

External to industries or markets None visible yet.

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V. Program Progress/Accomplishment (continued)

For whom?

U.S. WSU benefits from increased research capability.

Asia/Pacific counterparts UTM benefits from the advanced education obtained by its faculty members.

How much/ in what terms

Quantitative terms 4 additional graduate students

Qualitative terms 4 faculty working on additional advanced degrees

VI. Sustainability (considerations, possibilities, plans, actions)

Strategies We plan to propose a renewal of this grant and to respond to a Malaysian REP on training of Malaysian faculty.

Participants WSU and a consortium of US Universities will bid on the Malaysian faculty development project.

Resources

Projects intended/envisioned beyond grant expiration The above mentioned projects.

VII. U.S. Private Sector Involvement and Potential

U.S. Companies Motorola, Tektronix, Hewlett Packard, John Fluke

VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation All are CDADIC member companies and participate in CDADIC review meetings.

Resource commitments/possibilities/cost sharing These companies supply funding used in WSU cost sharing.

Potential and Significance These companies have an interest in further developments due to their investments in Malaysia.

VIII. ASEAN/South Pacific Private Sector Involvement

Companies Motorola

Nature of participation Motorola (Malaysia) has participated in initial meetings with WSU and UTM to begin research cooperation with UTM. This may lead to a Malaysian CDADIC center.

Resource commitments/possibilities/cost sharing Possible funding of Malaysia CDADIC by Motorola.

Significance Private sector involvement is important for long term sustainability. These companies are the ones who will hire UTM graduates.

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other university partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date none

IX. Integration Across Other APEC Programs/Projects: (continued)

Desired in the future Have not considered this.

X. Key Issues and Lessons Being Learned From Experience

Program objective: The primary objective to bring UTM faculty to WSU has gone smoothly. There has been more difficulty in getting CDADIC activities going in Malaysia since more than WSU initiative is required.

Program strategies: One good way of recruiting students is (as we have done) to bring them here first for 2 month visits sponsored by the Asian Development Bank. We can then identify good matches between students and WSU faculty.

Benefit/cost and cost effictiveness: No opinion yet.

Project targeting, outreach, involvement:

Sustainability: Important to identify possible follow-on's early since they are often slow to develop.

Private sector involvement: Very important for long term.

Other:

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APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. Institutions/Organizations Involved

CIBER at Memphis State University (MSU)/Southern Illinois University (SIUC) and Universiti Utara Malaysia (UUM)

II. Working Title (current language)

APEC Linkage with UUM, Malaysia

III. Updated Program Description (language based on experience to date)

Mission/Focus:
Cooperation in business and management education for mutual benefit of the academic institutions involved.

Objectives and Activities:
Development of a sustainable long-term relationship concentrating on: staff development, curriculum development, instructional material development, and joint research.

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:
Faculty members -- international and cultural exposure
Students -- curriculum changes and instructions
Private Sector -- local expertise and information source

IV. Financial/Budget Information

U.S. Government funding: Amount: $100,000

Date funds actually transmitted: Early October, 1991

Grant Cycle: Beginning date: 10/1/91 Ending date: 9/30/92

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IV. **Financial/Budget Information** (continued)

Cost Sharing:			By whom:
	Total Amount:	$116,000	SIUC, MSU, UUM
	Direct	77, 500	SIUC, MSU, UUM
	Indirect	38,500	SIUC, MSU, UUM

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges/admin 25 weeks of	~~Nine~~ (9) faculty members + 3 admin
student exchanges	Two (2) graduate students / long term
people workshops/seminars/lectures 45 + 30	Two (2) short courses, two (2) workshops, and six (6) presentations
curriculum development	UUM's doctoral program for the ASEAN Region (100 pec
publications/written products	Only research proposals completed
other	

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

Joint research papers — to produce and publish ASEAN/USA

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution Exposure of 9 faculty members to different systems/cultures Training of 45 UUM staff on research methods and manuscript development. Acceptance of 2 UUM staff members in SIUC's graduate program.

External to industries or markets Initiation of a dialog with Petronas (National Oil Company of Malaysia) on mutual cooperation.

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V. **Program Progress/Accomplishment** (continued)

For whom?

U.S. See above.

Asia/Pacific counterparts See above.

How much/ in what terms

Quantitative terms See above.

Qualitative terms ~~See above.~~

CHEMISTRY/Really working

Personally Very Committed - both sides

VI. **Sustainability (considerations, possibilities, plans, actions)**

Optimistic 75% Long Term

Strategies Established mutual benefits.
Generate funding to support future cooperation.

(1) Expect USAID to provide Resources to sup

Participants SIUC, MSU, UUM, and private sector companies

(2) SIU/UUM

~~Government~~ ~~Real Support~~ (3) Private Se

Resources To be secured from SIUC, MSU, UUM, USIA, Petronas and other firms.

Petron UUM Dep. Vice Chance

Projects intended/envisioned beyond grant expiration Doctoral program for ASEAN Region. Joint graduate courses. Internships in Malaysia. Short courses and workshops.

3 year

VII. **U.S. Private Sector Involvement and Potential**

(4) potential source of support - within support. faculty members also USIA possi

U.S. Companies U.S. companies operating, or interested in operating, in Malaysia/the ASEAN Region.

2 year proposa

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation Seminars and data bank

Resource commitments/possibilities/cost sharing Companies have to cover cost of such activities/services

Potential and Significance Access to local expertise. Great potential for private sector and academic institutions partnership if successful.

VIII. ASEAN/South Pacific Private Sector Involvement

Companies Petronas is definitely a target. U.S. subsidiaries operating in the region. Other companies.

Nature of participation Consultations
Management development seminars

Resource commitments/possibilities/cost sharing Private sector needs to cover cost. Academic institutions will operate on a cost recovery basis.

Significance Potentially a significant source of funding for CIBER/UUM cooperation.

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date In progress.

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ross Other APEC Programs/Projects: (continued)

President's graduate SIUC

the future Strengthen our ties with Bangkok University
). Integrate our cooperation with National Cheng Kung
y (over the last four years) with our other activities in
n.

Lessons Being Learned From Experience

bjective: Very appropriate.

rategies: Very appropriate given the government mandate for
come the leading institution for business and management
in Malaysia.

t and cost effictiveness: Very appropriate given the one year

eting, outreach, involvement: UUM is an excellent target
The whole region is extremely important to the U.S. within
t of our global economy.

y: CIBER and UUM intend to continue their cooperation.

involvement: Critical for sustainability. Probably is
fficult to cultivate and develop and takes longer than
linkage with academic institutions.

ve that funding for two to three years would have been
to the one year arrangement.

Recommend longer period to develop relationship — especially culture distance — build reliability

Better 140/150 for 2 years

use additional sheets of paper if you wish.

developing sustainability

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alt - $

(news gathering agency)

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Avis Rent A Car, Ground Floor, A/A Bldg., Jalan Ampang, Kuala Lumpur 01-13, Malaysia
(Car rental service)

AVON PRODUCTS INC 9 W 57th St, New York, NY 10019
Avon Cosmetics (Malaysia) Sdn. Bhd., Kuala Lumpur, Malaysia
(Cosmetics, perfumes)

BAKER PACKERS PO Box 3048, Houston, TX 77253
Trans-Tool, Sdn. Bhd., Wisma SPK, Jalan Sultan Ismail, Kuala Lumpur, Malaysia
(Completions equip)

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Bank of America, Komplek Antarabangsa, Jalan Sultan Ismail, P.O. Box 10950, Kuala Lumpur, Malaysia
Asean Bankers Malaysia Berhad, Mui Plaza, Jalan P. Ramlee, P.O. Box 11057, Kuala

Malaysia
(Pharm & lab prdts)

ABS WORLDWIDE TECHNICAL SVCS INC 45 Eisenhower Dr, Paramus, NJ 07652
ABS Worldwide Technical Services, Wisma MISC, Jalan Conley, Kuala Lumpur 04-09, Malaysia
(Intl inspection, testing, certification & consultancy service)

ADVANCED MICRO DEVICES INC PO Box 3453, Sunnyvale, CA 94088
Advanced Micro Devices Sdn. Bhd., Bayan Lepas Free Trade Zone, Phase II, Penang, Malaysia
(Mfr integrated circuits)

AFIA 110 William St, New York, NY 10038
American Malaysian Insurance Co., 5th Floor, Mui Plaza, P.O. Box 2155, Kuala Lumpur, Penlasular, Malaysia
(Insurance)

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BARDAHL MFG CORP 1400 N W 52nd St, PO Box 70607, Seattle, WA 98107
Cycle & Carriage Malaysia Sdn. Bhd., 11 Jln 215, Petaling, Jaya, Kuala Lumpur, Malaysia
(Lubricating oils)

BEATRICE COMPANIES INC 2 N La Salle St, Chicago, IL 60602
Premier Milk (Malaysia) Sdn. Bhd., 70 Jalan University, P.O. Box 19, Petaling Jaya, Malaysia
(Food & consumer prdts, luggage, cosmetics)

BENTLY NEVADA CORP PO Box 157, Minden, NV 89423
Satupadu Sdn. Bhd., 210-1 Jln Ipoh, Kuala Lumpur, Malaysia
(Electronic monitoring system)

BORDEN INC 420 Lexington Ave, New York, NY 10170
Borden Chemical (Malaysia) Sdn. Bhd., Bangunan Ming, 7th Fkor Jalan Bukit Nanas, Kuala Lumpur 04-01, Malaysia
(Milk processing, dairy foods, specialty foods, chems, plastics)

BOYDEN ASSOCIATES INC 260 Madison Ave, New York, NY 10016
Boyden Associates Sdn. Bhd., Menara Kewangan, Jalan Sultan Ismail, 50258 Kuala Lumpur, Malaysia
(Mgt consultants, exec search)

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Brown & Root (Labuan) Sdn. Bhd., P.O. Box 255, Labuan, Sabah, Malaysia
(Constr & consulting)

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Leo Burnett Sdn. Bhd., G.P.O. Box 769, Kuala Lumpur, Malaysia
(Advertising agency)

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Burson-Marsteller (Malaysia) Sdn. Bhd., 105-A Jalan Ampang, Kuala Lumpur, 04-05, Malaysia
(Public relations consultants)

CARRIER INTERNATIONAL CORP PO Box 4806, Syracuse, NY 13221
Carrier Intl. Sdn. Bhd., No. 9 Jalan, Petaling Jaya, Malaysia
(Air conditioning, heating, refrigeration & power equip)

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Chase Manhattan Bank, N.A., P.O. Box 1090, Kuala Lumpur 01-02, Wisma Stephens, 88 Jalan Raja Chulan, Malaysia
(Intl banking)

CITIBANK NA 399 Park Ave, New York, NY 10043
Citibank, N.A., AIA Bldg., 99 Jalan Ampang, P.O. Box 112, Kuala Lumpur, Malaysia
Citibank, N.A., 4 Leoville l'Homme St., P.O. Box 80, Port Louis, Mauritius, Malaysia
Citibank, N.A., No. 1 Lebuh Light, P.O. Box 1127, Penang, Malaysia
(Intl banking)

COLGATE-PALMOLIVE CO 300 Park Ave, New York, NY 10022
Colgate-Palmolive (Malaysia) Sdn. Bhd., Jalan Semangat/Bersatu, Sec. 13, Petaling Jaya, Malaysia
(Pharms, cosmetics, toiletries, detergents, etc)

COLLINS RADIO CO 1200 N Alma Rd, Richardson, TX 75080
Collins Radio Co. (Australasia) Pty., Ltd., AIA Bldg., Jalan Ampang, Kuala Lumpur 01-17, Malaysia
(Communications equip)

COLUMBIA PICTURES INDUSTRIES INC 711 Fifth Ave, New York, NY 10022
Cathay Organization (Malaysia) Sdn. Bhd., 4 Jalan Bukit Bintang, Kuala Lumpur 06-24, Malaysia
(Producer & distributor of motion pictures)

COMBUSTION ENGINEERING INC 900 Long Ridge Road, Stamford, CT 06902
Combustion Engineering Inc. (Div. Gray Tool Co.), Kuala Lumpur 01-18, Malaysia
Combustion Engineering Inc., C-E Crest Div., Crest Engineeri, Suite 12-06, 12th Floor, Wisma Stephens, No. 88 Jalan Raja Chulan, Kuala Lumpur, Malaysia
(Tech constr)

COMPTON INTERNATIONAL 625 Madison Ave, New York, NY 10022
Associated Publicity Sdn. Bhd., 27 Jalan 52/2, Petaling Jaya, Petaling Jaya, Malaysia
(Advertising)

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Connell Bros. Co. Ltd., 11-A Jalan SS15/4B, Subang, Jaya, Malaysia
(Exp/imp chems, commodities, minerals, cons materials)

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Coopers & Lybrand, P.O. Box 30, 1st Floor, Wisma Wan Mohamed, Jalan Kelab Ipoh, Malaysia
(Accountants, auditors)

CORE LABORATORIES INC 1300 Rochelle Blvd, Irving, TX 75062-3963
Core Laboratories Malaysia Sdn. Bhd., 66B Jalan Kampong Attap, 50460 Kuala Lumpur, Malaysia
Core Laboratories Malaysia Sdn. Bhd., Warehouse 35, Pengkalan Bekalan Tanjung Berhala, 24000 Kemaman, Terrengganu, Malaysia
(Svces to energy ind)

CORROON & BLACK INTL Wall Street Plaza, New York, NY 10005
Ramada Minet Sdn. Bhd., Wisma Bunga Raya, P.O. Box 2355, 152 Jalan Ampang, Kuala Lumpur 04-07, Malaysia
(Ins brokers)

CPC INTERNATIONAL INC Intl Plaza, Englewood Cliffs, NJ 07632
CPC (Malaysia) Sdn. Bhd., Lot 1989, Block C, Mukim of Batu, Jalan Segambut, Kuala Lumpur, P.O. Box 56, Petaling Jaya, Malaysi
Stamfar Chemical Industries Sdn. Bhd., 112 Jalan Semangat, Petaling Jaya, Malaysia
(Food prdts)

CROWN CORK & SEAL CO INC Holmesburg Station, PO Box 6208, Philadelphia, PA 19136
Crown Corks of Malaysia Sdn. Bhd., Jalan Tampoi, P.O. Box 252, Johore Bahru Johore, Malaysia
(Cans, bottle caps; filling & packaging mach)

D-M-E COMPANY 29111 Stephenson Highway, Madison Heights, MI 48071
Leong Bee & Soo Bee Sdn. Bhd., 1-3 Mac Callum St., P.O. Box 23, Penang, Malaysia
(Basic tooling for plastic molding & die casting)

DAMES & MOORE 445 S Figueroa St, Los Angeles, CA 90071
Dames & Moore Malaysia, 4A Jalan Dato Sulaiman, Taman Tun, Dr. Ismai, Malaysia
(Planning, engineering earth & environmental sciences, waste mgmt, surveys & analyses)

DANCER FITZGERALD SAMPLE INTL 405 Lexington Ave, New York, NY 10174
DFS Malaysia, Bangunan Catuya Suria, Jalan Sitang, 50050 Kuala Lumpur, Malaysia
(Advertising agency)

DANIEL MANN JOHNSON & MENDENHALL 3250 Wilshire Blvd, Los Angeles, CA 90010
DMJM Technical Management Services, Inc., P.O. Box 761, Penang, Malaysia
(Architects & engineers)

DE LEUW CATHER INTL LTD 1211 Connecticut Ave, NW, Washington, DC 20036
De Leuw Cather Intl. Ltd., c/o KTA (Sarawak), P.O. Box 1312, Kuching, Sarawak, Malaysia
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Deloitte, Haskins & Sells Intl., many other locations throughout Malaysia
(Accountants & auditing, tax & mgmt advisory serv)

DELTA AIR LINES INC Hartsfield Atlanta Intl Airport, Atlanta, GA 30320
Delta Air Lines, Inc., Jalan Sultan Ismail, Kuala Lumpur, 04-04 Malaysia
(Air transp)

DIAMOND SHAMROCK CORP 1100 Superior Ave, Cleveland, OH 44114
Diamond Shamrock (Malaysia) Sdn. Bhd., P.O. Box 465, Kuala Lumpur 01-02, Malaysia
(Organic & inorganic chems & specialties, agric chems)

DINERS' CLUB INTL 575 Lexington Ave, New York, NY 10043
Diner's Club (Malaysia) Bernad, P.O. Box 15, Killiney Rd. Post Office, Singapore 9123
(Credit card service)

DOW CHEMICAL CO 2030 Dow Center, Midland, MI 48640
Pacific Chemicals Bhd., Malaysia
Dow Chemical Pacific Ltd., P.O. Box 714, Kuala Lumpur 01-02, Malaysia
(Chems, plastics, fibers, pharms)

DOW CORNING CORP 2220 W Salzburg Rd, PO Box 1767, Midland, MI 48640
Sch Malaysia Snd. Bhd., Lot 2 Loring Eng Gang 35, Ulu Klang Free Trading Zone, Selangor, Malaysia
(Silicones, silicon chems, solid lubricants)

DREW CHEMICAL CORP One Drew Plaza, Boonton, NJ 07005
Drew Amerold Sdn. Bhd., 60/62 Jalan 52/4, New Town Centre, Petaling Jaya, Selangor, Malaysia
(Specialty chems for ind water & fuel treatment, chem processing)

EASTERN AIR LINES INC Miami Intl Airport, Miami, FL 33148
Automobile Association of Malaysia, 22 & 23 The Arcade, Hotel Equatorial, Jalan Sultan Ismail, Kuala Lumpur, Malaysia
(Air transportation)

EASTMAN KODAK CO 343 State St, Rochester, NY 14650
Komal Snd. Bhd., P.O. Box 628, Kuala Lumpur 01-02, Malaysia
(Photo prdts, chems, info mgmt)

EATON CORP 100 Erieview Plaza, Cleveland, OH 44114
Tasco Cutler-Hammer Snd. Bhd., Lot 90 Jalan, Kemajuan 12/18, P.O. Box 156, Petaling Jaya, Selangor, Malaysia
(Advanced tech prdts for transp & ind mkts)

ECONOMICS LABORATORY INC 370 Wabash St, St Paul, MN 55102
Mega Chemicals Bhd., Wisma Mega, 2nd Mile, Jalan, Batu Tiga, P.O. Box 94, Kelang, Selangor, Malaysia
(Ind & household detergents, cleaning agents & equip)

EG&G INC 45 William St, Wellesley, MA 02181
Hisco (Malaysia) Sdn. Bhd., 44 Jalan Landak, Peti Surat 6190 Pudu, Kuala Lumpur 06-10, Malaysia
(Geophysical serv)

EMERY AIR FREIGHT CORP Old Danbury Road, Wilton, CT 06897
OAS (Malaysia) Sdn. Bhd., Kuala Lumpur, Malaysia
(Air frt forwarders)

FLYING TIGER LINE INC 7401 World Way W, Los Angeles, CA 90009
Flying Tiger Line, Inc., Lot 5, Mixed Tenants Cargo Complex, Subang Intl. Airport, Kuala Lumpur, Malaysia
(Air frt carrier, air cargo service worldwide)

FORD MOTOR CO The American Road, Dearborn, MI 48121
Ford Motor Co. of Malaysia Sdn. Bhd., UMBC Bldg., Jalan Sulaiman, Kuala Lumpur 01-33, Malaysia
Amim Holdings Sdn. Bhd., G.P.O. Box 2612, Kuala Lumpur, Malaysia
(Automobiles, trucks)

FOXBORO CO 38 Neponset Ave, Foxboro, MA 02035
Foxboro (Malaysia) Sdn. Bhd., 21 Lorong Rahim Kajai 13, Taman Tun Dr. Ismail, 60000 Kuala Lumpur, Malaysia
Foxboro (Malaysia) Sdn. Bhd., 41 Lorong SS21/1A, Damansara Utama, Petaling Jaya, Malaysia
(Control equip, ind instru)

GAMLEN CHEMICAL CO 121 S Maple Ave, S San Francisco, CA 94080
Gamlen Chemical Co., c/o McAllister & Co., Ltd., 97 Jalan Yew, P.O. Box 114, Kuala Lumpur, Malaysia
(Chems, detergents & tank cleansers)

GATX CORP 120 S Riverside Plaza, Chicago, IL 60606
Kuok-GATX Leasing (Malaysia) Sdn. Bhd., Mui Plaza, Jalan P. Ramlee, Kuala Lumpur 04-01, Malaysia
(Railcar leasing, maint & mgmt, bulk liquid storage, fin serv, shipping, mineral processing)

GELCO CTI CONTAINER CORP 3 Gelco Dr, Eden Prairie, MN 55344
Kontena Nasional Sdn. Bhd., Tingkat Satu Blok B., Komplex Pejabat Damansara, Damansara Heights, Kuala Lumpur 23-04, Malaysia
Kontena Nasional Sdn. Bhd., Tingkat Satu Blok B, Komplex Pejabat Damansara, Damansara Hgts., Kuala Lumpur 2304, Malaysia
(Leasing marine cargo containers)

GENERAL INSTRUMENT CORP 767 Fifth Ave, New York, NY 10153-0082
General Instrument Malaysia Sdn. Bhd., 5 Jalan S.S. 8/2, Sungei Way Free Trade Zone, Kuala Lumpur, Selangor, Malaysia
(Electronic components & sys)

GOODYEAR TIRE & RUBBER CO 1144 E Market St, Akron, OH 44316
Goodyear Malaysia Bhd., P.O. Box 49, Shah Alam, Selangor, Malaysia
(Tires, rubber prdts)

W R GRACE & CO 1114 Ave of the Americas, New York, NY 10036
W.R. Grace (Malaysia) Sdn. Bhd., Bangunan Cho-Tek, Rm. 104, 135 Jalan Tuanku Abdul Rahman, Kuala Lumpur, Malaysia
(Specialty chems, natural resources, consumer serv)

GROLIER INC Old Sherman Tpk, Danbury, CT 06816
Grolier Intl., Inc., 1UIE Jalan Ampang, Kuala Lumpur 04-05, Malaysia
(Publishers)

GTE INTL INC ✓ 1 Stamford Forum, Stamford, CT 06904
GTE Intl, Inc., 112 Jalan Pudu, Kuala Lumpur 05-03, Malaysia
(Communications & electrical equipment)

FRANK B HALL & CO INC 549 Pleasantville Rd, Briarcliff Manor, NY 10510
Frank B. Hall Insurance Brokers Sdn. Bhd., Lot 1909, Wisma MPI, Jalan Raja Chulan, 50200 Kuala Lumpur, Malaysia
(Insurance)

HARRIS SEMICONDUCTOR PRODUCTS 200 Palm Bay Blvd, Melbourne, FL 32905
Harris Semiconductor (Malaysia) Sdn. Bhd., P.O. Box 4, Jalan Gurney, Kuala Lumpur 15-01, Malaysia
(Communications & information handling equip)

HEWLETT-PACKARD CO ✓ 3000 Hanover St, PO Box 10301, Palo Alto, CA 94304-0890
Hewlett-Packard Sales (Malaysia) Sdn. Bhd., GPO Box 11119, Kuala Lumpur, Malaysia
Hewlett-Packard (Malaysia) Sdn. Bhd., Bayan Lepas Free Trade Zone, Penang, Malaysia
(Measurement & computation prdts & sys)

HILL & KNOWLTON INC 420 Lexington Ave, New York, NY 10017
Eric White Associates Sdn. Bhd., 1 Jalan Ceylon, Kuala Lumpur 05-02, Malaysia
Eric White Associates Sdn. Bhd., 2-4 Standard Chartered Bank Chambers, Penang, Malaysia
(Public relations, public affairs, comm counseling)

HOLIDAY INNS INC 3742 Lamar Ave, Memphis, TN 38195
Holiday Inn, 23111 Jalan Tunku Abdul Rahman, Kuching, Sarawak, E. Malaysia
(Hotels, restaurants, casinos)

HORWATH & HORWATH INTL 919 Third Ave, New York, NY 10022
Lim Ali & Co., Bangunan Wing On Life Bldg., 16 Jalan Sultang, Kuala Lumpur 01-19, Malaysia
Lim Ali & Co., P.O. Box 296, Bangunan Asia Life, 45 D Jalan Bandar Raya, Ipoh, Malaysia
(Public accountants & auditors)

HUGHES TOOL CO PO Box 2539, Houston, TX 77001
BJ Service (Malaysia) Sdn. Bhd., Rm. 32, Mezzanine Floor, Kuala Lumpur Hilton, Jalan Sultan Ismail, Kuala Lumpur 04-03, Malaysia
(Equip & serv to oil & gas explor & prod industries)

HYATT INTL CORP 200 West Madison Ave, Chicago, IL 60606
Hyatt Kuantan, Telok Chempedak, Kuantan, Pahang, Malaysia
Hyatt Kinabalu Intl., Jalan Datuk Salleh Sulong, Kota Kinabalu, Sabah, Mayalsia
(Intl hotel mgmt)

IC INDUSTRIES 111 E Wacker Dr, Chicago, IL 60601
Bubble Up Co., Inc., Kuala Lumpur, Malaysia
(Holding co: consumer & commercial prdts, real estate & transportation)

INA CORPORATION 1600 Arch St, Philadelphia, PA 19101
Insurance Co. of North America, P.O. Box 875, Kuala Lumpur 01-02, Malaysia
(Holding co: ins, financial serv)

INGERSOLL-RAND CO 200 Chestnut Ridge Rd, Woodcliff Lake, NJ 07675
Ingersoll-Rand Malaysia Sdn. Bhd., Lorong 223 A, Malaysia
(Compressors, rock drills, pumps, air tools, etc)

INMONT CORP 1255 Broad St, Clifton, NJ 07015
Interchem-Toyo (S.E.A.) Ltd., 5 Jalan Barat, Petaling Jaya, Selangor, Malaysia
(Printing inks sealants, etc)

INTERNATIONAL TELEPHONE & TELEGRAPH CORP 320 Park Ave, New York, NY 10022
ITT Far East & Pacific Inc., P.O. Box 2182, Kuala Lumpur 01-02, Malaysia
ITT Transelectronics (Malaysia) Sdn. Bhd., P.O. Box 1119, Penang, Malaysia
(Electronic equip, etc)

FRED S JAMES & CO OF NY 55 Water St, New York, NY 110041
Malaysia Minet Sdn. Bhd., P.O. Box 2355, Kuala Lumpur 01-02, Malaysia
(Group pension consultants, actuarial serv, ins brokerage)

JOHNSON & JOHNSON 501 George St, New Brunswick, NJ 08903
Johnson & Johnson Sdn. Bhd., Selangor, Malaysia
(Surgical, med & baby prdts)

S C JOHNSON & SON INC 1525 Howe St, Racine, WI 53403
S.C. Johnson & Pte. Ltd., P.O. Box 1079, Jalan Semangat, Petaling Jaya, Selangor, Malaysia
(Home, auto, commercial & personal care prdts, specialty chems)

KIMBERLY-CLARK CORP 128 N Lake St, Neenah, WI 54956
Kimberly-Clark Malaysia Sdn. Bhd., Petaling Jaya, Malaysia
(Fiber-based, pulp & forest prdts)

KORN-FERRY INTL 237 Park Ave, New York, NY 10017
Korn/Ferry Intl. Sdn. Bhd., Wisma MISC, Jalan Conlay, Kuala Lumpur 04-09, Malaysia
(Executive search)

LEVI STRAUSS & CO Two Embarcadero Center, San Francisco, CA 94106
Levi's (Malaysia) Sdn. Bhd., Malaysia
(Wearing apparel)

ELI LILLY & CO 307 E McCarty St, Indianapolis, IN 46285
Eli Lilly Malaysia Sdn. Bhd., Kompleks Antarabangsa, Lot 212, 2nd Floor, Jalan Sultan Ismail, Kuala Lumpur, Malaysia
(Pharms, agric & cosmetic prdts)

LITRONIX INC 19000 Homestead Rd, Cupertino, CA 95014
Litronix Malaysia Sdn. Bhd., Bayan Lepas Free Trade Zone, Penang, Malaysia
(Numeric displays isolites)

LOFFLAND BROTHERS CO 8301 E 51st St, PO Box 2847, Tulsa, OK 74101
Lofland Bros. Co. (Malaysia) Sdn. Bhd., 707 Wisma Central, Jalan Ampang, Kuala Lumpur 04-07, Malaysia
(Oil & gas well drilling contractor)

LOUIS BERGER INTL INC 100 Halsted St, East Orange, NJ 07019
Louis Berger Intl. Inc., c/o MINCO, P.O. Box 2263, Kuala Lumpur, Malaysia
(Consulting)

MANPOWER INC 5301 N Ironwood Rd, PO Box 2053, Milwaukee, WI 53201-2053
Manpower Temporary Services Sdn. Bhd., Lot 2.1, Angkasa Raya, Jalan Ampang, Kuala Lumpur, Malaysia
(Temporary help)

MANUFACTURERS HANOVER TRUST CO 350 Park Ave, New York, NY 10022
Manufacturers Hanover Trust Co., Bangunan Dato Zainal, 25th Floor, Jalan Melaka, Kuala Lumpur 01-18, Malaysia
Manufacturers Hanover Trust Co., P.O. Box 2614, Kuala Lumpur 01-02, Malaysia
(Banking)

MARSTELLER INTL 1 E Wacker Dr, Chicago, IL 60601
Burson-Marsteller (Malaysia) Sdn. Bhd., 105-A Jalan Ampang, Kuala Lumpur, Malaysia
(Advertising, marketing research, sales promotion)

MARWOOD CORP PO Box 2041, Birmingham, AL 35201
Marwood Co., Bangunan UMBC, Jalan Sulaiman, Kuala Lumpur 01-33, Malaysia
(Holding co)

MORGAN GUARANTY TRUST CO 23 Wall St, New York, NY 10015
Morgan Guaranty Trust Co., 1201 Wisma Stephens, 88 Jalan Raja, Kuala Lumpur, Malaysia
(Banking)

MOTOROLA INC 1303 E Algonquin Rd, Schaumburg, IL 60196
Motorola Malaysia Sdn. Bhd., 116 Jalan Semangat, Petaling Jaya, Selangor, Malaysia
Motorola Semiconductor Sdn. Bhd., Lot 122, Senawang Ind. Estate, Seremban, Negeri

Sembilan, Malaysia
Motorola Malaysia Sdn. Bhd., Bayan Lepas Free Trade Zone, Penang, Malaysia
Motorola Military & Aerospace Electronics Inc., Sungei Way Free Trade Zone, Singei Way/Subang, Selangor, Malaysia
(TV and radios, commun equip, semiconductors)

MUNFORD INC 1860-74 Peachtree Rd, NW, Atlanta, GA 30309
Cold Storage (Malaysia) Bhd., Box 1040, Kuala Lumpur 01-02, Malaysia
(Convenience & specialty stores)

McCANN-ERICKSON INC 485 Lexington Ave, New York, NY 10017
McCann-Erickson (Malaysia) Sdn. Bhd., 10th Fl., Wisma Stephens, 88 Jalan Raja Chulan, Kuala Lumpur, Malaysia
(Advertising)

NATIONAL CAR RENTAL SYSTEM INC 7700 France Ave S, Minneapolis, MN 55435
Natl. Car Rental, G10 Ground Floor, Wisma Stephens, 88 Jalan Raja Chule, Kuala Lumpur, Malaysia
(Vehicle rental & leasing)

NATIONAL SEMICONDUCTOR CORP 2900 Semiconductor Dr, Santa Clara, CA 95051
NS Electronic Sdn. Bhd., Bayan Lepas Free Trade Zone, Penang, Malaysia
(Semiconductors, computers & point-of-sale sys)

NCR CORP 1700 S Patterson Blvd, Dayton, OH 45479
NCR Malaysia Sdn. Bhd., Jalan Yong Shook Lin, Petaling Jaya, Malaysia
(Data process sys, related supplies & serv)

NEEDHAM HARPER & STEERS INC 909 Third Ave, New York, NY 10022
KHK Needham Standard Malaysia Sdn. Bhd., 20 A & B Jalan Tun Mohd, Fuad Satu, Taman Tun Dr., Ismail, Kuala Lumpur, Malaysia
(Advertising agency)

OFFSHORE CO PO Box 2765, Houston, TX 77001
Offshore Drilling Services Ltd., Chase Manhattan Bank Bldg., 9 Jalan Gereja, Kuala Lumpur 01-17, Malaysia
(Oil well drilling contractors)

OFFSHORE NAVIGATION INC PO Box 23504, 5728 Jefferson Hwy, Harahan, LA 70183
Offshore Navigation Malaysia Sdn. Bhd., 42-3J, 3rd Floor, City Tower, Jalan Alor, Kuala, Lumpur, Malaysia
(Marine & airborne surveys, flight-following equip)

OGILVY & MATHER INC 2 E 48th St, New York, NY 10017
Ogilvy & Mather (Malaysia) Sdn. Bhd., 8th Floor, Wisma MCIS Jalan Barat, Petaling Jaya, Malaysia
(Advertising agency)

OTIS ELEVATOR CO 10 Farm Springs, Farmington, CT 06032
Otis Elevator Co., 17th Fl., Campbell Shopping Complex, 98 Jalan Campbell, Kuala Lumpur 01-09, Malaysia
(Elevators & escalators)

PACIFIC TELESIS INTL 595 Market St, San Francisco, CA 94105
Pacific Telesis (Malaysia) Sdn. Bhd., Lot 420, Kompleks Antarabangsa, Jalan Sultan Ismail 50250, Kuala Lumpur, Malaysia
(Telecommun & info sys)

PACIFIC TIN CONSOLIDATED CORP 280 Park Ave - 25 West, New York, NY 10017
Pacific Tin Consolidated Corp., P.O. Box 10292, Kuala Lumpur, Malaysia
(Tin concentrate, ind minerals, metal powders)

PAN AMERICAN WORLD AIRWAYS INC 200 Park Ave, New York, NY 10166
Sri Aman Services (G.S.A.), 20 Church St.,26230 Penang, Malaysia
Borneo Co. (G.S.A.), 10 River Rd., Miri, Sarawak, Malaysia
Borneo Co. (G.S.A.), 75 Jalan Gaya, Kota Kinabalu, Sabah, Malaysia
(Air transp)

PEAT MARWICK MITCHELL & CO 345 Park Ave, New York, NY 10022
Peat, Marwick, Mitchell & Co., 4th Floor, Wisma Perdana, Jalan Dungun, P.O. Box 47, Kuala Lumpur 01-02, Mayalsia
Peat, Marwick, Mitchell & Co., many other locations throughout Malaysia
(Intl accountants, consultants)

PETROLITE CORP 100 N Broadway, St Louis, MO 63102
Petrolite (Malaysia) Sdn. Bhd., Angkasa Raya Bldg., Jalan Ampany, Kuala Lumpur 04-05, Malaysia
(Specialty chem treating programs, performance-enhancing additives & related equip)

PFIZER INC 235 E 42nd St, New York, NY 10017
Pfizer Pte. Ltd., Lot 3, Jalan 241/243 Sec. 51A, Petaling Jaya, Selangor, Malaysia
(Pharms, cosmetics, hosp prdts, chems, etc)

QUAKER OATS CO 345 Merchandise Mart Plaza, Chicago, IL 60654
Quaker Products (Malaysia) Sdn. Bhd., 3rd Floor, Wisma M.C.I.S., P.O. Box 242, Petaling, Jaya, Malaysia
(Foods, pet foods, toys, chems)

READING & BATES CORP 2200 Mid-Continent Tower, Tulsa, OK 74103
Reading & Bates (M) Sdn. Bhd., P.O. Box 474, Miri, Sarawak, Malaysia
(Oil & gas explor & prod, offshore contract drilling, water mgmt sys)

R J REYNOLDS TOBACCO INC -, Winston-Salem, NC 27102
R.J. Reynolds Tobacco Co., Sdn. Bhd., Jalan Perbadanan 3/5, Shah Alam, Industrial Estate, Selangor, Malaysia
(Tobacco & tobacco prdts)

RICHARDSON-VICKS INC Ten Westport Rd, Wilton, CT 06897
Richardson-Vicks Sdn. Bhd., Lot 18, Jalan 223, Petaling Jaya, Selangor, Malaysia
(Consumer health & personal care prdts)

SCOTT PAPER INTL INC Scott Plaza, Philadelphia, PA 19113
Scott Paper (Malaysia) Sdn. Bhd., Malaysia
(Paper & paper prdts, bleached pulp)

SECURITY PACIFIC NATIONAL BANK PO Box 92890, Los Angeles, CA 90009
Security Pacific Natl. Bank, 16-20 Leboh Pudu, Kuala Lumpur 01-22, Malaysia
(Banking)

SERVCO CORP OF AMERICA 111 New South Rd, Hicksville, NY 11802
Servco Co., Suite A, 14th Floor, Angkasaraya Jalan Ampang, Kuala Lumpur, Malaysia
(Electronic equip)

SGS CONTROL SERVICES INC 42 Broadway, New York, NY 10004
SGS (Malaysia) Sdn. Bhd., 9th Floor, Oriental Plaza Bldg., Jalan Parry, P.O. Box 2623, Kuala Lumpur, Malaysia
SGS (Malaysia) Sdn. Bhd., many other locations throughout Malaysia
(Complete range of quality & quantity control checks & related tech serv)

SHERATON CORP 60 State St, Boston, MA 02109
Sheraton Damai Beach Resort, P.O. Box 2870, Kuching, Sarawak, Malaysia
(Hotel operations)

SSC&B:LINTAS WORLDWIDE 1 Dag Hammarskjold Plaza, New York, NY 10017
SSC&B Lintas Sdn. Bhd., 8th Floor, Wisma Perdana, Jalan Dungun, Damansara Heights, Kuala Lumpur 50490, Malaysia
(Advertising agency)

STANLEY CONSULTANTS INC 225 Iowa Ave, Muscatine, IA 52761
Stanley Consultants, Inc., P.O. Box 2379, Kuala Lumpur 05-10, Malaysia
(Architectural & engineering serv)

STOKES DIV 5500 Tabor Rd, Philadelphia, PA 19120
Connell Bros. Co. Ltd., 11A Jalan S.S., 15/4B, Subang Jaya, Selangor, Malaysia
(Vacuum pumps & components, vacuum dryers, oil-upgrading equip)

STONE & WEBSTER ENGINEERING CORP 245 Summer St, Boston, MA 02107
Stone & Webster Malaysia Corp., Wisma SPK Box 26, Jalan Sultan Ismail, Kuala Lumpur 50250, Malaysia
(Engineering, constr & consulting serv)

SULLAIR CORP 3700 E Michigan Blvd, Michigan City, IN 46360
Sullair Malaysia Ltd., 17 Jalan 4906, Off Jalan, SS 13/3 Subang, Jaya Industrial Estate, Subang Jaya, Selangor, Malaysia
(Refrigeration sys, vacuum pumps, generators, etc)

SUMMIT INDUSTRIAL CORP 600 Third Ave, New York, NY 10016
Summit Co. (Malaysia) Sdn. Bhd., P.O. Box 1088, Jalan Semangat, Petaling Jaya, Malaysia
(Pharms, agric chem prdts)

SYBRON CORP 1100 Midtown Tower, Rochester, NY 14604
Taylor Instrument Sdn. Bhd., P.O. Box 635, Kuala Lumpur, Malaysia
Taylor Instrument Sdn. Bhd., No. 14 Jalan SS3/59E, Petaling Jaya, Selangor, Malaysia
(Professional health prdts, specialty chems, instru, water & waste water treatment sys)

TED BATES WORLDWIDE INC 1515 Broadway, New York, NY 10036
Ted Bates (Malaysia) Sdn. Bhd., 12/F Wisma Lim Foo Yong, Jalan Raja Chulan 50200, Kuala Lumpur 50710, Malaysia
(Advertising agency)

TEKTRONIX INC PO Box 500, Beaverton, OR 97077
Tektronix Malaysia, Mecomb Malaysia Sdn. Bhd., Site 20, Jalan 225, P.O. Box 24, Petaling Jaya, Selangor, Malaysia
(Electronic display & measurement equip)

TEXAS INSTRUMENTS INC PO Box 655474, Dallas, TX 75265
Texas Instruments Malaysia Sdn. Bhd., No. 1, Lorong Enggang 33, Ampang/Ulu Keland, Juala Lumpur, Malaysia
(Semiconductor, electrical controls)

J WALTER THOMPSON CO 466 Lexington Ave, New York, NY 10017
PTM Thompson Advertising Sdn. Bhd., Wisma Perdana, Damansara Heights, Kuala Lumpur, Malaysia
PTM Thompson Advertising Sdn. Bhd., Wisma Perdana, Damansara Hgts., Juala Lumpur, Malaysia
(Advertising)

TIDEWATER INC PO Box 61117, New Orleans, LA 70161
Tidex (Malaysia) Sdn. Bhd., Peguamzbela Dan, Peguamzcara, 3rd Floor, Banguanain Jalan, Bukit Nanas, Kuala Lumpur 04-01, Malaysia
(Marine serv & equip to companies engaged in explor, development & prod of oil, gas & minerals)

TOUCHE ROSS & CO 1633 Broadway, New York, NY 10019
Touche Ross & Co., 1967B, 1st Floor, Jalan Dato Pati, Kota Bharu, Kelanton, Malaysia
Touche Ross & Co., many other locations throughout Malaysia
(Accounting & auditing, tax & mgmt serv)

TRANSAMERICA CORP 600 Montgomery St, PO Box 7648, San Francisco, CA 94111
United artists of Malaysia, Inc., 53 Jalan Kampong Dalleh, Off Pudo Rd., Kuala Lumpur 06-17, Selangor, Malaysia
(Diversified service co)

TWENTIETH CENTURY-FOX FILM CORP 10201 W Pico Blvd, Los Angeles, CA 90035
Twentieth Century Fox Films (Malaysia) Sdn. Bhd., 22 Jalan Padang Walter Grenier, Kuala Lumpur 06-23, Malaysia
(Motion pictures, TV programs, film processing, music publ etc)

U S LEASING INTL INC 733 Front St, San Francisco, CA 94111
D & C Leasing Sdn. Bhd., Wisma On Tai, 161-B, Jalan Ampang, Kuala Lumpur 04-07, Malaysia
(Equip leasing)

U S SUMMIT CORP 600 Third Ave, New York, NY 10016
Summit Co. (Malaysia) Sdn. Bhd., P.O. Box 1088, Jalan Semangat, Petaling Jaya, Malaysia
(Mktg/distrib pharms, chems)

UNION CAMP CORP 1600 Valley Rd, Wayne, NJ 07470
Bush Boake Allen (Malaysia) Sdn. Bhd., 908 Jalan S.S. 15/4, Subang Jaya, Selangor, Malaysia
(Flavors, fragrances, essential oils, aroma chems, corrugated containers)

UNION CARBIDE CORP Old Ridgebury Rd, Danbury, CT 06817
UC Malaysia Sdn. Bhd., 83 Jalan Tampoi, Johor Bahru, Johor, Malaysia
UC Malaysia Sdn. Bhd., many other locations throughout Malaysia
(Carbon prdts, chems, plastics, gases & related prdts, etc)

VF CORP PO Box 1022, Reading, PA 19603
Lee Apparel Sdn. Bhd., Kompleks Antarabangsa, Jalan Sultan Ismail, Kuala Lumpur, Malaysia
(Mfr/mktg apparel)

VICKERS INC 1401 Crooks Rd, Troy, MI 48084
Sperry Sdn. Bhd., 2nd Floor, Kwan Hap Chee Bldg., 188 Jalan 223 Sec. 51A, Petaling Jaya, Selangor, Malaysia
(Fluid power sys & comp)

WEATHERFORD INTL INC 1360 Post Oak Blvd, PO Box 27608, Houston, TX 77056
Weatherford/Lamb (Malaysia) Sdn. Bhd., Sengera & Co., 3rd Floor, Bangunan Ming, Jalan Bukit Nanas, Kuala Lumpur 04-01, Malaysia
(Mfr oil tools & equip, oil field serv)

WESTERN DIGITAL CORP 2445 McCabe Way, Irvine, CA 92714
Western Digital Malaysia Sdn. Bhd., 6 Jalan S.S. 84, Sungei Way Free Trade Zone, Sungei Way Subang, Selangor, Malaysia
(Semiconductor devices, electronic components)

WOODWARD & DICKERSON INC 937 Haverford Road, Bryn Mawr, PA 19010
Woodward & Dickerson Malaysia Sdn. Bhd., Wisma MPI, 9th Floor, Lot 907/908, Jalan Raja Chulan, Kuala Lumpur 50200, Malaysia
(Intl marketing organization)

XEROX CORP PO Box 1600, Stamford, CT 06904
Rank Xerox Sdn. Bhd., Bangunan Cho Tek, 135 Jalan Tuanku Abdul Rahman, Kuala Lumpur 01-08, Malaysia
(Copiers & duplicators, computers, data processing equip, computer serv)

ARTHUR YOUNG & CO 277 Park Ave, New York, NY 10172
Arthur Young & Co., 4th Floor, Wing On Life Bldg., 16 Jalan Silang, Kuala Lumpur 0119, W. Malaysia
(Intl accountants)

MALI

CITIBANK NA 399 Park Ave, New York, NY 10043
Banque Intl. pour l'Afrique Occidentale, Boite Postale 15, Bamako, Mali
(Intl banking)

LOUIS BERGER INTL INC 100 Halsted St, East Orange, NJ 07019
Louis Berger Intl. Inc., Boite Postale 1901, Bamako, Mali
(Consulting)

TEXACO INC 2000 Westchester Ave, White Plains, NY 10650
Societe Malienne des Petroles Texaco, Boite Postale 200, Bamako, Mali
(Worldwide exptor, marketing of crude oil & its prdts, petrochems, etc)

MALTA

AMERICAN BUREAU OF SHIPPING 65 Broadway, New York, NY 10006
American Bureau of Shipping, Transcontinental House, 54 Tachary St., P.O. Box 37, Valletta, Malta
(Ship surveys & classification)

AMERICAN LIFE INSURANCE CO (ALICO) PO Box 2226, Wilmington, DE 19899
American Life Insurance Co., c/o J. Mantalda Insurance Ltd., 98/2 Melita St., Valletta, Malta
(Life ins, pension & annuity plans, health prdts)

TRANS WORLD AIRLINES INC 605 Third Ave, New York, NY 10158
· Trans World Airlines, Inc., P.O. Box 1230, E.A.L. Holland House, Independence Ave., Dar es Salaam, Tanzania
(Air transp, hotel, food serv, real estate)

UNISYS PO Box 418, Detroit, MI 48232
· Burroughs Machines Ltd., Mkwepu St., P.O. Box 2609, Dar es Salaam, Tanzania
(Mfg, mktg & servicing of electr info sys)

THAILAND

3M CO 3M Center, St Paul, MN 55144
· 3M Thailand Ltd., G.P.O. Box 1650, Bangkok, Thailand
(Abrasives, adhesives, chems, diversified ind & consumer prdts & serv)

ABBOTT LABORATORIES Abbott Park, North Chicago, IL 60064
Abbott Pharma Ltd. (JV), P.O. Box 2633, Bangkok, Thailand
Abbott Labs., Ltd., P.O. Box 2633, Bangkok, Thailand
(Pharm & lab prdts)

ADVANCED MICRO DEVICES INC PO Box 3453, Sunnyvale, CA 94088
Advanced Micro Devices Ltd., 299/50/60 Changwattna Rd., Jwang Tung Seegun, Khet Bang Ken, Bangkok 10210, Thailand
(Mfr integrated circuits)

AERONAUTICAL INSTRUMENTS & RADIO CO 234 Garibaldi Ave, Lodi, NJ 07644
Bangkote Co., Ltd., 10/1-2 Ulpavadeerungsit Rd., Bangkok, Thailand
(Mfr aeronautical instru)

AFIA 110 William St, New York, NY 10038
The Hoke Insurance Co., Ltd., P.O. Box 1148, Bangkok, Thailand
(Insurance)

AIR EXPRESS INTL CORP 120 Tokeneke Rd, PO Box 1231, Darien, CT 06820
Air Express Intl., c/o Commercial Transport Intl. Co., Ltd., Thavich Bldg., 61 Kasemras Rd., Bangkok, Thailand
(Air frt forwarder)

AIRWAYS ENGINEERING CORP 1700 North Moore St Suite 810, Arlington, VA 22209
Airways Engineering Corp., 4th Floor, Suriyatai Bldg., 248 Phahelyethin Rd., P.O. Box 4-182, Bangkok 4, Thailand
(Airport planning, design, constr, & supervision)

ALLIED AFTERMARKET DIV 105 Pawtucket Ave, East Providence, RI 02916
Pressure Container Ind., 79 Chaupleng Rd., G.P.O. Box 628, Bangkok, 12, Thailand
(Mfr spark plugs, waste treatment sys, filters, brakes)

AMERICAN AIRLINES INC PO Box 619616, Dallas-Ft Worth Arpt, TX 75261-9616
· Pacific Leisure, 518-2 Ploenchit Rd., Bangkok, Thailand
(Air transp)

AMERICAN APPRAISAL ASSOCS INC 525 E Michigan St, Milwaukee, WI 53202
Asian Appraisal Thailand, Ltd., 12th Floor, Boonmitr Bldg., 138 Silom Rd., Amphur Bangrak, Bangkok, Thailand
(Valuation consulting serv)

AMERICAN BUREAU OF SHIPPING 65 Broadway, New York, NY 10006
· American Bureau of Shipping, 295/29 Surjwongse Rd., P.O. Box 2319, Bangkok, Thailand
(Ship surveys & classification)

AMERICAN CYANAMID CO 1 Cyanamid Plaza, Wayne, NJ 07470
Cyanamid Thailand Ltd., P.O. Box 2601, Bangkok, Thailand
(Pharms, chems, agric & consumer prdts)

AMERICAN INTL UNDERWRITERS CORP 70 Pine St, New York, NY 10270
Universal Insurance Co., Ltd., P.O. Box 846, American Intl. Bldg., 181 Suriwongse Rd., Bangkok, Thailand
(General ins worldwide)

AMERICAN STANDARD INC 40 W 40th St, New York, NY 10018
· American Standard Sanitaryware (Thailand) Ltd., 392 Sukhumvit Rd., Bangkok, Thailand
(Heating & sanitary equip, etc)

AMERICAN TRADING CO INC 633 Third Ave, New York, NY 10017
· American Trading Co., P.O. Box 1777, Bangkok, Thailand
Aetrace Engineering Ltd., P.O. Box 1777, Bangkok, Thailand
(Ind mach)

AMERON PROTECTIVE COATINGS DIV 201 N Berry St, Brea, CA 92621
Kien Co., Ltd., G.P.O. 417, Bangkok, Thailand
(Protective coatings, ind linings, fiberglass reinforced plastic pipe)

ARBOR ACRES FARM INC 41 Marlborough Rd, Glastonbury, CT 06033
· Arbor Acres (Thailand) Co., Ltd., 2387 New Petchburi Rd., Bangkapi, Huay Kwang, Bangkok 10, Thailand
(Producers of male & female broiler breeders, commercial egg layers)

AT&T INTERNATIONAL Mt Kemble Ave - Rt 202, PO Box 7000, Basking Ridge, NJ 07920
· AT&T (Thailand) Inc., Hilton Intl Bangkok, 2 Wireless Rd., Bangkok, Thailand
(Telecommun)

AVIS INC 900 Old Country Rd, Garden City, NY 11530
Avis Rent Office, 981 Silom Rd., Rincome Hotel, Huay Kaew Rd., Bangkok, Thailand
(Car rental service)

AVON PRODUCTS INC 9 W 57th St, New York, NY 10019
Avon Cosmetics (Thailand) Ltd., Bangkok, Thailand
(Cosmetics, perfumes)

BAKER PACKERS PO Box 3048, Houston, TX 77253
Oil Tex Thailand, OCT Bldg., 109 Surawongse Rd., Bangkok 10500, Thailand
(Completions equip)

BANK OF AMERICA NT & SA Bank of America Center, 555 California St, PO Box 37020, San Francisco, CA 94137
Bank of America, 2/2 Wireless Rd., Bangkok 10500, Thailand
(Intl banking)

THE BANK OF CALIFORNIA NA 400 California St, San Francisco, CA 94104
Bank of California, 699 Silom Rd., Bangkok, Thailand
(Banking)

BANKERS TRUST CO 280 Park Ave, New York, NY 10017
Thai Investment & Securities Co. Ltd. (TISCO), Boonmitr Bldg., 138 Silom Rd., Bangkok, Thailand
(Banking)

BARDAHL MFG CORP 1400 N W 52nd St, PO Box 70607, Seattle, WA 98107
Thai Petroleum & Trading Co., Ltd., 6th Floor, U-Chuliang Foundation Bldg., 968 Rama IV Rd., Bangkok, Thailand
(Lubricating oils)

BEATRICE COMPANIES INC 2 N La Salle St, Chicago, IL 60602
Bireley's California Orange (Thailand) Co., Ltd., 57 Group 2, Montaburi, Thailand
(Food & consumer prdts, luggage, cosmetics)

BLACK & VEATCH INTL PO Box 8405, Kansas City, MO 64114
Black Veatch Intl., P.O. Box 20, Bang Pakong, Chacheongsao 24130, Thailand
(Engineering & architectural serv)

BOOZ ALLEN & HAMILTON INC 101 Park Ave, New York, NY 10178
Booz Allen & Hamilton Intl., Inc., P.O. Box 2632, Bangkok, Thailand
(Mgmt consultants)

BOYDEN ASSOCIATES INC 260 Madison Ave, New York, NY 10016
Boyden Assocs., CSN & Assocs, Co. Ltd., 142-21 Soi Suksevittaya, N. Sathorn Rd., Bangkok 10500, Thailand
(Mgt consultants, exec search)

LEO BURNETT CO INC Prudential Plaza, Chicago, IL 60601
Leo Burnett Pte., Ltd. (Thailand), 2nd Floor, WSOM Bldg., 2948 Soi Somprasong 3, Petchburi Rd., Bangkok, Thailand
Leo Burnett Pte., Ltd. (Thailand), P.O. Box 994, Bangkok, Thailand
(Advertising agency)

CALTEX PETROLEUM CORP PO Box 619500, Dallas, TX 75261
Caltex Oil (Thailand) Ltd., 1037 Ploenckit Rd., Box 444, Bangkok 10501, Thailand
(Petroleum prdts)

CANADA DRY INTL CORP 100 Park Ave, New York, NY 10017
Bangkok Food & Beverage, 31 Moo 3 Ramintha Rd., Minburi, Bangkok, Thailand
(Carbonated beverages, soft drinks extract)

CARGILL INC PO Box 9300, Minneapolis, MN 55400
Tradax, Ltd., Bangkok Insurance Bldg., 302 Silom Rd., Bangkok, Thailand
(Animal oils, grains, feeds)

CARNATION INTL CO 5045 Wilshire Blvd, Los Angeles, CA 90036
Carnation Co. (Thailand) Ltd., 52/37 Soi Chidsiama, New Rd., Bangkok, Thailand
Carnation Co. (Thailand) Ltd., P.O. Box 2602, Bangkok, Thailand
(Milk prdts)

CHEMICAL BANK 277 Park Ave, New York, NY 10017
Chemical Bank NY Trust Co., Thailand, 34 Phyathai Rd., Bangkok, Thailand
(Banking)

CITIBANK NA 399 Park Ave, New York, NY 10043
First Natl. City Development Finance (Thailand) Ltd., Southeast Insurance Bldg., 315 Silom Rd., Bangkok, Thailand
(Intl banking)

THE COCA-COLA CO 310 North Ave, NW, PO Box Drawer 1734, Atlanta, GA 30313
The Coca-Cola Co. Thailand, all inquiries to U.S. address
(Mfr & sale of soft drink syrups & concentrates, juices & food prdts, motion pic & TV prod)

COLGATE-PALMOLIVE CO 300 Park Ave, New York, NY 10022
Colgate-Palmolive (Thailand) Ltd., 19 Yaek Soonthornkosa Rd., Klong Roey, Bangkok, Thailand
(Pharms, cosmetics, toiletries, detergents, etc)

CONTROL DATA CORP 8100 34th Ave S, Minneapolis, MN 55440
Control Data (Thailand) Ltd., Dusit Thani Office Bldg., Saladaeng Circle, Rama IV Rd., Bangkok, Thailand
(Control data equip, computer sys serv & financial serv)

COOPERS & LYBRAND INTL 1251 Ave of the Americas, New York, NY 10020
Coopers & Lybrand (Thailand) Co., Ltd., P.O. Box 788, Bangkok, Thailand
(Accountants, auditors)

CORROON & BLACK INTL Wall Street Plaza, New York, NY 10005
Miner Thailand Ltd., Shell House, 7th Floor, 140 Wireless Rd., Bangkok, Thailand
(Ins brokers)

CPC INTERNATIONAL INC Intl Plaza, Englewood Cliffs, NJ 07632
CPC Thailand Ltd., P.O. Box 2646, Bangkok, Thailand
(Food prdts)

CROCKER BANK INTERNATIONAL 299 Park Ave, New York, NY 10017
Crocker Bank, Thai Military Bank Bldg., 8th Floor, 34 Phaya Thai Rd., Bangkok, Thailand
(Intl banking serv)

CROWN CORK & SEAL CO INC Holmesburg Station, PO Box 6208, Philadelphia, PA 19136
Thailand Crown Cork & Seal Co., Ltd., 903 Kosemkij Blvd., 120 Silom Rd., Bangkok, Thailand
(Cans, bottle caps; filling & packaging mach)

DATA GENERAL CORP 4400 Computer Dr, Westboro, MA 01580
Data General Thailand, PR Bldg., 2189 New Petchburi Rd., Bangkok, Thailand
(Design, mfr gen purpose computer sys & peripheral prdts & serv)

DE KALB-PFIZER GENETICS 3100 Sycamore Rd, De Kalb, IL 60115
Charoen Pokphand Feedmill Co. Ltd., 36 Soi Yenchit Chand Rd., Bangkok, Thailand
(Agric seeds)

DE LEUW CATHER INTL LTD 1211 Connecticut Ave, NW, Washington, DC 20036
De Leuw, Cather Intl. Ltd., P.O. Box 2113, Bangkok, Thailand
(Consulting engrs & planners)

DELOITTE HASKINS & SELLS INTL 1114 Ave of the Americas, New York, NY 10036
Deloitte Haskins & Sells Intl., P.O. Box 812, Bangkok, Thailand
(Accountants & auditing, tax & mgmt advisory serv)

DINERS' CLUB INTL 575 Lexington Ave, New York, NY 10043
Diners Club Thailand Ltd., 4th Floor, Dusit Thani Office Bldg., 946 Rama 4 Rd., Bangkok 5, Thailand
(Credit card service)

DRESSER INDUSTRIES INC 1505 Elm St, PO Box 718, Dallas, TX 75221
Dresser Industries, Thailand Berlie Co., Ltd., 8th Floor, Shell House Bldg., 140 Wireless Rd., Bangkok 5, Thailand
(Diversified supplier of equip & tech serv to energy & natural resource ind)

THAILAND

DREW CHEMICAL CORP One Drew Plaza, Boonton, NJ 07005
Napcon & Co. Ltd., 605/6 Rajchadapisek Rd., Bangkion, Bangkok 12, Thailand
(Specialty chems for ind water & fuel treatment, chem processing)

E I DU PONT DE NEMOURS & CO Du Pont Bldg, 1007 Market St, Wilmington, DE 19898
Du Pont Far East, Inc., Siboonruang 11 Bldg., 1/7 Convent Rd., Bangkok, Thailand
(Mfg & sales of diversified lines of chems, plastics, specialty prdts & fibers)

EASTERN AIR LINES INC Miami Intl Airport, Miami, FL 33148
Far East Travel Centre Ltd., 89/12 Rajadamari Rd., Bangkok Bagaor, Bangkok, Thailand
(Air transportation)

EASTMAN KODAK CO 343 State St, Rochester, NY 14650
Kodak (Thailand) Ltd., 71 Sub Rd., Siphya, Bangkok, Thailand
(Photo prdts, chems, info mgmt)

EATON CORP 100 Erieview Plaza, Cleveland, OH 44114
Cutler Hammer Inc., 321 Soi Hetanut Ekami Rd., Sukhumvit 63, Thailand
(Advanced tech prdts for transp & ind mkts)

ECONOMICS LABORATORY INC 370 Wabash St, St Paul, MN 55102
Somerville-Sinobrit, Ltd., P.O. Box 11-1128, Bangkok 11, Thailand
(Ind & household detergents, cleaning agents & equip)

EMERY AIR FREIGHT CORP Old Danbury Road, Wilton, CT 06897
Emery Air Freight Corp., P.O. Box 1269, Bangkok, Thailand
(Air frt forwarders)

EXXON CORP 1251 Ave of the Americas, New York, NY 10020
Esso Chemicals Thailand, Ltd., P.O. Box 189, Bangkok, Thailand
(Petroleum & petroleum prdts)

FELTON INTERNATIONAL INC 599 Johnson Ave, Brooklyn, NY 11237
Felton Intl. (Thailand) Ltd., Chokchai Intl. Bldg., 690 Sukhumvit Rd., Bangkok, Thailand
(Essential oils & extracts, perfumes & flavor material, aromatic chems)

FIRESTONE TIRE & RUBBER CO 1200 Firestone Pkwy, Akron, OH 44317
Firestone Tyre & Rubber Co. (Thailand) Ltd., P.O. Box Prakanong 11/118, Bangkok, Thailand
(Tires, tubes & other rubber prdts, synthetic & natural rubber textiles, etc)

FLYING TIGER LINE INC 7401 World Way W, Los Angeles, CA 90009
Flying Tiger Line, Inc., 2114 New Petchburi Rd., Rotary Trading Bldg., Bangkok, Thailand
(Air frt carrier, air cargo service worldwide)

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FMC CORP 200 E Randolph Dr, Chicago, IL 60601
FMC Thai Ltd., Regent House, 183 Rajdamri Rd., Bangkok 10500, Thailand
(Mach & chem for industry, agric & govt)

FOXBORO CO 38 Neponset Ave, Foxboro, MA 02035
Delta Trading Co., Ltd., P.O. Box 10-1005, Petchburi Ext. Rd., Bangkok, Thailand
(Control equip, ind instru)

GAMLEN CHEMICAL CO 121 S Maple Ave, S San Francisco, CA 94080
Gamlen Chemical Co., c/o Creation Centre Co., Ltd., 199/1-2 Patsuwan Intersection, Paya Thai Rd., Bangkok, Thailand
(Chems, detergents & tank cleansers)

GELCO CTI CONTAINER CORP 3 Gelco Dr, Eden Prairie, MN 55344
Boonma Cargo Co., Ltd., 1960 Thanon Ramkhamhaeng, Huamak, P.O. Box 11-401, Bangkok 11, Thailand
(Leasing marine cargo containers)

GENERAL ELECTRIC CO 3135 Easton Tpk, Fairfield, CT 06431
General Electric Intl. Operations Co., Inc., 5/7 Wireless Rd., P.O. Box 11-1453, Mana Post Office, Bangkok 11, Thailand
(Diversified mfr of high technology, electrical & related prdts)

GETZ CORP 150 Post St, San Francisco, CA 94108
Getz Corp., Transportation Div., 1/2 Convent Rd., Bangkok, Thailand
Getz Corp. Thailand Ltd., 723 Siphya Rd., Bangkok, Thailand
(Overseas marketing serv)

B F GOODRICH CO CHEMICAL DIV 6100 Oak Tree Blvd, Cleveland, OH 44131
Goodyear (Thailand) Ltd., Sirinee Bldg., 3rd Floor, 518/4 Ploenchitr Rd., Bangkok, Thailand
(Polyvinyl chloride resins)

GOODYEAR TIRE & RUBBER CO 1144 E Market St, Akron, OH 44316
Goodyear (Thailand) Ltd., Sirinee Bldg., 518/4 Ploenchit Rd., Bangkok, Thailand
(Tires, rubber prdts)

GRIFFITH LABORATORIES INC 1 Griffith Center, Alsip, IL 60658
Griffith Labs Thailand Inc., 482 Mu 19 Soi Peaksitr, Rod Rang Kao Rd., Samrong Tai, Phraprodaeng, Sumutprakarn, Thailand
(Ind food ingredients & equip)

GROLIER INC Old Sherman Tpk, Danbury, CT 06816
Grolier Intl., Inc., 501 Sibunruang Bldg., #2, 1/7 Convent Rd., Bangkok, Thailand
Grolier Intl., Inc., 8th Floor, Sivodee Bldg., 1 Convent Rd., Bangkok, Thailand
(Publishers)

GTE CORP One Stamford Forum, Stamford, CT 06904
Asia Lamp Industry Co., Ltd., Bangkok, Thailand
(Electronic prdts, telecommunications sys, etc)

GTE DIRECTORIES CORP West Airport Dr, DFW Airport, TX 75261-9810
GTDL (Thai) Ltd., Sirinee Bldg., 51814 Ploenchit Rd., Bangkok, Thailand
(Pub telephone directories)

FRANK B HALL & CO INC 549 Pleasantville Rd, Briarcliff Manor, NY 10510
Leslie-Hall PBCO, Ltd., P.O. Box 11-1255, 17 Sukhumvit 4, Nana Tai, Bangkok 11, Thailand
(Insurance)

THE HARPER GROUP PO Box 26029, San Francisco, CA 94126
Circle Airfreight Intl. (Thailand) Ltd., 6th Floor, Prarinya Bldg., 544/11 Ploenchit Rd., Bangkok 5, Thailand
(Ocean/air frt, customhouse brokerage, container leasing, cargo serv)

HILLERICH & BRADSBY CO INC PO Box 35700, Louisville, KY 40232-5700
Merry Wear Ltd., 57/17-21 Thanon Witnayu, GPO Box 2434, Bangkok 5, Thailand
(Golf, baseball & softball equip)

HILTON INTL CO 605 Third Ave, New York, NY 10158
Hilton Intl. Co., Travel East, Anglo-Thai Bldg., 64 Silon Rd., Bangkok, Thailand
(Hotel operations)

HOLIDAY INNS INC 3742 Lamar Ave, Memphis, TN 38195
Holiday Inn Pattaya, Bangkok, Thailand
(Hotels, restaurants, casinos)

HUGHES AIRCRAFT CO PO Box 90515, Los Angeles, CA 90009
Hughes Aircraft Co., Cathay Trust Bldg., 4th Floor, 1016 Rama IV Rd., Bangkok 5, Thailand
(Aircraft & aerospace sys & equip)

HYATT INTL CORP 200 West Madison Ave, Chicago, IL 60606
Hyatt Central Plaza Bangkok, P.O. Box 10-182, 1695 Phahonyothin Rd., Bangkaen, Bangkok, Thailand
(Intl hotel mgmt)

INA CORPORATION 1600 Arch St, Philadelphia, PA 19101
Borneo Adjusters, Ltd., Samatshavanich Bldg., 231/2 S. Sathorn Rd., Bangkok, Thailand
(Holding co: ins, financial serv)

INGERSOLL-RAND CO 200 Chestnut Ridge Rd, Woodcliff Lake, NJ 07675
Ingersoll-Rand Intl., Bangkok, Thailand
(Compressors, rock drills, pumps, air tools, etc)

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INTERNATIONAL BUSINESS MACHINES (IBM) Old Orchard Rd, Armonk, NY 10504-1783
IBM Thailand Co. Ltd., Bangkok, Thailand
(Info-handling sys, equip & serv)

INTERNATIONAL TELEPHONE & TELEGRAPH CORP 320 Park Ave, New York, NY 10022
ITT Far East & Pacific, Shell Bldg., 140 Wireless Rd., Bangkok, Thailand
ITT Thailand, Ltd., 233 Poochao Samingprai Rd., Samutprakan, Thailand
(Electronic equip, etc)

KAISER CEMENT & GYPSUM CORP 300 Lakeside Dr, Oakland, CA 94623
Thai Fluorite Processing Co., Ltd., Jalaprathan Cement Bldg., 2974 New Petchburi Rd., Bangkok, Thailand
Thai Fluorite Resources Co., Ltd., Jalaprathan Cement Bldg., 2974 New Petchburi Rd., Bangkok, Thailand
(Cement, rock, sand, gravel, readymix concrete, gypsum wallboard)

KIMBERLY-CLARK CORP 128 N Lake St, Neenah, WI 54956
Kimberly-Clark Thailand Ltd., 415 Sukhumvit Rd., Samrong Nua, Samutprakarn, Thailand
(Fiber-based, pulp & forest prdts)

KOLMAR LABORATORIES INC 123 Pike St, Port Jervis, NY 12771
S&J Intl. Enterprises Ltd., 553/18 Soi Sangsuk Sadhupradith Rd., Yannawa, Bangkok 10120, Thailand
(Household prdts, cosmetics, pharms)

ELI LILLY & CO 307 E McCarty St, Indianapolis, IN 46285
Eli Lilly Asia, Inc., P.O. Box 1620, Bangkok GPO, Bangkok, Thailand
(Pharms, agric & cosmetic prdts)

LITTON INDUSTRIES INC 360 N Crescent Dr, Beverly Hills, CA 90210
Western Geophysical (Thailand), 120/1 Daroon Samran St., Talodnai, Huendkhonkaen, Thailand
(Elec sys, bus machs & equip, marine engineering, paper, printing, pub)

LOUIS BERGER INTL INC 100 Halsted St, East Orange, NJ 07019
Louis Berger Intl. Inc., P.O. Box 11-1369, Bangkok, Thailand
(Consulting)

LTV CORP 1600 Pacific St, PO Box 225003, Dallas, TX 75222
LTV Aerospace Corp., BUMC Bldg., 144 Sukhumvit Rd., Bangkok, Thailand
(Steel, energy prdts, aerospace & ocean shipping)

MANUFACTURERS HANOVER TRUST CO 350 Park Ave, New York, NY 10022
Manufacturers Hanover Trust Co., Dusit Thani Bldg., P.O. Box 1660, 946 Rama IV Rd., Bangkok 14, Thailand
(Banking)

THAILAND

MILCHEM INC 3900 Essex Lane, PO Box 22111, Houston, TX 77027
- Milchem Drilling Fluids Inc., 629 President Hotel, 125/6 Gaysorn Rd., Bangkok, Thailand
(Gas & oil well drilling fluids & chem additives)

MOBIL CORP 150 E 42nd St, New York, NY 10017
- Mobil Oil Thailand Ltd., P.O. Box 1698, Bangkok, Thailand
Mobil Oil Thailand Ltd., 2948 Soi Somprasong 3, Petchburi Rd., Bangkok 4, Thailand
(Petroleum explor, prdts)

MONSANTO CO 800 N Lindbergh Blvd, St Louis, MO 63166
- Monsanto Thailand Ltd., Kasemkij Bldg., 5th Floor, 120 Silom Rd., Bangkok, Thailand
(Chems, plastics, petroleum prdts, man-made fibers)

MULLER & PHIPPS INTL CORP Box 3994, San Francisco, CA 94119
- Muller & Phipps (Thai) Ltd., P.O. Box 392, Bangkok, Thailand
(General merchandise)

MUNFORD INC 1860-74 Peachtree Rd, NW, Atlanta, GA 30309
- Homecrafts Co. Ltd., A4 Moo 14, Bangchan Ind. Estate, Sukapiban Rd., Minburi, Bangkok, Thailand
(Convenience & specialty stores)

McCANN-ERICKSON INC 485 Lexington Ave, New York, NY 10017
- McCann-Erickson Ltd., Kian Gwan Bldg., 11th Floor, 140 Wireless Rd., G.P.P. Box 2555, Bangkok 5, Thailand
(Advertising)

NATIONAL SEMICONDUCTOR CORP 2900 Semiconductor Dr, Santa Clara, CA 95051
NS Electronics Ltd., 40/10 Soi Bangna (LaSalle) Sukhumvit 105, Bangkok 11, Thailand
(Semiconductors, computers & point-of-sale sys)

NORTHROP ARCHITECTURAL SYSTEMS PO Box 1215, City of Industry, CA 91749
Yong Hong Seng Co., Ltd., 666-668 Samyaek, New Rd., P.O. Box 1350, Bangkok, Thailand
(Metal architectural prdts & sys)

OGILVY & MATHER INC 2 E 48th St, New York, NY 10017
- Meridian Advertising Ltd., Olympia Thai Bldg., 7th Floor, 956 Rama IV Rd., Bangkok, Thailand
Ogilvy & Mather (Thailand) Ltd., HLR Bldg., 4th Flr., 285 Convent Rd., Bangkok, Thailand
(Advertising agency)

OTIS ELEVATOR CO 10 Farm Springs, Farmington, CT 06032
- Otis Elevator Co., 4th Floor Silom Bldg., 197/1 Silom Rd., P.O. Box 1177, Bangkok, Thailand
(Elevators & escalators)

PACIFIC ARCHITECTS & ENGINEERS INC 1111 W Sixth St, Los Angeles, CA 90017
Pacific Architects & Engineers Inc., 5th Floor, Jardines Bldg., 1032/1-5 Rama IV Rd., Bangkok, Thailand
(Tech engineering serv)

PACIFIC TELESIS INTL 595 Market St, San Francisco, CA 94105
Pacific Telesis (Thailand) Ltd., Regent House, 183 Rajdamri Rd., Bangkok 10500, Thailand
(Telecommun & info sys)

PAN AMERICAN WORLD AIRWAYS INC 200 Park Ave, New York, NY 10166
Pan American World Airways, Inc., Siam Center, 965 Rama I Rd., Bangkok, Thailand
(Air transp)

PARKE DAVIS & CO PO Box 118, Detroit, MI 48232
Parke-Davis (Thailand) Ltd., 388 Sukhumvit Rd., Bangkok, Thailand
(Pharms, biologicals, etc)

PEPSICO INC 700 Anderson Hill Rd, Purchase, NY 10577
Pepsi-Cola Intl., 8th Floor, Panunee Bldg., 518/3, Ploenchit Rd., Tambol Lumpini, Amphur Patumwan, Bangkok Metropolis,
(Beverages, food prdts & services, sporting goods)

PFIZER INC 235 E 42nd St, New York, NY 10017
Pfizer Intl. Corp., Box 2513, G.P.O., Bangkok, Thailand
(Pharms, cosmetics, hosp prdts, chems, etc)

PHELPS DODGE CORP 300 Park Ave, New York, NY 10022
Phelps Dodge Thailand Ltd., 6th fl., Panunee Bldg., 518/3 Ploenchit Rd., P.O. Box 11-58, Bangkok, Thailand
(Minerals & metals)

PIONEER HI-BRED INTL INC 700 Capital Sq, 400 Locust St, Des Moines, IA 50309
Pioneer Hi-Bred Overseas Corp. (Thailand) Ltd., Prapurthabad, Adhra Pradesh, Thailand
(Seed corn, feed seed, data sys & equip)

PRC ENGINEERING CONSULTANTS INC PO Box 3006, Englewood, CO 80155
PRC Engineering Consultants, Inc., P.O. Box 1010, Bangkok, Thailand
(Engineering consultants, serv for develop of water)

PRICE WATERHOUSE & CO 1251 Ave of the Americas, New York, NY 10020
Price Waterhouse, Inc., Chongkolnee Bldg., 56 Surawong Rd., P.O. Box 800, Bangkok 10501, Thailand
(Accountants & auditors)

RAMADA INC 3838 E Van Buren, Phoenix, AZ 85008
Ramada Inn, Rama Tower, 981 Silom Rd., Bangkok, Thailand
(Motor hotels, restaurants, hospitality & med facilities)

RESEARCH-COTTRELL INC PO Box 1500, Somerville, NJ 08876
Metcalf & Eddy Intl., Inc., 294/8B Soi Sampraseng 3, Petchaburi Rd., Bangkok 4, Thailand
(Air pollution control equip, engineering & consulting serv)

ROCHESTER MIDLAND CORP PO Box 1515, Rochester, NY 14603
RM Asia Consultants Ltd., P.O. Box S-1055, Silom Post Office, Bangkok 101200, Thailand
(Mfr specialty chems for ind cleaning/maint, water treatment, personal hygiene)

ROHM & HAAS CO Independence Mall West, Philadelphia, PA 19105
Rohm & Haas Asia, Inc., 7th Floor, 134½ Silom Rd., Bangkok 5, Thailand
(Ind & agric chems, plastics)

SCOTT PAPER INTL INC Scott Plaza, Philadelphia, PA 19113
Scott Trading Ltd., Thai-Scott Paper Co., Ltd., Thailand
(Paper & paper prdts, bleached pulp)

SEA-LAND SERVICE INC PO Box 900, Edison, NJ 08817
Sea-Land Service, Inc., Tuvich Bldg., 5th fl., 61 Kasemrat Rd., Klong Toey, Bangkok, Thailand
Sea-Land Service, Inc., c/o Commercial Transport Intl., International Airport, Bangkok, Thailand
(Containerized carrier, container serv, warehouse operations)

SECURITY PACIFIC NATIONAL BANK PO Box 92890, Los Angeles, CA 90009
Security Pacific Natl. Bank., Silom Bldg., 197/1 Silom Rd., Bangkok 5, Thailand
(Banking)

SGS CONTROL SERVICES INC 42 Broadway, New York, NY 10004
SGS Far East Ltd., 4 Deja Rd., P.O. Box 429, Bangkok, Thailand
(Complete range of quality & quantity control checks & related tech serv)

SHERATON CORP 60 State St, Boston, MA 02109
Tawana Sheraton, P.O. Box 1742, Bangkok, Thailand
(Hotel operations)

SIGNETICS CORP PO Box 3409, Sunnyvale, CA 94088-3409
Signetics (Thailand) Co. Ltd., 303 Choengwatar Rd., Bangkok, Thailand
(Solid state circuits)

SQUARE D CO Executive Plaza, Palatine, IL 60067
Square D Co. (Thailand) Ltd., P.O. Box 2160, Bangkok, Thailand
(Power distribution & elec/electr ind control equip)

E R SQUIBB & SONS INC PO Box 4000, Princeton, NJ 08540-0130
Squibb Far East Ltd., Ruam Rudee Bldg., 566 Ploenchit Rd., Bangkok, Thailand
(Pharms)

SSC&B:LINTAS WORLDWIDE 1 Dag Hammarskjold Plaza, New York, NY 10017
SSC&B Lintas Thailand Ltd., Sathorn Thani Bldg., N. Sathorn Rd., Bangkok 10500, Thailand
(Advertising agency)

STANDARD COMMERCIAL TOBACCO CO INC PO Box 450, Wilson, NC 27893
Siam Tobacco Export Corp. Ltd., Chiangmai, Thailand
(Leaf tobacco dealers/processors)

STERLING INTL 650 California St, San Francisco, CA 94108
Thai Hygienic Products Co., Ltd., Nonwoven Fabric Div., 437 Soi Siri, Silom Rd., Bangkok, Thailand
(Paper & paper prdts)

STV/LYON ASSOCIATES INC 21 Governor's Court, Baltimore, MD 21207
STV Asia Wells Ltd., Chakchai Bldg., 690 Sukhumvit Rd., Bangkok, Thailand
STV Lyon ASsociates Ltd., same address
(Architects, engs, planners)

SUN CHEMICAL CORP 200 Park Ave, New York, NY 10166
Sun Inks (Thailand) Co., Ltd., 64 Soi Supamit Rd., Phasphard, Bangkok, Thailand
(Textile chems, printing inks, paints & pigments, graphic arts equip)

TED BATES WORLDWIDE INC 1515 Broadway, New York, NY 10036
Ted Bates & Co., Inc., Sivadon Bldg., 1 Convent Rd., P.O. Box 656, Bangkok, Thailand
(Advertising agency)

TEKTRONIX INC PO Box 500, Beaverton, OR 97077
Dynamic Supply Engineering R.O.P., 12 Soi Pasana 1, Ekamai, Sukhumvit 63, Bangkok 11, Thailand
(Electronic display & measurement equip)

J WALTER THOMPSON CO 466 Lexington Ave, New York, NY 10017
J. Walter Thompson Co. Ltd., 9 Soi 33 Sukhumvit Rd., 10110 Bangkok, Thailand
(Advertising)

TOUCHE ROSS & CO 1633 Broadway, New York, NY 10019
Jaiyos & Co., 298 Silom Rd., P.O. Box 53, Bangkok 5, Thailand
(Accounting & auditing, tax & mgmt serv)

TRANS WORLD AIRLINES INC 605 Third Ave, New York, NY 10158
Trans World Airlines, Inc. (TWA), Dusit Thani Hotel, Rama IV Rd., Bangkok, Thailand
(Air transp, hotel, food serv, real estate)

TRANSAMERICA CORP 600 Montgomery St, PO Box 7648, San Francisco, CA 94111
United Artists of Thailand, Inc., South East Insurance Bldg., 6th Floor, 315 Silom Rd., Bangkok, Thailand
(Diversified service co)

U S SUMMIT CORP 600 Third Ave, New York, NY 10016
U.S. Summit Corp. (Overseas), P.O. Box 1403, Bangkok, Thailand
(Mktg/distrib pharms, chems)

UNION CARBIDE CORP Old Ridgebury Rd, Danbury, CT 06817
UC Thailand Ltd., Bank of Ayuthya Bldg., 6th Floor, 550 Corner of Ploenchit/ Wireless Rd., Bangkok 5, Thailand
UC Thailand Ltd., many other locations throughout Thailand
(Carbon prdts, chems, plastics, gases & related prdts, etc)

UNION OIL INTL DIV Union Oil Center, PO Box 7600, Los Angeles, CA 90017
Union Oil Co. of Thailand, Thai Military Bank Bldg., 34 Pnyathai Rd., Bangkok 4, Thailand
(Petroleum prdts, petrochems)

UNITED AIR LINES INC PO Box 66100, Chicago, IL 60666
United Airlines, Dusit Thani Office Bldg., 946 Rama IV Rd., Rm: 1102B, 11th Floor, Bangkok 5, Thailand
(Air transp)

UNITED CALIFORNIA BANK PO Box 54191, Los Angeles, CA 90054
United California Bank, Cathay Trust Bldg., 1016 Rama IV Rd., Bangkok, Thailand
(Banking)

UNOCAL CORP 1201 W 5th St, PO Box 7600, Los Angeles, CA 90051
Union Oil Co. of Thailand, Central Plaza Office Bldg., 1693 Phaholyothin Rd., Bangkok 10900, Thailand
(Oil/gas explor & prod)

UPJOHN CO 7000 Portage Rd, Kalamazoo, MI 49001
Upjohn Co., Ltd., P.O. Box 224, Bangkok, Thailand
(Pharms, agric prdts, ind chems)

VICKERS INC 1401 Crooks Rd, Troy, MI 48084
Thai Agency Engineering Co., Ltd., 2/16-18 Sukhumvit Soi 22, Bangkok 11, Thailand
(Fluid power sys & comp)

WARNER BROS INC 4000 Warner Blvd, Burbank, CA 91522
Warner Bros. (F.E.) Inc., 315 Silom Rd., Bangkok, Thailand
(Prod/dist motion picture films, TV, music recording & pub)

WARNER-LAMBERT CO 201 Tabor Road, Morris Plains, NJ 07950
Warner-Lambert & Parke-Davis, G.P.O. Box 1448, Bangkok, Thailand
(Ethical & proprietary pharmaceuticals, med & dental prdts)

WESTERN GEOPHYSICAL CO OF AMERICA PO Box 2469, Houston, TX 77252
Western Geophysical, Khon Kaen, P.O. Box 38, 120/1 Daroon Samran, Thailand
(Geophysical serv)

APEC PARTNERSHIP FOR EDUCATION

Updated Partnership Profile and Survey Information
September, 1992

Please return this form by fax to David Brunell at Creative Associates International, Inc.

I. **Institutions/Organizations Involved**

Texas A&M University College of Business Administration and Graduate School of Business
University of Indonesia Faculty of Economics

II. **Working Title (current language)**

TAMU's College of Business Administration and UI Austin's [illegible] collaboration with the University of Indonesia's Faculty of Economics

III. **Updated Program Description (language based on experience to date)**

Mission/Focus:
Establish linkages between TAMU and UOI in the field of business administration to stimulate faculty contacts and enhance the quality of UOI's business administration faculty.

Objectives and Activities:
To upgrade the professional skills of existing UOI faculty, the majority of whom do not have doctoral degrees. The aim is to raise the size and quality of Indonesian faculty.

The "market(s)" or constituency for the above program (who's being served and in whay ways) and the "values" to be created or added:
The major beneficiaries of the program are (i) junior lecturers of the UOI staff-in-waiting, (ii) private/public sector executives who have been exposed to reforms, and (iii) US faculty members with other area expertise

IV. **Financial/Budget Information**

U.S. Government funding: Amount: $150,000

Date funds actually transmitted: October 1991

Grant Cycle: Beginning date: October 1 1991 Ending date: Extension requested through June 1993

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IV. **Financial/Budget Information** (continued)

Cost Sharing: Total Amount: B 133 132 By whom: Texas A&M and UT Austin
Direct 98 041 "
Indirect 11,961 "

V. **Program Progress/Accomplishment:** (Please use numbers and specifics as applicable - quantify as much as realistic)

To date:

e.g. faculty exchanges

student exchanges

workshops/seminars/lectures

curriculum development

publications/written products

other

One lecturer from UOI has been accepted and has joined TAMU's Ph.D program in Accounting at the Graduate School of Business. Another lecturer from UOI's Faculty of Economics has applied to and is being considered for the Ph.D program. The Dean UOI Faculty of Economics visited TAMU in early September 1992.

Other work-in-progress (i.e., where outcomes/accomplishments will be demonstrated later)

Case study development: based on Indonesian private sector's success stories
Faculty exchange program: visiting lecturers joint teaching and research in business administration

Benefits already created-e.g. what kind, for whom, and how much (in what terms) (consider how you define "success")

What kinds?

Internal to institution The Dean UOI's Faculty of Economics visit to TEXAS A&M exposed our faculty and administrators to potential ~~work~~ academic relationships with the UOI.

External to industries or markets If UOI is interested in sending a few private sector managers to our executive development programs, the women they have to establish contacts with firms in the US.

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V. **Program Progress/Accomplishment** (continued)

For whom?

U.S. The potential for our faculty to visit Indonesia to teach, conduct research and provide consulting services has been enhanced thus increasing the faculty's international expertise + exposure.

Asia/Pacific counterparts UGE now has access to a premier business school in the US via Texas A&M. Indonesian has been given to diversify away from Dutch institutions.

How much/ in what terms

Quantitative terms One lecturer submitted to the Ph.D program and one more is being considered.

Qualitative terms The quality of the Faculty of Economics will be enhanced through this process, although it is a time consuming process

VI. **Sustainability (considerations, possibilities, plans, actions)**

Strategies USAID funds is being used as seed money to initiate programs with the UGE. The funds are also been used to generate ~~funds~~ sustain resources from outside sources.

Participants World Bank, ~~—~~ Indonesia's private sector, and US companies operating in Indonesia

Resources World Bank funds for human resource development

High Probability

Projects intended/envisioned beyond grant expiration Joint executive development programs in business to be offered in Jakarta. Research teaching at UGE by TAMU faculty of business.

VII. **U.S. Private Sector Involvement and Potential**

U.S. Companies ARCO/International and the "Big Six" accounting firms operate in Indonesia. These companies could play an important role in job programs and sponsoring faculty members to work in Indonesia.

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VII. U.S. Private Sector Involvement and Potential (continued)

Nature of participation (1) Training programs (2) Encourage faculty to participate in consulting opportunities and (3) Fund research in [illegible]

Resource commitments/possibilities/cost sharing

Potential and Significance Indonesia is a natural resource rich country and is of strategic interest for the US. We need to establish a strong linkage with the country

VIII. ASEAN/South Pacific Private Sector Involvement

Companies Public sector companies 2) [illegible] Private companies, like g. ASTRA [illegible] Mfg Company

Nature of participation Research ~~and~~ permission to conduct case studies. Fund Indonesian business managers to participate in TAMU's Center for Executive Development program. Nurture joint TAMU-UOI, executive development program

Resource commitments/possibilities/cost sharing To be explored in the course

Significance is absolutely needed ~~to~~ for the project to be self sustainable

IX. Integration Across Other APEC Programs/Projects: Contacts and linkages with other universitiy partnerships (NSF or DOE); and outreach programs (ASPIRE, Northeastern University Coop Network, Citizens Exchange)

Actual to date —

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IX. **Integration Across Other APEC Programs/Projects:** (continued)

Desired in the future [illegible]

X. **Key Issues and Lessons Being Learned From Experience**

Program objective: [illegible] met

Program strategies: Because of long extension period and political storms with the Nelter/Lamb delays we not [illegible] implementation Project implementation period [illegible] will be a minimum of 2 years vs 1 year

Benefit/cost and cost effectiveness: The experience that US administrators and faculty will gain in this process linkage process is significant. Broader exposure [illegible] in US [illegible]

Project targeting, outreach, involvement: There is tremendous potential for the benefit of an undergraduate program to flow to the business community in both countries

Sustainability: The project should be sustainable through private sector funding with [illegible] resources.

Private sector involvement: Outlook is good

Other:

**Please use additional sheets of paper if you wish.

FY92

July 7, 1992

DESCRIPTION OF APEC PROPOSALS
FROM THE NATIONAL SCIENCE FOUNDATION

There were five NSF proposals with three selected for funding. All three have Indonesian partners:

PARTNERSHIP: North Carolina State University with the Institut Pertanian Bogor. A Letter of Agreement between the institutions is on file.

TITLE: Cooperative Partnership Initiative Between CAPPS and the Institut Pertanian Bogor.

PROPOSED DURATION: 9/1/92 - 8/30/94

DESCRIPTION: This partnership is between the Center for Aseptic Processing and Packaging Studies (CAPPS) at North Carolina State University with the Faculty of Agricultural Technology and the Inter-University Center for Food and Nutrition at the Institut Pertanian Bogor (Bogor Agricultural University)

The widespread lack of refrigeration throughout Indonesia provides an environment for development of food processing industries that are focused toward aseptically packaged foods. This project addresses the engineering, processing and safety needs of aseptically processed and packaged foods.

This partnership will offer CAPPS mini-symposia or short courses in Indonesia as an outreach program to the local industries; CAPPS faculty will visit the Institut Pertanian Bogor and will select four visiting Indonesian scientists/engineers to interact with North Carolina's faculty and participate in research projects; and Indonesian graduate students will visit CAPPS to assist in conducting cooperative research projects.

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PARTNERSHIP: Texas A&M University and the University of Texas at Austin with the Institut Teknologi Bandung. A Cooperative Agreement between the institutions is on file.

TITLE: An Asian Pacific Economic Cooperation (APEC) Partnership between the Offshore Technology Research Center (TAMU/UT) and the Institut Teknologi Bandung (ITB) Indonesia.

PROPOSED DURATION: 9/1/92 - 8/30/94

DESCRIPTION: The Offshore Technology Research Center (OTRC) was founded in 1988 as a joint venture between Texas A&M University and the University of Texas at Austin. The OTRC is involved in a broad range of research areas related to offshore technology including hydrodynamics, structures, materials, and sea floor engineering. Their research projects include a complete portfolio of advanced engineering problems that presently limit offshore petroleum production in deep water.

Institut Teknologi Bandung is an academic engineering institution founded in 1920 with a petroleum engineering program that deals with offshore technology. Five of their 26 faculty members have advanced degrees from Texas A&M University and the University of Texas at Austin.

This Texas/Bandung partnership will serve as the nucleus for the establishment of a broad based Indonesian Industry/University Cooperative Research Center (I/UCRC) between the U.S. and Indonesia as well as associated centers and programs in Australia (Australian Maritime Engineering Cooperative Research Center and the Monash University Offshore Engineering Program) and the Papua New Guinea University of Technology.

The I/UCRC is expected to expand collaboration between different institutions and industries in Indonesia and TAMU by seeking to increase the number of Indonesian engineers seeking advanced degrees in the United States; strengthening the offshore engineering curricula in Indonesian collaborators; encouraging timely seminars and workshops between institutions and industry; and inviting one or more Indonesian graduate student and/or faculty from ITB to participate in the OTRC research program.

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PARTNERSHIP: State University of New York at Buffalo (SUNYAB) with the University of Indonesia, Jakarta. A Letter of Agreement between the institutions is on file.

TITLE: Industry/University Center for Biosurfaces.

PROPOSED DURATION: 9/1/92 - 8/30/94

DESCRIPTION: This partnership is between the Industry/University Center for Biosurfaces (IUCB) of SUNYAB and the University of Indonesia at Jakarta. The University of Indonesia will also represent other local universities and will interact with the Indonesian Institute of Sciences (LIPI), the Agency for Assessment and Application of Technology (BPPT) as well as the Indonesian Polymer Association.

Indonesia is the world's second largest producer of natural polymers and also has a strong oil industry on which to base a synthetic polymer industry. However, the country is still in the early stages of polymer development and lacks state-of-the-art sophistication and technology. In fact, many of the monomers needed for polymer production are still being imported. Specific topics on which this partnership will focus include polymer utilization in advanced photonic and electronic applications; biomedical applications in prosthetic devices and controlled drug release; and polymer analysis.

The partnership activities will include an academic/industry exchange of five junior Indonesian faculty members and five industrial researchers to SUNYAB. In turn, an unidentified number of SUNYAB experts will travel to Indonesia to present lectures or short courses and interact with the local polymer industry.

TELEPHONE RESPONSES TO SURVEY

CONDUCTED BY CAII

WEST COAST REGIONAL CENTER

UNIVERSITY OF SOUTHERN CALIFORNIA

CAROL ROBERTSON TELCON 10/9/92

In-Kind

Have not concentrated on direct cost sharing. Wanted to get the grant off the ground. Have had a lot of indirect costs. $15,000 in salaries from the grant. Hired 2-3 graduate assistants able to do a lot of the work. Two co-directors: Steve Chang-Rice (2-3 hours per week) and Carol Robertson (5-6 hours per week). Both are co-receivers.

Time is spent on supervision of graduate assistants. Attend a weekly meeting: two co-directors, the graduate assistants, and volunteers.

The number of hours is not great. This is the universities contribution. In addition, the university supports the grant through office space, computer use, phone use, fax costs. The office supports the work of ASPIRE. Some costs are billed to the grant, but not all of them.

Volunteers: there is a lot of interest from students with the grant. Philippian student studying public administration. She came up with a proposal to do a "development desk." Accumulate resources for private sector companies has been the focus of the grant efforts. She was interested in anything that was not a private sector company. Non-private, government voluntary organizations (NGOs, PVOs); she is trying to develop this. She worked for three months free. she is now being paid through the grant money.

Organizations involved in the economic development of countries that are not private. Have large good school of public administration. Indonesia; come and go back to work in government. Gather resources for the students so have more information when they go home.

Southern California International Career Counselors (SCICC); organization of career counselors and international Student Advisors. Made up of members from 40 colleges and universities. Meet Every other month to discuss issues related to international employment. Approx. 20-25 members attend each time.

ASPIRE board meeting follows the SCICC meeting. This is an in-kind cost-sharing activity. Bringing together people. Joint venture.

International Career Fair. This is the third year they have held this. American multinational companies interested in hiring nationals to go home. It will be November 3rd this year. Twelve companies (3-4 are looking for students from ASEAN countries).

Foster: development relationships to companies in ASEAN countries. The average cost of recruiting one student is $10,000. Beneficial for the companies to come talk to the students; cost-effective. There were 600 students last year; they expect 1500 this year. Recession has caused more students to consider going home.

Singapore Development Board; March-April; Career Fair; attract Singapore and other interested in working with Singaporean students.

Private Sector

Have contacted a large number of local companies who have expressed an interest. Have not been involved for some reason or another.

Next year, plan to have country specific roundtables. Rotating campuses: inviting employers who have information on positions in ASEAN countries. Sort of like a "mini career fair."

September 26, IBM Western Consulting did a presentation: IBM in the ASEAN region was received very well. What doing; information on salaries and benefits.

Sustainability

Still trying to get things off the ground. Have come a long way. Lots of enthusiasm with the students. Volunteer help--be able to bring on student volunteers without paying them will help sustain the program.

Private sponsor funding of need.

USC--SCIIC--an interest in continuing and expanding to other areas of the world.

Beneficial to the students.

David's Q

had two big events; asked students to fill out: evaluation forms. One of the questions was "What do you want?" They got good answers. Students wanted: hands-on experience with resume writing; interviewing skills; small group sessions where they could talk about their needs.

Did a survey at the beginning of the year to a number of students and surveyed interests.

Newsletter called ASPIRATIONS; end out to showcase the events in the region; know that they exist; 1 issue so far.

Dbase: students attended 2 events this year. calling to get international student association documentation in the computer for campus communication; best way to reach students is through the campus leaders.

ASPIRE E-mail at Ball State University very useful.

Dbase: company contact names.

MIDWEST REGIONAL CENTER

BALL STATE UNIVERSITY

JACK BREWER TELCON 10/9/92

In-Kind

Do we have the budget information? If so, it clearly shows what monies they have available.

Martin Lindberd, Director of International Programs at Ball State: 10% of his time/salary are an in-kind gift from the University.

They are getting more of his time than 10%.

Jack Brewer has 20% release time. He has taken that 20% and hired someone to do some of his other projects and some of the ASPIRE work for him. The University is flexible. That is an important thing. The time on ASPIRE is paid by ASPIRE monies. Frees up 20% vs letting it float. This was taken to hire someone.

One of the program activities this summer. Telephone link. Reach out with other campuses. Telephone conference calls. Contacted companies who recruit international students to work for their companies. Three good examples are:

1. Exxon
2. Arthur Anderson
3. Joint venture between Dana Corporation and Spicer Asia in Thailand

Pay for international calls. Recruiting needs as an American company. Outside funding; he sees this happening.

Picked up tab. Pilot testing now. Cost-effective for the employer. All you need is a speaker phone. The university has a large teleconferencing room.

It is difficult to find the time to go out and court these companies. Who to approach?

Sustainability

How it works: All universities and speakers call in at the specified time. Last one they had was Barbara Cahn from Peterson's Connexion. Speaker talks for 20 min. Then there are questions and answers.

Audio teleconference (vs video teleconference). You must register to call, so he knows exactly who will be on the line. In an orderly fashion, he goes round robin.

Videoteleconference in Indiana. Fiber optic network. TV studio on campus. Could do it easily.

Is on his agenda for this fall. Plans to do a program on cross-cultural interviewing.

This is more cost-effective than holding a conference at the university:

- cannot afford it (cost)
- transportation; most do not have cars or money to rent them
- scheduling; such dedicated and diligent students, it is hard to tear them away from their studies
- spread out in the midwest; 3-4 hours from each other

Satellite to beam out to universities outside Indiana.

Telephone conference call.

Charge to dial in $30.00. Singapore Student Association: have 30 kids then it is only $1.00 per student.

Get employers tied into it. $300-400 buys avenue to the big ten schools: could never reach this many students travelling.

Problems with AT&T the last time he tried it. They ended up giving him the call for free.

H??university have on board.

Student going back to Asia; potential

SE Asia are big growth area for AT&T. Plan to corner the cellular market there. Businesswise it makes sense to make this small investment.

If ASPIRE was not to continue, then the telephone conference call idea would continue. Program. School Student Association (Foreign Student Advisors) do their own program. Initial recruiting in Proctor and Gamble. Co-sponsor; reduction in cost.

Good idea as a professional career developer is his background. Placement office is excited about this idea. They were worried that they were not able to provide services to their students. Like the idea because...Many fun??? of NAFSA

Home country involvement.

Why weren't the Career Development Planning side involved. He is talking about a proactive role. Home-country employment. Trying to find resources.

Need to tie in the Foreign Student Advisors (NAFSA) with the College Placement Council (CPC). ON a lot of campuses these two don't talk to each other. It is a "we" and "them" situation. Need to be working together as a TEAM effort.

He sent a letter suggestion that both offices co-sponsor the calls. At IU, held call Foreign Student held call at the Placement Office.

Career planning and placement people need to be involved. It is in their court too. The FSA are interested in immigration and other such problems.

Incentive grants. University of Illinois, University of S. California.

They are not U.S. citizens, why should I help them? Is the attitude of some of the career placement people?

However, companies are hiring and recruiting actively. Students who could work here for a year and then go back to their home countries. ???in SE Asia.

Problem: Reaching the international student. FSA. Outside funding is there. Support. What's in it for them? Access to students from that region of the world.

Awareness: school and students. Programming now.

#7

Doesn't know what it means. Could be because he is coming from the career planning side of things.

#8

Put everything into the first year. No way...Takes a long time. Trying to accomplish too much. Money has not been the problem. IN fact, with salaries, they are on target. He has actually overbudgeted.

Working on having a resource guide developed. Printed materials that students could have: take with them. Still needs to be formally assembled.

Now doing more outreach.

Students want employment in the U.S. That is what they are saying to them. Home country employment focus of the project.

FSA and Career Placement office are not working together.

Next incentive grant (NAFSA grand) should let them know; give them a chance to apply; career planning people need the information.

Always submit articles to the newsletter.

Set up an E-mail network. Indonesian student on the cover. Bulletin board. He looks through the Wall Street Journal, magazines, etc. looking for relevant articles. Clips them and then puts them on the bulletin board. Recently he put on an article on the most popular majors of Asian students; AT&T important cellular market in Asia. News; business related news on...awareness back home...American business--what are they doing in country.

150 students subscribe now. Expect many more once the newsletter goes out.

This is cost-effective. University telephone; in kind gift. They can even tie into it from Singapore.

Most students have.

Foreign students use it and communicate all the time. PERMIAS--the Indonesian Student Association--is all tied together by E-mail. They are very organized.

Malaysians Student Association is doing the same thing with ASPIRE.

Singapore Student Association. Campus association; held a regional conference; tieing it in with the Singapore Job Fair.

Thais like to party too much.

All students are tied together; no letters/mailings/electronically done with the push of a button; automatically it goes out to everyone. Much cheaper.

Dbase set up.

1. Can identify each student and university and country. No names. Universities will not release names. Knows numbers of students at each campus.

2. Identify student associations on campus in the region. President's name and address.

Helps with mailings from companies.

NAFSA board to other boards (i.e., personnel); would garner even more support; tie in with businesses outside.

EAST COAST REGIONAL CENTER

METRO INTERNATIONAL

Private Sector

Has been around for 15 years.

Aspire: all 3 centers are equal.

Metro is a nonprofit organization; applied for a grant; received $; hired her to coordinate project ASPIRE.

Her first contracts were with members of the Board of Directors of Metro Intl. Some had written letters of support for the grant. They knew the activities of ASPIRE. Through them, she established her resource people. She put together an Advisory Committee. About half of the members of the Advisory Committee are from the Board of Directors.

Anna Stulini is on the Board of Directors. She helped with a Roundtable at Citibank.

Chemical Bank Reentry Program--done Pro Bono.

Petersons and Barbara Cahn (Dir of International Recruiting). Gave her a list of people she worked with. She puts them in her computer. Contacted them and told them about ASPIRE. Letter and follow-up. Visited site.

National Starch and Chemical: Roundtable discussion

AT&T

MacKenzie and Company

Citibank: two top recruiters for Asia (again with assistance from Anna).

Sustainability

After year two, decrease of funds.

Fund raising is a long-term goal. Tapping into corporate sponsors. Large multi-nationals (many of the members of the board are part of these) also trying to tap into.

Are planning to keep program going.

Would like to see ASPIRE used as a pilot program for other groups of countries (Eastern Block and Latin America). Grant and focus on other countries.

There is a tremendous need for these kinds of program for students here; helping them with issues on reentry, etc.

International student advisors; published metro directory?

Contacted lots of people/members.

Will be restructuring after October 15th; one year anniversary date.

In-Kind

No other monies! The 25,000 is all they have. Some money is available in the grant to give a small honorarium to speakers. This is only $25.00. She has done this once.

Many of the people she talks to, or who are aware of the program, know that they have little money. She gets them to donate space.

#5

400 students on her dbase for direct mailing.

Institutional members of metro international.

Last Q

53% of students on dbase are graduates

2% are PhD

45% are undergraduates

She has gone to student organizations on campuses. Get names directly from students who are interested. She has an excellent rapport with students in ASPIRE. Talk about what can do to improve programs; items of interests. Often have informal conversations with students.

End of year part in a Southeastern restaurant. Good opportunity for students to voice their opinions; what would like to see begun; opportunity to hear first hand.

Generally they are happy.

Students have the impression that it is a placement bureau. She must explain that they are not, but what they can do is offer them opportunities to learn about what is available. (networking, valuable people to see, contacts, names, job search skills, self marketing tips). Empowering them. Educating them about growth in their region and the future prospects for their region.

This is often a new concept to them; many were expected to work in father's business.

Will be having a dinner. One of the suggestions that came out of the end of year dinner. ASEAN open house Country Fair. Initiated by students at dinner. Regional Workshop to learn about other countries that their own in the region. Identified key students (with the exception of Brunei--this is one of her focuses for this year is to find some and get them involved). Student representatives; coordinated; tables of info on their country; what's happening in their country (10 min. talk). Speaker was the second Secretary to the Philippines Mission to the U.N. Talked about the history of the agreement. What is happening today in their region and what will be happening in the year 2000. Impress upon them the importance of going home.

Students not included in Aspire; anyone interested in ASPIRE gets on the dbase and gets all information. Stay on dbase until she hears otherwise.

Gets students excited; sparking desire to return to home country. Have had this experience; know what it is like in the U.S. Their country needs them.

Reentry process; what it is like now in their country (since they have been away for 5 years); reverse culture shock; adjustment will be necessary;

APPENDIX B

Newsletter

ASPIRE Newsletter Period: July 1, 1991 - September 1992

1. Funds committed: $25,000 (printing) + $4,000 (distribution) = $29,000

2. Funds actually spent: $20,274 (printing) + $6,888 = $27,000

3. Production: 50,000 newsletters for each issue

Colleges & Universities	619 addresses,	33,460 newsletters
Student organizations	253 addresses,	10,120 newsletters
(3) Job Fairs		5,000 newsletters
NAFSA Conference		1,000 newsletters
Other	180 addresses,	1,000 newsletters

4. Content:

A. Topic/subject	# of articles
Reentry	9
Job Search/Fairs	8
Interviews/Resumes/ Coverletters	8
Networking/E-mail	5
B. Information about or for other APEC Program Components	
Partnership	5
Coopwork/study	2
Regional Centers	5
Private Sector	7
Incentive Grants	8

C. Special Features:
Petersons Connexion - 3 articles and 3 advertisements

5. Distribution:

USA Channels	Number Distributed
Number of Institutions 619	33,400
Number of Partnerships included above +	
Peterson's Connexion	800
Northeastern Univ	2,200
Number of Regional Ctrs 3 (included above)	1,000
Number of Associations, includes embassies 253 (x 40 ea.)	10,120
Others	

163

161	1,100

ASEAN/SP Channels	Number Distributed
Number of Institutions:	
20 USIS posts	20 each
150 companies	1 each

6. Market/Constituency/Information (IDEAL)
   A. ASEAN/SP students in the USA

Thai	7090
Malaysian	13610
Singaporean	4500
Indonesian	9520
Brunei	20
The Philippines	4270
Pacific Islands	1660
Total	40,670

   B. Other APEC Program Components (USA)

Group	Reader Audience/Number(s)
Partnerships	This has not been coordinated
Coop Network	" "
Regional Centers	Activity distribution (not asked to distribute otherwise)
Incentive Grants	(same as above)
U.S. Private Sector	
APEC Embassies	currently only ASEAN are targeted

   C. APEC Program Components Abroad

Group	Reader Audience/Number(s)
AMCHAM's	5
US Companies	
USIS Centers	all

7. Market Awareness Response:

Indicator	Feedback Measure
Petersons Connexion	800
Information Requests	100
Other: calls or via mail	100
Reader surveys/profile	not yet
unsolicited feedback	50

8. Sustainability:
   - Potential - five full-page ads would allow the newsletter to be completely sustaining.
   - Strategies/plans - direct mail to 200 overseas companies, 1 full-time agen in the region selling ads on commission.
   - Income generation - no plans to sell it

9. Private Sector Involvement:
   - Potential - We will be researching the possibility of any entire issue (or supplement or special issue) being funded by an embassy

10. Integration/Cross linkages with other APEC Program Components
   There have been seven articles written (among the three issues) about APEC components. There will be an "APEC column" starting with the next issue with information that is relevant to student needs and interests.

11. Key Issues and Lessons Being Learned:
   Economics/costs: The distribution costs are higher than we expected and the newsletter printing costs are lower than we anticipated.
   Editorial content/priorities: We have learned that we should provide information relevant to students from all six countries rather than trying to be too country-specific. We have also self-censored ourselves in the way of steering away from minority group issues.
   Market/constituency needs/wants: Specific job search information
   Multiple market sectors/purposes: We have sent copies to recruitment offices of multinational corporations.
   Newsletter as "integrative" publication for all APEC Partnership for Education components/participants: It has provided momentum for workshops. We have learned to not let it look too much like a government publication. There is a danger in letting it look too slick. When it looks too "government" students do not pick it up.
   Distribution: (1) We would like to have more control over the newsletter once it reaches the International Student Offices. (2) We need to time the release of the newsletter with the academic year. (3) The foreign student advisers are instrumental in helping the newsletters reach the target audience therefore we want them to feel very positive about the newsletter.
   Graphics/layout/format: It should not look too professional, like a government handout. We have heard from many universities that we should simplify the language for the intended student audience.
   Sustainability: There does not seem to be any shortage of articles. The Regional Centers and Incentive Grantees have contributed articles and suggested topics of interest. Financially the newsletter is not yet self-sufficient.
   Private sector involvement: There has been a good response for interviews with students.
   Cumulative impact over time: Increased recognition of the publication has helped the project establish an identity.

The embassies have also been cooperative.
Cost sharing: Advertising from the private sector
Ways to measure success: We are planning a reader survey in the spring issue.

ASPIRENEWSLETTER

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS

Volume 1, Number 1, Fall 1991

Inside: Interviews . . . Tips for the job search . . . Culture shock

Project ASPIRE: A New Resource for ASEAN and Pacific Island Students in the United States

As one of 40,000 ASEAN and Pacific Island students studying in the United States, you should know about Project ASPIRE.

Project ASPIRE is one component of a new U.S. initiative under the Asia-Pacific Economic Cooperation (APEC) Partnership for Education. The Hon. James A. Baker, U.S. Secretary of State, introduces this initiative in his welcome letter on this page. In future newsletters we will describe the APEC Partnership.

The purpose of Project ASPIRE is to help you plan for your return home. We hope to be able to help you with the important personal, social, and professional issues that you need to think about as you prepare for this move.

As well as this Newsletter, Project ASPIRE offers you:

- Three U.S.Regional Centers located in the east, west, and central United States. See page 2 for details on the programs planned at the centers.
- Campus programs. A dozen campuses across the country have received funding to organize career-counselling workshops, resume-writing classes, and linkage programs with overseas alumni. The addresses of some of these campuses are on page 10. The others are now being selected!
- A whole range of other planned activities, including an International Teleconference to link students on campuses in the United States with those who have already returned home. All these programs are described in our new Project ASPIRE brochure. If you have not received a copy, your international students office will be able to provide one.

The Newsletter, offered free of charge, will give you an idea of the kinds of programming offered by ASPIRE Regional Centers and on individual campuses. We hope that you will find some of the articles interesting and useful!

I hope you enjoy this newsletter, and I look forward to meeting you individually at some of the Project ASPIRE activities on your campus. ■

Colin Davies
Director, Project ASPIRE

Secretary of State James A. Baker III

United States Launches New Education Initiative

Secretary of State James A. Baker III provided the following comments for inclusion in the brochure describing the U.S.-APEC Partnership for Education:

The U.S.-APEC Partnership for Education exemplifies our belief that investing in education is investing in the future. As President Bush has made clear, education is a critical building block for a more tolerant, productive, and democratic society—domestically and globally.

In the dynamic APEC region, education is vital to sustaining growth and prosperity. The APEC Partnership for Education will contribute to the training of trans-Pacific leaders of the next century. It links U.S. institutions to counterparts in the APEC region. It reaches out to students and the private sector, identifying training needs and facilitating appropriate employment.

We believe the U.S.-APEC Partnership for Education provides opportunities for all partners involved—the APEC nations; public and private sector institutions; and individuals, students, teachers, employers and employees. Through the Partnership we are establishing long lasting relationships which will contribute to the APEC region's continuing growth. ■

Project ASPIRE Regional Centers

We are pleased to announce the establishment of three ASPIRE Regional Centers in the east, west, and central United States. The centers will be organizing a series of activities in conjunction with campuses and community organizations in their region.

The activities will include regular employment and career-guidance roundtables, job fairs, meetings with local companies to encourage practical training internships, reentry workshops, and other activities to help you plan for your return home.

The three centers:

East coast—Metro International, New York. Metro International is the officially designated coordinator for visiting Fulbright scholars at New York area colleges and universities. Metro also serves thousands of other international students studying at more than 65 area campuses.

Metro International will be holding home-country employment roundtables every other month and career advising/reentry workshops twice a year. These are in addition to regular discussion groups on topics of concern to those returning home—professional, financial, cultural, and social. Metro will also be using its extensive links with local corporations to encourage internships.

For further information contact Metro International, Project ASPIRE Information Office, 285 West Broadway, Suite 450, New York, NY 10013, USA, Tel: 212.431.1195, Fax: 212.941.6291.

Midwest—Ball State University. Ball State University has been chosen to be the Midwest Regional Center for Project ASPIRE. Ball State University is a comprehensive, publicly assisted institution of higher education about one hour outside of Indianapolis, Indiana. Ball State will be working in conjunction with 18 Midwest colleges and universities.

The primary objective of the Midwest center is to establish a network to help students from the ASEAN nations with home country employment and to make full use of skills and experiences they have acquired while studying in the United States. For many students, this is not an easy transition. They have experienced the convenience of living in the United States and, in many instances, see the job market here as more attractive than what they imagine exists back home.

For further information contact Ball State University, Project ASPIRE Information Office, 2000 West University Avenue, Muncie, IN 47306, USA, Tel: 317.285.5634, Fax: 317.285.3757.

West coast—University of Southern California. The University of Southern California in Los Angeles is the site of the western regional center for the ASPIRE Project. The center will be administered by the Southern California International Careers Consortium (SCICC), a group of over 40 colleges and universities interested in facilitating international employment opportunities for students. An advisory committee composed of SCICC members and student leaders will oversee the programs and activities of the center.

The center has identified three interrelated project goals to assist students from ASEAN nations in obtaining home country employment: training, employment programs, and network building. The

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ASPIRE NEWSLETTER

Volume 1, Number 1, Fall 1991

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Distributed free-of-charge to the over 40,000 students from the ASEAN nations (Brunei, Indonesia, Malaysia, Philippines, Singapore, and Thailand) and the Pacific Islands who are at present studying in the United States.

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Choices in American Education: Shaping Your Future

by Martha Denney

Students from abroad often come to the international student office during their first weeks in the country to get answers to questions they might have. I often hear students say something like: "I didn't know I would have to make so many decisions! At home I just go to school: I have been given a place in a particular department, and they tell me what classes I have to take. I take all or most of my classes with the same people. That's why we become such good friends with our classmates! Here the system is so different. I have to choose everything, and I may never see my classmates outside of one particular class. This system seems chaotic. Just tell me what to do!

The feelings expressed above are understandable. It's hard enough to live in a new culture, and it's even more difficult when you are asked to make important life decisions within days or weeks of arriving. By the time you reach the United States to study, you will have gone through the difficult process of deciding where to attend school. There are many colleges and universities to choose from, and the subtle differences are not always easy to determine from a distance, but the decision you make will play an important part in your future.

After arriving in the United States many students are surprised to learn that they have only begun to exercise their decision-making skills. Many important choices are still to be made. What kinds of decisions face you when you arrive in the United States to live? To mention just a few: You will need to decide where to live, who to live with, what type of medical insurance to buy, what type of transportation to use, and what type of food to eat. The problem is not just what type of food to eat, however, it is also what brand of food to eat. You may have to choose from twenty or more different kinds of rice!

Academically you will be making important decisions that will influence the type of job you get when you complete your studies, and perhaps even where you will be able to practice your profession. You will need to decide on a department, a major, your adviser, and which

continued on page 12

"After arriving in the United States many students are surprised to learn that they have only begun to exercise their decision-making skills."

Strengths and Weaknesses of U.S.-Educated Indonesians

Recently an informal study was conducted by Harvest International, Inc., a business development firm specializing in Southeast Asia. Six U.S. and Indonesian companies in Jakarta, Indonesia, were interviewed and asked their opinions on U.S.-educated Indonesian employees.

The results were as follows:

U.S.-trained employees

- have the experience of getting in touch with another culture
- have a more global perspective
- have a good knowledge of the spoken American language
- have expatriate experience
- have apprenticeship experience
- are better educated
- are more open-minded
- have many potential business contacts from their years in the United States.

U.S.-trained employees

- need to improve knowledge of the written American language,
- need better and more on-the-job training
- need more computer training
- need instruction on responsibility and how it should be used.

General comments on returning U.S. graduates

- Many students do not quickly adapt to the unstructured Indonesian business environment. They often work or study in a structured environment in the United States and cannot relate to the contrasts in Indonesia.
- Many returning students quickly forget the independent thinking they acquired in the United States because of their more rigid Indonesian family environment.
- Students who have lived for an extended period of time in the United States experience problems with other Indonesians when working in their home country.
- Indonesian students often take their MBA at too advanced an age, for example, around 27-30 years. This means that they start in their first job without any experience.
- Students with MBAs have general knowledge and often do not fit into more specialized positions.
- All students could take additional courses in business writing, computer science, and practical management. ■

Career Planning for International Women Students

By Kay Clifford

"How come they made up all the rules before I got here" was the inscription on a coffee mug I was given by an ASEAN student of mine when she graduated. Her greatest fear upon her return home was that she would not be able to use the knowledge she had acquired. Fortunately she had taken steps to help ensure that she would not end up in a job that would not be acceptable to her. This article is about what you, as an international woman student, can take during your sojourn in the United States to help you find the kind of employment you want upon your return home.

International women students returning home with degrees may not have jobs waiting for them or promised to them. They may be pioneers in their fields and nontraditional in their employment choices. And they may face pressures that their male compatriots may not. For example, family members may have needs and plans for the returning graduate including type and place of work, time of marriage, and future career plans.

International women students must constantly balance their own plans with those of their families and, while adjusting to the demands of college life and behavioral expectations on American campuses, keep a sense of their home culture's expectations.

The student who gave me the coffee mug had used her time well in the United States. After she had returned home she wrote me asking for a letter of recommendation, which I was delighted to provide. This student had assisted me with a program for a group of students. She had organized mailings, done publicity, made reminder calls, helped choose readings and activities and had organized the final event. After that, she had spoken on student panels and had been an active officer in a student group. The staff at the international center were on the lookout for any practical experience opportunities that might come up. During the time she volunteered for us and in other areas of the university she grew to understand the bureaucracy and the way the system worked. She found ways to put her education to practical use, gaining experience that would enable potential employersto assess her strengths in an interview.

In the early days and months of a new cultural and academic experience it seems odd to be thinking of home employment, but there are little things a student can do, such as some of those mentioned above, to help pave the way for practical experience and future home employment.

- Examine ways to stay informed on home-country employment news as well as sources of information or support. Students have recommended keeping in touch with home by regularly reading newspapers and watching home country news programs via satellite. It is also important to attend programs put on by various dignitaries and educational representatives from the home nation and to get to know the other students from your country so as to have a pool of people who know you and can help you when you return.
- Women students also recommend joining an alumnae or alumni organization, researching women's groups and professional groups, and writing several versions of your resume.
- Look for mentors who can help you find things to do that you like and who can provide letters of recommendation or appreciation. Start with people in the international office, or with your institution's women's center, with the director of your residence hall, or with older women students from your home country. Talk to women professors you admire and see if they need help in their research.
- If you are able legally to accept employment on your campus, talk to people to see if there are part time jobs available that will further your knowledge in your field.
- Look in the university newspapers for speakers or programs that may highlight employment trends in your area of interest.
- Talk to older women students and see what they have done. Through these formal, informal and personal networks you are voluntarily linked in a communication web that can only help you.
- Many institutions have annual job fairs which include companies with offices in ASEAN countries. Plan to take a look and pick up information your first year, talk to recruiters informally your second year, and take your resume your third year.
- Keep a record of your accomplishments and activities in and out of the classroom. If you do well in a class, ask your professor for an academic recommendation and have it sent to your college's career office. If you have participated in a student panel, take a copy of the program with your name on it and put it in your resume file. If you create a flyer for your club or international center or dormitory, put your name on the bottom and put that in your resume file.
- If you like to write, write a small article for the student news-

paper, the dormitory newsletter, or the international center newsletter, or even write an "American life" article for a local newspaper at home or a student group at home.

All of these small efforts, over time, will add up to a record of your abilities and interests that will help you show parents, relatives, mentors, and future employers a fuller picture of your worth and potential. This will help them help you choose employment that will suit your aspirations. ■

Kay Clifford is program director at the University of Michigan International Center.

Migration of Talent

You'll find new perspectives on the migration of talent—an issue of vital concern to today's international students—in the Fall 1991 issue of NAFSA's

International Educator.

Each semester, your guide to the best in international education in a lively magazine format designed for faculty, academic administrators, and others engaged in the issues of international educational exchange.

For more information on the International Educator and other NAFSA publications, please contact NAFSA: Association of International Educators, 1875 Connecticut Avenue, NW, Suite 1000, Washington, DC 20009-5728 USA; tel. 202.462.4811.

Reverse Culture Shock

by Gary R. Weaver

As you adjust to another culture, you will experience some form of culture shock. This is simply part of the normal process of cross-cultural adaptation and affects everyone differently. However, adjustment doesn't end when you catch the plane home. Potentially, reverse culture shock can be more stressful, begin sooner, and last longer than the stress of adapting overseas.

In fact, if you had little trouble adjusting to life in United States, you will most likely experience some form of reentry/transition stress upon returning home. Because of your successful adjustment overseas, your self-confidence is high and you may not anticipate difficulties.

As a returning ASEAN or Pacific Island student, you may have unconsciously picked up some verbal and nonverbal communicative patterns typical of Americans. For example, you may have aquired American English words and phrases. The distance you keep between yourself and others when speaking is probably greater now than it was back home, you maintain direct eye contact with those with whom you talk, regardless of age or status, and you have learned that pauses or silences in conversation make Americans uncomfortable.

Upon returning home, you may strike your family and friends as overly assertive and even rude because you talk too much, stand too far away during conversation, and no longer show respect to elders by averting your eyes. While these changes may cause discomfort and confusion, they are relatively minor. Within a few weeks, old patterns of communication should return.

Individual achievement and competition are important American values which are highly rewarded or reinforced. At home, relationships with others and maintaining harmonious relations are among the most salient values.

Returning students are often accused of being arrogant, "Americanized," disrespectful to their elders, abrasive, self-centered, and so forth. Differing behavior or communication often simply leads to awkwardness or amusement. Differing values lead to conflict. That is why it is important to become aware of how your values have shifted.

Coping with Reverse Culture Shock

The primary motive for your study in the United States is to develop knowledge and skills to take home. You become an agent to transfer technology for national development. Yet you will have changed because of your sojourn. Different ways of communicating and doing things, new ways of thinking, and an altered hierarchy of values all contribute to the stress of reverse culture shock which, in turn, interferes with the transfer of technology.

How can you minimize this stress and its duration so that you can maximize the effectiveness of readapting and the transfer of technology? Among the suggestions the experienced sojourner might make are the following:

Anticipate reverse culture shock. Before returning home, almost everyone claims they will never experience it. Yet nearly all returnees do in fact experience it and report that it was more stressful than culture shock.

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Anticipating this new transition period will greatly minimize its severity.

You are not the same as when you left home. Your behavior and communication patterns have changed as well as your hierarchy of values. Therefore, anticipate where conflict is likely to occur with traditional home behavior, communication, and values.

Prepare for leaving the United States. Take time to say good-bye. Attend all the going-away parties and allow friends to accompany you to the airport. Abruptly ending relationships and leaving a social and physical environment is much more stressful than slowly letting go.

Find mentors who have successfully readapted. They can suggest ways of overcoming reverse culture shock and they understand how you feel. While these returnees can be a good support group, be careful that they not become your only friends.

Bring some of the United States home. Before leaving, subscribe to journals in your field of study, join alumni associations, and be sure you have the addresses and phone numbers of American friends. During your first few months back home, writing and phoning these friends will help you cope with reentry stress as much as letters and phone calls from home helped you adjust to the United States. Photographs of your American friends and experiences will relieve some stress, just as photographs of your friends and family from home helped you adjust to the United States.

Use coping strategies you developed overseas. You learned how to be self-reliant and you developed many

The Five Phases of Reentry

Going home after training abroad can be very different from what is expected, but some fairly predictable things occur. Five phases have been identified in the change, or reentry, process. Understanding the phases may help one to handle the transition more effectively.

1. High Hopes and Positive Expectations for the Future. Before returning, students have been away from home for some time. They look forward to their return and feel very good about it. Some of their rosy expectations may reflect nostalgia or be based on outdated information.

2. Doubt and Uncertainty. This phase may take place a few days before boarding the plane, when the final tests are over and the preparation for going home begins. The student wonders what the old (or new) job will be like. Doubt and uncertainty begin to set in. (Sometimes this phase does not occur until weeks after arriving home.) The student starts to question, "Was the training worthwhile?" "What if I had stayed home?" "Can I use what I have learned?" At this point, one may have a tendency to withdraw. It is a time when contact with others is helpful. Here are some suggestions for how to get through this period:

- Contact friends and colleagues who may have had similar experiences.
- Write letters, make calls, attend alumni or professional association meetings.
- Share doubts with trusted people.
- Take time to list the good things that are occurring as a result of the training.
- Remember friends and contacts made while in training.

3. Hope. Returnees begin to recognize in this phase that their training was helpful. These positive feelings help them to move ahead on projects that they have delayed. The returnee's hope now is more realistic than it was in the first phase because it is based on more current and accurate information.

4. Confidence and Feeling Better About the Situation. Now the returnee adds self-confidence to the hope of the previous phase. The returnee begins to see how the training was helpful and recognizes other benefits, such as letters or calls from friends, or opportunities that arose as a result of the training experience.

5. Satisfaction. This last phase may happen quickly or over a long period. Good or bad, the entire experience is accepted. The returnee recognizes that the benefits of the training may be different than originally anticipated.

C. David Esch is Project Officer, HRD, at the USAID Mission in Pakistan.

Adapted, with permission, from the Advising Quarterly, *a publication of AMIDEAST, Washington, D.C.*

coping skills as you went through culture shock. Now apply this learning and those skills as you go through reverse culture shock.

Lastly, realize that both culture shock and reverse culture shock are normal and beneficial. Most people return home more self-confident, flexible, tolerant, creative, and with a widened worldview. More important, most return home with greater awareness of their home culture.

The pain of adapting and readapting brings about enormous personal growth. But no one grows without experiencing some pain. You cannot, and should not, avoid culture shock and reverse culture shock. Instead, you must minimize its duration and severity by developing effective coping strategies.

In years to come, you will look back upon these transitions as periods of positive growth. Your experiences will have enabled you to understand your own culture better. You also will have developed the ability to be tolerant of cultural differences. You will have become more flexible, as an individual and as an employee. ■

Gary Weaver is professor of International and Intercultural Communications at the American University School of International Service.

NAFSA: Association of International Educators is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its 6,500 members—from every state in the United States and more than 50 other countries—make it the largest professional membership association in the world concerned with the advancement of effective international educational exchange.

Some Possible Reentry Problems

Several years ago a group of international students meeting at the University of Texas sat down and came up with a list of reentry problems they had seen in others or experienced themselves. The list of problems was reviewed by groups of international participants in seminars of the Management Training and Development Institute (MTDI). The most important items were summarized and are presented below. The mere act of asking international students to review and comment on the reports of their peers is a valuable consciousness-raising activity for preparing participants for reentry.—Robert C. Morris, Executive Director, MTDI, Washington, D.C.

Cultural adjustment. Identity problems. Expectation that home environment would not have changed much. Recognition of change in self. Insecurity. Different daily work routine. Family and community pressures to conform. Adjustment from individualism in U.S. life to the family orientation and group demands at home. Dissatisfaction with some ritualized patterns of behavior. Frustration from conflicting attitudes.

Social adjustment. Erroneous or unrealistic expectations. Adjustment to different lifestyle. New, broadened, and unshared interests. Tendency of relatives and friends to focus more exclusively on local concerns. Feeling, or being perceived as feeling, superior because of international experience and travel. Envy and distrust in interpersonal relations. Lack of amenities found in the United States. Social alienation.

Linguistic barriers. Adoption of verbal and nonverbal codes unfamiliar to compatriots. Adoption of speech mannerisms and styles of speech that are sometimes misinterpreted by compatriots. Absence of colleagues who speak the same professional language.

National and political problems. Changes in political conditions and views and/or in national priorities and policies. Political climate not conducive to professional activity or advancement. Politicization of office or colleagues. Changes in bureaucratic leadership.

Educational problems. Relevance of education received to the home situation. Fulfillment of objectives in going abroad and changes in objectives while abroad. Lack of facilities and resources for research. Absence of programs, means, and channels to keep up in one's field.

Professional problems. Inability to work in chosen specialty. Placement inappropriate to training or field. Entering a glutted job market. Need to use technical terminology not readily translatable into local language. Problems in communicating what has been learned. Coworker and client resistance to change. Nonrecognition of foreign degree. Jealousy by and perception of being a threat to colleagues. Lack of stimulus of interaction with trained professionals in one's field. ■

"Friends Drove 200 Miles to Welcome Me Back!"

Hadi Pasaribu studied at Colorado State University from 1984–86, and then returned to Indonesia. He is now back in Colorado, where he spoke to the ASPIRE Newsletter.

Tell us about your studies in the United States. I studied for my master's in watershed science, which, as you know, is not a one-discipline science. I took a lot of civil engineering courses dealing with hydrology, a course in natural resources, and an economics course. These were my basic courses.

Did you keep in touch with your colleagues when you were here? Yes. I wrote to them regularly. I sent postcards.

We hear a lot about technology transfer. What was your experience? Before returning home I contacted my colleagues and asked them what type of facilities they had there. They told me what equipment I could expect to be using.

Let me talk about my field, watershed science. [Watershed science is the study of the interaction among land, land uses, and water.] The facilities at Colorado are so beautiful! The maps we have at home aren't as good, and there are other important differences. For example, the simulation modeling courses I had taken assume pure habitat, no people — wilderness in fact. At home we had to take account of the communities and so we had to modify and improvise our models. But the important point is that it was good enough for decision-making.

How did your colleagues behave towards you on your return home? I can differentiate between attitudes in my office and in my community. In our office I could tell that some people were feeling uncomfortable, perhaps worried about their position. I tried to keep a low profile. I realized that not all I had learned could be applied.

This is different from the appreciation in my community. My family and friends appreciated what I had done. At home education is in first place. Some people drove 200 miles to see me. When I returned I couldn't sleep for a week.

What kind of long-term professional relationships did you form while you were in the United States? When I was here I was a member of a club of people in the same field, the Watershed Club, and I gave a presentation about my country. I have kept up with these people, and I still write to them. That club keeps in regular contact with its members, and sends me information every six month

I also joined the World Association of Soil and Water Conservation. They send me regular information.

What were some of the other ways you kept in touch professionally? After my return I had a chance to go to an international workshop in Taiwan on Conservation Farming Systems, and also I was sent to Kuala Lumpur for an international workshop on sustainable agriculture. I then proposed to my government that we should hold the same workshop at home. A.I.D. gave me $200,000 to organize an international workshop on conservation policies which we held in central Java.

Well done! Did you take any extra courses when you were in the United States, which you have since found useful? I was not able to take a course in qualitative analysis of natural resources which would have helped me improve my managerial skills. This time around I am taking two courses in computer application dealing with natural resources.

What else have you done differently this time around? I have been trying to get more information from the professors involved in natural resource policy. I'm making more professional contacts and attending more workshops!

What advice would you give to people who are now studying in the United States for the first time? Undergraduates are often so ambitious, and on their return they get frustrated. The facilities cannot support them. They think everything people are doing at home is wrong.

Tell them to expect things to be different. Office hours are different. For the first month I found it hard to wake up on Saturday mornings to go to work!

Ask them to keep a low profile after they return.

Part of the problem is that they have not had close relationships in the United States with other students from their home country. They do not feel comfortable with them, they try to be different. This is natural. They should also try to get information about their home countries from those who have recently arrived in the United States

The most important thing is that they keep in touch with their family, friends, and colleagues at home. ■

Practical Tips for the Job Search

Resumes, cover letters, interviews and thank-you notes are crucial tools of the job search. They should not be used haphazardly. Appropriate styles and approaches vary from country to country. In approaching potential employers, you will need to ascertain for yourself what techniques are appropriate. Below we highlight things to which you should pay attention when approaching transnational corporations or organizations operating on a North American system.

It is essential to dedicate a good deal of thought and energy to writing your resume, cover letters and thank-you notes, and to preparing for your interviews. With a quality resume and clearly thought out answers for your interviews you will convey an air of confidence that is appealing to employers.

The career planning and placement center on your campus is likely to have valuable resources for this tactical side of job hunting. With a few exceptions, the techniques they suggest for America will also be applicable to you when applying to American companies.

Resumes

The resume itself is a vital part of the job search. Putting together your resume helps to clarify your career objectives, your skills, and the knowledge you gained from past work experience. Your goal should be to convey, as concisely and strikingly as possible, the personal qualities and accomplishments that qualify you for a particular job. Remember that your resume is the initial (and sometimes final) impression a potential employer has of you. It is worth extra time and energy to make it as favorable a statement as possible.

Since practices concerning cover letters and resumes differ for different organizational cultures, you will need to develop an approach appropriate to your situation.

The four basic possibilities are

- No cover letter or resume. Instead, have a friend or relative provide an introduction and get you an interview.
- Introductory letter without resume. A flowing prose style introduction which expresses your interest in the organization can be more appropriate than a general list of accomplishments and/or qualifications.
- American-style resume and cover letter. This style is hard hitting and accomplishment oriented. It is consciously designed to control the reader's evaluation of your background.
- International-style resume and cover letter. This style is milder than the American resumes, with more objective and descriptive information for each experience.

Know the proper resume content and format for firms in your country. Resumes should be neatly typed and laid out in an easily readable fashion, ideally on just one sheet of paper.

Phrases should be used instead of full sentences to keep it concise and direct.

Wording should be carefully selected to emphasize the strongest aspects of your background and accomplishments.

Make sure all spelling is correct and all categories are properly spaced and indented. There is no excuse for careless mistakes on your resume.

Career objectives should be stated in clear, concise terms. Stress what you wish to offer employers rather than what you want from them. Your objectives should also indicate your plans (if any) for practical training.

Under your formal name at the top of your resume, give the English pronunciation. If you have acquired an English name or nickname, indicate this name in brackets.

Your visa status should be clarified when applying to indicate your present classification, probable length of stay, and availability for practical training break in the U.S. "home office."

Emphasize the practical value of the education and training you received overseas. Don't assume that potential employers understand the unique benefits of your overseas higher education.

Standards vary and some employers may require inclusion of personal data (age, height, weight, marital status, children, etc.). If you feel uncomfortable including such data, look into whether it is actually necessary.

Once you are back in your home country, overseas references, unless internationally known, are seldom contacted. On the other hand, the name of a well-known figure in your country will add considerable weight to the strength of the resume.

Cover Letter

You should accompany each resume with a cover letter which allows you to introduce yourself to prospective employers and briefly outline your interest in a position. It should also call attention to those aspects of your resume you wish to highlight. You might mention your field of study, highest degree, and your future employment plans. Mentioning particular aspects of your inter-

continued on next page

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national background that make you a unique candidate for the position can also prove valuable.

Interview

Students are sometimes startled by the interview questions asked by potential employers. To avoid being surprised or offended in an interview, it is worth your while to study the possible questions and formulate your personal answers prior to the session.

We strongly recommend doing a mock interview session. Such simulations are available in many overseas campuses. These interviews, sometimes videotaped, give you a chance to practice your interviewing techniques in a low-pressure setting. It is especially valuable for foreign students interviewing with North American firms to encounter their direct, hard-hitting style prior to the moment when their performance really counts.

Below is a partial list of some difficult interview questions for which international students should be prepared. It would be wise to ask your career advisor for a comprehensive list of typical interview questions used by American and international employers. It might also be helpful to ask someone at your career center for advice on how to answer difficult questions.

- Questions that require individuals to speak highly of themselves: What are your strengths? What do you have to offer our company? How are you more qualified for this position than other applicants?
- Questions that force the applicant to criticize the company: If you were hired, how would you change our process of marketing? What aspect of our company does not appeal to you? What would you do to improve our operations?
- Questions that put the candidate on the spot: Have you ever applied for unemployment compensation? Have you ever been arrested? Are you divorced?
- Personal questions that may seem irrelevant: What books have you read in the last few months? Are you married? What do you think about women's liberation? What do you do in your spare time?
- Open ended questions: If you had complete freedom to be a success in any field, which field would you choose? Why? What is the ideal job for you? What would you like to be doing five years from now?

In addition to answering questions from the employer, most interviews run more smoothly when the applicant also asks questions. This often promotes a conversational atmosphere and reduces the tension of an imbalanced monologue that often occurs in interviews. Questions also suggest that the applicant is truly interested, listening, and processing the information about the employer. Be prepared with well-focused questions, and wait for natural openings in the conversation to ask them.

Thank You Letter

It is important to mention the benefit of responding to each interview with a brief thank-you letter. Regardless of the outcome of the interview, send thank-you letters immediately. Such a letter will distinguish you from most other applicants, bring your qualifications to the forefront of the employer's mind once again, and help to expand your friendships in the job market. It is a fine courtesy. ■

Adapted from Returning to Hong Kong, *published by the American Chamber of Commerce in Hong Kong with the Institute of International Education. With thanks to Glenn Shive, Tara Brown, and Carl Zachrisson.*

CENTERS continued from page 2

Students from ASEAN countries join Carol Robertson and Steve Cheney-Rice in introducing the ASPIRE Regional Center at the USC Career Development Center.

goals will be met through career advisory/reentry workshops, home country employment roundtables, internship and practical training programs, a database of ASEAN country employers, and networks with alumni and employer/business groups.

For further information contact University of Southern California/ SCICC Project ASPIRE Information Office c/o USC Career Development Center, Student Union 111, Los Angeles, CA 90089-4897; Tel: 213.740.5627; Fax: 213.740.9140

If you live outside these regions, don't worry. Programs specially designed for students from the ASEAN countries and Pacific Islands will be held at a dozen other campuses. Grants for career-related reentry programs have already been awarded to the following institutions:

Project ASPIRE, Institute of International Education, 401 North Wabash Avenue, Suite 722, Chicago, IL 60611-3580.

Project ASPIRE, International Student Affairs Office, University of Illinois-Urbana Champaign, 510 E. Daniel St., Champaign, IL 61820.

Project ASPIRE, Office of International Programs, University of Wisconsin-Stout, 400 Bowman Hall, Menomonie, WI 54751. ■

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Don't Forget Alumni

by Foster Brown and Nick Goh

You looked forward to studying overseas with excitement, carrying with you not only your own hopes and aspirations, but also the hopes of your family and nation. When you arrived at the university the new sights and sounds were stimulating, but the excitement quickly gave way to daily concerns about of adjusting to the new environment, finding your way around campus, participating in class discussions, taking tests, and handling the numerous tasks required in daily living.

All this can get tiring and it's nice to see a familiar face, eat familiar food, and speak a familiar language.

Fortunately, at many campuses there are foreign alumni who have returned for graduate study or who are involved in practical work experience. These alumni can be very helpful in answering your questions about social customs and life in the United States, the educational experience, dating expectations, and what kinds of adjustments you can expect upon your return home. You can use them as role models and mentors, realizing that there is a positive future for those who have participated in international education.

Here then is a source of strength in a strange land. A word of caution, however. Spending too much time with alumni can become very comfortable making it more difficult to move out and explore the new and exciting culture of the United States.

"How do I locate the alumni?" In addition to your student organization, an important but often overlooked shortcut is to contact the alumni office on your campus to get suggestions, names, and addresses. Be assertive and it will pay off. This contact also lets you see what services the alumni office provides and how it can help you when you, too, are an alumnus.

After getting a list of alumni, see if any are from your hometown or nearby. Write to them to find out if there is an alumni newsletter and, if so, get on the mailing list. They might also be helpful by giving you leads on possible summer internships and employment possibilities, and by sharing their experience with you. The alumni can become a link between you and home.

(l to r) Wan Kamal Wan Napi, president, Malaysian Student Association; Boon Lye Lim, president, Singaporean Student Association; Dina Zain, president, Indonesian Student Association; and Nick Goh and Edward M. Buerger of the SIU Alumni Association.

Please let us know how alumni have been able to help you so that we can share the experience with other students. ■

Foster Brown is associate director, International Programs and Services, Southern Illinois University at Carbondale; and Nick Goh is assistant director of the SIU Alumni Association.

Communicating with Home

Professionals who have been through the reentry process will tell you that maintaining communication with home is important if you are to resume work with a minimum of difficulty and a maximum of effectiveness.

Regular communication with your professional counterparts means that you will be better informed about changes in your organization's power structure. Perhaps you will be forewarned about changes in your job responsibilities. Or you might find out that your department has a new microcomputer that will enable you to process your data if you take the right software home with you.

Readjusting to your family is often a trying experience after a year or more away. You may lose some of your ability to operate independently when you return home because decisions must be processed through other family members. Often the family has changed over time, but not as radically as you have changed during your experience abroad. If you know what has happened while you have been gone, and if you attempt to keep them informed of the experiences you have had, you may find the adjustment process a little easier. ■

From Going Home: A Workbook for Reentry and Professional Integration *published by NAFSA, Washington, D.C.*

Are you sharing this newsletter?
Your international student office has extra copies. Why not pay them a visit and pick up your own copy!

APEC/ Northeastern University Network-Home Country Co-op Placement Project

BY ROBERT E. VOZZELLA

Students from Southeast Asia enrolled in U.S. institutions having cooperative education programs will have the opportunity to return to their home countries to work for U.S. companies as part of the outreach component of the APEC-Partnership for Education Program.

Under a contract awarded by the U.S. Agency for International Development, Northeastern University in Boston will be responsible for expanding cooperative education (co-op) programs with the U.S. private sector in Southeast Asia.

Northeastern will serve as the administrative center for this project which includes seven other leading U.S. co-op institutions. They are: the American University, Washington, DC; California State university at Fullerton; Drexel University, Philadelphia, PA; Purdue University, Lafayette, IN; Rochester Institute of Technology, Rochester, NY; Virginia Polytechnic Institute and State University, Blacksburg, VA; and another institution yet to be named. The project is expected to address the region's lack of skilled manpower in the priority areas needed for private sector growth, such as engineering, computer science, and business and management. Through extensive development of cooperative education programs, this APEC initiative will encourage cooperation between higher education and the private sector and thereby strengthen the overall human resource capability of U.S. business interests in Southeast Asia. The project is based on Northeastern's experience since 1982 in extending opportunities for professional development to international students.

Staff of the administrative center will work closely with American chambers of commerce in the region as well as with individual U.S. companies to develop appropriate placements for students. The results of a feasibility study conducted by Northeastern University in the region during October-November 1990 show that there is considerable interest on the part of American companies in employing students through cooperative education placements. Companies hope to enhance their recruitment efforts, reduce training time, and increase retention.

Compensation arrangements for in-country placements include a monthly salary paid in local currency, consistent with prevailing norms for the educational and

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CHOICES continued from page 3

classes to take every semester you are in school. You will also be asked to select elective classes to supplement your program of study.

While making your career-related decisions, it is important to

1. Learn what your country needs in the way of skilled employees. (These can often be found in "manpower studies".) Your chances of getting a good job when you return will be increased if you choose a field of study that is likely to be in demand when you get home.

2. Lay out the courses you will take each term, and how many electives you can choose. Study the catalog of courses that describes what you must take, and know when you plan to take each course required for graduation. The plan may change during the course of your study, but you will know exactly what you will need to do to complete your degree.

3. Seek out an academic adviser who can help evaluate the program of study you have prepared. Explain to the adviser what your career goals are. Don't forget to include courses in management, organizational development, personnel, business management, and things that may be of general use to you when you return home.

4. Talk to classmates and friends from your country but do not rely on them for sound academic advice! We hear of friends recommending courses to their friends because they like the teacher, but what if the course is irrelevant to your plan? What if you do not have the background you need to do well? Use the resources available to you at the university. If you don't know who to talk with, go to the international student office for advice.

5. Use the career services office (found at all major colleges and universities in the United States) to learn more about what you can do with a certain degree. Have some job goals in mind from the very beginning of your program, but don't forget to stay flexible.

Remember . . . your education cannot serve your needs, or your country's, if you do not take great care in making wise choices. If you choose carefully and thoughtfully, you will have the opportunity to expand your career possibilities for best results when you return home. ■

Martha Denney is the coordinator of Sponsored Programs at Colorado State University

experience level of the individual. Most companies also provide economy class roundtrip airfare from the United States. Since most placements are approximately six months in length, students must be able to arrange their academic calendars to permit their participation.

Students who wish to be considered for the project must be nationals of the following nations: Brunei, Indonesia, Malaysia, the Philippines, Singapore, Thailand, or the South Pacific Island nations. In addition, they must submit the following:

- a cover letter indicating why they want to participate in the program and the country of preference for work
- a resume which has been reviewed by their Co-op or career placement office
- a statement that their resume can be released to interested companies
- a recommendation from their adviser in the Co-op or placement office and from their international student office.
- a time frame for their availability for placement.

Eligible candidates must be in their second year or higher and enjoy good academic standing.

In addition to the above, credentials should be faxed or mailed to APEC Partnership for Education, Northeastern University Network–Home Country Placement Project, 502 Stearns Center for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115; Fax 617-437-3444. ■

Robert E. Vozzella is director of International Cooperative Education at Northeastern University

Are you sharing this newsletter?
Your international student office has extra copies. Why not pay them a visit and pick up your own copy!

Connexion Links Project ASPIRE Students with Jobs and Information

Peterson's, through its Connexion network, is very pleased to be involved in Project ASPIRE. For the past two years, Connexion has encouraged international students to participate in the network so that they may be identified by home-country and other global employers. Connexion is now the official registration vehicle for ASEAN and Pacific Island students participating in the ASPIRE program.

The benefits Connexion participation brings to ASEAN students are several: In addition to being linked with employers, Connexion participants will be notified first-hand of upcoming career workshops on resume writing and interviewing skills, summer jobs, internships, enrichment programs, and corporate roundtables. Connexion registration is free of charge.

Developed originally to join students and mid-career professionals with career and education prospects, the Connexion network is now over 25,000 strong and is accessed by corporations and educational institutions all over the world.

For international students, Connexion is especially valuable. More and more multinational corporations are realizing that Connexion is an easy and cost-effective way to reach international students for home-country and other international employment and are relying on Connexion to put them in touch with those students.

Already, multinational companies such as the Coca-Cola Company, Price Waterhouse, Molex Incorporated, AT&T, Becton Dickinson & Co., and the global corporations of the Wharton Export Network have made Connexion an important component of their international recruiting programs. The list keeps growing.

Peterson's has initiated plans to work closely with the American chambers of commerce in the ASEAN countries. Peterson's is also working with Sidney Lee at Infosys Pacific, the publisher of *Graduate Opportunities* (Singapore's career handbook), to make Connexion available and more accessible to local corporations and the multinational subsidiaries located throughout Singapore and Malaysia.

Peterson's Connexion is committed to providing student participants the most comprehensive outreach to corporate recruiters. Companies with job openings that match a student's educational background and career preferences will be sent the student's Connexion profile, which contains an outline of the student's qualifications. Corporations will then contact the student directly.

All Project ASPIRE students, regardless of country, major, or academic level are encouraged to join Connexion to receive valuable career information on workshops, international job opportunities, internships, summer jobs, enrichment programs, and more. To join Connexion, simply obtain a Connexion registration form from your international student or career planning adviser or request one directly by completing and mailing the form found within Peterson's Connexion advertisement on page 15 of this newsletter. ■

Micronesia: A Political Primer

The nearly two thousand Micronesian students in the United States come from a variety of political communities. They include Kiribati (pronounced "Kiribas") and Nauru, which are associated with the British Commonwealth. Students from these two islands are "foreign students" in the commonly used meaning of that term. The Republic of Palau, which is under U.S. administration as the last United Nations trusteeship, sends students who are not U.S. citizens but have a unique status, including access to U.S. domestic education. In addition, there are two "Freely Associated States": the Republic of the Marshall Islands and the Federated States of Micronesia (made up of the states of Chuuk—formerly Truk, Kosrae, Pohnpei, and Yap). Students from these areas make up a unique category of foreign student; they can reside permanently in the United States, hold jobs, and obtain certain U.S. education benefits such as Pell grants. ■

Attention Micronesian Students in the United States!

The Micronesia Institute of Washington, D.C., is interested in the educational needs of Micronesian students at home and in the United States. The Institute has been looking for ways to mobilize resources and interested persons to improve the quality of predeparture preparation and orientation for Micronesian students and establish a support network of concerned persons in the United States.

Alumni of the Peace Corps in the Marshall Islands (organized into a group calling itself the Friends of the Marshall Islands) have enthusiastically agreed to work with the Institute to provide a network of hosts and friends for students in the various parts of the country. Returned Peace Corps volunteers (RPCV) from other parts of Micronesia have also indicated their desire to support the program.

Direct contact with RPCVs will give Micronesian students access to American society and culture, and the Peace Corp involvement builds on the long friendship between the RPCVs and their friends from Micronesia.

The Micronesia Institute is now canvassing RPCVs around the country and working to develop a more complete list of Micronesian students in the United States. Micronesian students are invited and urged to send their names and addresses (and those of their Micronesian friends) to the Micronesia Institute at 1275 K St., NW, Washington, DC 20005. Students will receive by return mail a brief questionnaire to help the Institute understand their problems, needs, and interests. ■

Career-Related Short-Term Training Courses

Have you considered adding some practical, career-related courses to your curriculum? There are literally hundred of these courses held every year, on campuses and at other training centers throughout the United States.

Your international student office probably keeps listings of these courses, and your faculty adviser may offer some suggestions. Courses may be available on your campus, through the extension service, or off-campus through your local Small Business Administration office.

The following directories include listings of short-term training courses. You should be able find copies at your library or international student office.

The Advising Quarterly. AMIDEAST, 1100 17th Street, NW, Washington, D.C. 20036.

Bricker's International Directory of University Executive Programs (1992) and *Bricker's Short-Term Executive Programs* (1992). Peterson's Guides, P.O. Box 2123, Princeton, NJ 08543-2123.

Research Centers Directory 1992, and *1992 Seminars Directory*. Gale Research Co., Book Tower, Detroit, MI 48277.

Short-term Training Courses offered by Universities of the Consortium for International Development. 1901 N. Moore Street, Suite 804, Rosslyn, VA 22207

Specialized Study Options U.S.A. 1986-88, Volume I: Technical Education; Volume II: Professional Development. IIE, 809 United Nations Plaza, New York, NY, 10017. ■

A Manager's Perspective

ASPIRE Newsletter spoke in New York with Shakil Riaz of Chemical Bank. Until recently Mr. Riaz was Manager of Chemical Bank in Singapore with responsibility for Thailand, Malaysia, and Indonesia. Asian-born and U.S. educated, Mr. Riaz has many years of managerial experience in the Middle East and Asia.

What do you see as the overall strengths and weaknesses of U.S.-trained graduates? In the bank we have a mixture of locally trained and U.S.-trained staff. The U.S.-trained tend to have a broader perspective and to be more questioning in their work. The most common weakness is their high level of ambition where their salaries and advancement are concerned.

What advice then would you give to students who are currently studying in the United States? My first piece of advice would be to acquire general skills that are applicable in the work-place—for instance, computer software if that is not already their major subject, writing and communication skills, management, and other practical skills that may not be part of their coursework. Secondly, I would get expertise in a particular area and pursue that interest both in your studies and with practical experience. My third piece of advice is to research international corporations early on in your college career and develop a relationship with them through summer work experience. Find out where their overseas locations are.

What kinds of reentry issues are of the greatest concern to the U.S. graduates, especially in the workplace? The issues are usually of a cultural nature. U.S. graduates are used to an American environment in which differing opinions are expected and subordinates may challenge existing ideas. In an Asian environment, the boss does not usually expect to be challenged at all

I imagine you must have interviewed hundreds of potential employees. What kinds of questions do you usually ask them? What courses did you like and why? Describe your main achievements. Assess yourself in terms of your strengths and weaknesses. What are your plans for the next three to five years? Why should Chemical Bank offer you a job? These are the basics.

What is your view on internships and short-term practical training? Of course we attach great importance to this. Many American companies such as ours like to have home-country

Shakil Riaz

nationals working in the overseas offices because they are well versed in their home-country culture. This is preferable to sending an American who will need a lot of orientation.

What about summer jobs? Sure. The main thing is to aim to build a long-term relationship with a well established organization. Do not look simply for a high-paying summer job.

Any other advice? I strongly suggest looking for a company with long-term career planning for their own staff. And look for areas that are growing in the individual's own country. Whereas banking for example, may not be expanding in the United States it certainly is in the ASEAN countries. What's really important is that you should look at your U.S. training as one of the components of your overall career planning. And good luck! ■

ASPIRE NEWSLETTER
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NEWSLETTER

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS

Volume 1, Number 2 Spring 1992

Project ASPIRE Activities Across the United States

Welcome to the second issue of the *ASPIRE Newsletter*. The Newsletter is just one example of the many new and exciting things happening with Project ASPIRE, which is part of the U.S.-APEC Partnership for Education.

There are now three Project ASPIRE Regional Centers and twelve Incentive Grant campuses and community organizations offering programming to over 40,000 ASEAN (Brunei, Indonesia, Malaysia, the Philippines, Singapore, Thailand) and Pacific Island students studying in the United States. For the address of the Regional Center or Incentive Grant campus nearest you, see the list on page 14.

Some recent Project ASPIRE activities:

- workshops on resume writing and interviewing techniques
- workshops on job search strategies
- workshops on networking techniques.

At an ASPIRE Job Skills workshop held in February by the Southern California International Careers Consortium, students learned valuable networking strategies, resume-writing skills, and were videotaped for playback while responding to typical job-interview questions. This is just one example of the many programming activities offered by Project ASPIRE.

Students attending Project ASPIRE activities not only get the experience of ASPIRE educators, but also an opportunity to meet business leaders in their career fields. A recent Project ASPIRE roundtable held by Metro International in New York featured Mr. Jonathan Yuen, director of the New York office of the Singapore Economic Development Board, who discussed resume techniques with students.

Student reaction to the outreach activities of Project ASPIRE has been absolutely positive! In addition to meeting new people, one student attending an interviewing skills workshop at the University of Illinois-Urbana/Champaign said, "I always enjoy these kinds of activities. They give me an opportunity to learn new skills, form networks, and prepare for my job search."

In addition to the many skill-building activities, Project ASPIRE's Midwest Regional Center introduces two new electronic network-building services called Project ASPIRE Network (PAN) and the Project ASPIRE Listserve. Any student with access to a computer modem can link into these services free-of-charge through the BITNET and INTERNET networks.

Students accessing PAN and the ASPIRE Listserve will be able to ask questions and receive prompt answers relating to immigration regulations, current events in Southeast Asia, reentry concerns, and forthcoming Project ASPIRE activities. For more details see "Project ASPIRE Network" on page 3.

Through Project ASPIRE's outreach to overseas graduates, students have had the opportunity to contact recently returned alumni from their home countries. The University of Wisconsin-Stout is one of the schools which is actively using its alumni to develop programming for current students. Contact the ASPIRE Center or campus nearest you to inquire about alumni activities.

Upcoming Project ASPIRE activities include job fairs, career workshops, and other events such as the Institute for International Education-Chicago's "Professional Opportunities in Their Home

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Western Regional Center's First Workshop is Major Success

Singapore Ambassador Is Keynote Speaker

By Ron Boggs

Project ASPIRE's Western Regional Center held its first workshop on Saturday, 29 February 1992, at the University of Southern California. The all-day program started with an address from Singapore's Ambassador to the United States, His Excellency S.R. Nathan.

The Ambassador's speech, "How to Put Your Education to Use in the New World Economic Order," noted the very promising and challenging future that lies ahead of the graduates returning to the ASEAN region. Nearly 90 partici-

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In this issue...

- *Project ASPIRE News Briefs*
- *A Recruiter's Perspective*
- *Job Search Techniques*
- *APEC Update*
- *Attention F-1 Students*
- *Project ASPIRE Calendar*

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pants heard the ambassador address the need for cultural adjustments upon their return home in order to put their newly acquired knowledge and training to use. He urged them to be flexible as the "New World Economic Order" is geared to rapid growth in information and technology, and returning graduates are likely to work in different fields and for different organizations over the course of their careers.

Participants, from 20 different colleges and universities in California and elsewhere, represented 34 different academic fields and were evenly distributed between undergraduates and graduate students.

Following the ambassador's keynote address, participants were given the opportunity to select one of three workshops: "How to prepare and disseminate your resume," "How to go through a job interview successfully," and "How to increase your chances of finding a job you want through networking."

The resume-writing workshop included a review of the different kinds of information which need to be included in a resume depending on the country and culture involved (for example, in some countries, more personal information is expected, such as marital status or age).

In the interview skills workshop, participants were videotaped while responding to typical job interview questions. They then reviewed and critiqued the tape. A discussion of the interview process followed.

The third workshop focused on the "networking" resources available to participants, including the Institute for International Education's pamphlet "Six Steps to Good Networking." Participants were given the chance to practice their networking skills in teams and were quizzed on their understanding of the elements of networking and the resources available.

During the lunch, which featured Malaysian cuisine, participants got to know each other and talked with Mr. Nathan. All three morning workshops were repeated in the afternoon.

"The workshops gave me a chance to find out about job planning and opportunities at home."

Almost all the participants found the workshops very helpful and said that they looked forward to participating in and inviting their friends to future ASPIRE activities. "The workshops gave me a chance to find out about job planning and opportunities at home," said one participant. "It was great meeting students from my country who are studying at other universities," said another. ■

ASEAN students at USC resume writing workshop.

ASPIRE NEWSLETTER

Volume 1, Number 2, Spring 1992

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PROJECT ASPIRE NEWS BRIEFS

PROJECT ASPIRE NETWORK (PAN)

The Midwest Regional Center for Project ASPIRE at Ball State University (BSU) has developed the Project ASPIRE Network (PAN) to serve as a computer-based communications network among the ASEAN students in the Midwest.

Jack Brewer, director of the Midwest Center, announced that ASEAN students with access to a computer with a modem can link into BITNET or the INTERNET networks, and consequently can communicate with BSU through PAN without charge.

PAN allows ASEAN students to contact BSU without writing letters or paying for long distance telephone calls. Students can ask questions relating to immigration regulations, home country employment, reentry concerns, or forthcoming Project ASPIRE activities, and receive answers promptly!

In addition, PAN allows campus-based ASEAN student organizations in the Midwest to maintain contact with BSU to help them keep their members informed.

The new E-mail addresses are:

- ASPIRE@BSUVAX1.BITNET
- ASPIRE.LEO.BSUVC.BSU.EDU
- ASPIRE@BSU-CS.BSU.EDU

In addition to PAN, the Midwest Center will soon have a computer-based listserve discussion group for Project ASPIRE. The ASPIRE Listserve, hosted and monitored by Indiana University-Bloomington, will offer a bulletin-board-type service for students, educators, and anyone interested in Project ASPIRE. Users can access the listserve through their computer and modem, and enter into discussion with other users.

The Project ASPIRE Listserve will be used in conjunction with SEANET and SEASIA (two current Asia-related listserves).

This service will soon be available, without charge, throughout the United States, and has the potential for application overseas. ■

EDB'S SINGAPORE CAREER FAIR '92

In an effort to attract students to return to Singapore, the Singapore Economic Development Board (EDB) will be hosting a number of career fairs throughout the world in 1992. The career fairs will be coordinated and directed by a new division of the EDB, the International Manpower Division (IMD).

The purpose of the fairs will be to stimulate Singapore's growth by promoting the return of talent abroad. According to an article in the October 5 issue of *Singapore Scenes*, the "EDB said it would be seeking talent and critical skills including technical and skilled personnel, fresh and experienced graduates, postgraduate scholars, researchers and entrepreneurs."

For information on upcoming EDB career fairs in your area, write to Mr. Chan Kai Mun, The Singapore Economic Development Board, Two Prudential Plaza, 180 North Stetson Avenue, Chicago, Illinois 60601. ■

INDONESIAN STUDENTS

At present, with more than 9,500 Indonesian graduate and undergraduate students in the United States, the Indonesian Professional Association (IPA) caters to the specific career needs of Indonesian students seeking home country employment.

IPA offers Indonesian students information on: (1) types of expertise sought from U.S.-educated graduates; (2) in-country employment opportunities and job postings; and (3) names of Indonesian, U.S., and other multinational corporations seeking U.S.-educated Indonesians, such as The Salim Group, Sinar Mas Group, Bimantara Group, Gajah Tunggal, Barito Pacific Group, and Seyen Investments.

To encourage networking, IPA makes available computer-accessed electronic mail services that connect students with other Indonesians. These E-mail services—janus, isanet, PBDList, SEANET, and the Bulletin Board Systems—reach anywhere in the United States.

For more information on IPA events, activities, and job-search-related information please contact IPA at 1018 Joleen Court, Hayward, CA 94544 or through E-mail with the following address: ipa-officers@earone.eng.sun.com. ■

Mr. Agus Besar (l), graduate student from Indonesia, and Mr. Jack Brewer (r), Midwest Project Director at Ball State University, are shown demostrating the Project ASPIRE Network.

For information on advertising in the *ASPIRE Newsletter*, contact Paul Morigi at NAFSA Central Office, tel: 202.462.4811; fax: 202.667.3419.

A Note To Indonesian Women Business Students

By Chrysanti Hasibuan-Sedyono

Although this article is targeted at Indonesian women studying business in the United States, the ideas it offers may also inspire other ASEAN women in similar situations.

Each year, more and more Indonesian women are studying business with the expectation of assuming managerial positions. Indeed, Indonesian women have begun to make their mark as corporate managers in Indonesia's male-dominated business world. These women, despite such obstacles as working conditions oriented to male behavior and traditional social values, have searched and found an executive room of their own. And once having sampled the sweet taste of success, nothing can stop them!

In 1985–86, the Asian Institute of Management (AIM) spearheaded a study to document profiles, strategies, and experiences of successful women corporate managers in ASEAN countries. AIM, with the help of the Institute for Management Education and Development (IPPM), extended the study in 1988 to include women managers in non-profit organizations and entrepreneurs.

In the study we found that women managers attributed their success to a variety of internal and external factors. These internal factors include hard work, determination to progress, and personal values such as honesty. External factors include the support of a mentor-husband and networking.

Conversely, women managers still need to resolve many issues. Internal constraints such as inner conflict and external factors such as traditional values can create problems. Even today, many societies still believe that "a woman's place is in the home."

Let's face it, we Indonesian women are still very much culturally and traditionally bound. Social pressure will always shape a woman's role. Among the Javanese, the biggest sub-ethnic group in Indonesia, the woman's task is spelled out as "masak, macak, manak," which literally means "cooking, being well groomed, and giving birth."

A 1990 survey of middle class men in Jakarta who had responded positively to the statement, "Married women work outside the home," yielded some very interesting results. Of those surveyed, only 40 percent of their wives actually worked. Furthermore, an ideal wife, according to almost 60 percent of them, would be a homemaker who is good at housekeeping, taking care of their husbands and children, and staying at home!

Let's face it, we Indonesian women are still very much culturally and traditionally bound.

As a woman, it is therefore worthwhile to start thinking about these things early, while you are still studying in the United States. Chances are that exposure to the very different American culture will have an effect on you. Internally it may change your outlook and help you through the soul searching process of deciding whether it is a good thing to go out and work. The external factors, though, are harder to beat.

The key word is STRATEGIZE! A solid business education in the United States is a very good start. Cultivate your networks from now on and find a mentor. When the time comes and you've landed the job you want back home, remember a few important things. Work hard and work smart. Be competitive in a womanly, subtle way; never try to "outmacho" the men. Last but not least, finding an understanding husband is also a crucial part of the strategy (unless you prefer to stay single) to ensure you will have the chance to practice the exciting balancing act of housewife and manager! Good luck. ■

Chrysanti and friend.

Chrysanti Hasibuan-Sedyono is a faculty member of IPPM–Jakarta. She is currently studying at the American Graduate School of International Management (Thunderbird). She has worked as a manager in two multinational corporations.

Attention Micronesians!

Students from Micronesia can come to the United States without visas but may still face as many problems as those international students with visas!

If you are from the former Trust Territories and arrived here without a visa, you are probably not considered a foreign student by your college or university.

Please contact the office on your campus that assists international students. Take advantage of the available resources that can smooth your transition to and from the United States. It is also a good idea to develop a support group of other Micronesian students; such a network of friends and aquaintances with a common background helps remove some of those feelings of isolation that all international students have. ■

A Recruiter's Perspective

ASPIRE Newsletter spoke with Ms. Valeria Edmonds of Exxon Company International, who coordinates the recruiting of U.S.-trained graduates seeking home country employment for their overseas affiliates, including those in Malaysia, Singapore, and Thailand.

What do you see as the strengths of U.S.-trained graduates? What are some areas which could use improvement? The advantages of U.S.-trained graduates are several. For one, their adaptation to working for multinational corporations tends to be better having just been through a multicultural experience while studying overseas. Secondly, graduates seeking employment with U.S. companies have already become familiar with the American mentality and way of doing business while abroad. These qualities put them in high demand in their home countries.

One area which could use improvement is the broad-base learning approach of an American education. In the United States, student learning is not skill-specific enough. Returning graduates often require a warm-up period to learn specific skills. Also, U.S. graduates could use more hands-on experience.

What qualities do you look for in graduates? When searching for a job or doing interviews, how can students distinguish themselves? Generally, we look for graduates who are confident, mature, and have good interpersonal skills. Interpersonal skills include the ability to communicate intelligently, be enthusiastic, and maintain eye-to-eye contact during the interview. There have been times when people we're interviewing stare at the ceiling. This leaves a bad impression.

During an interview, students can distinguish themselves by having knowledge about our company and what we do. It's a "turn-off" when an applicant knows nothing about our business operations! In addition, recruiters find it impressive when an applicant knows about his or her home country business and industry.

Ms. Edmonds (c) with ASEAN students.

On a different note, if during an interview, an applicant's transcript shows a period of academic weakness, recruiters will usually inquire why. It is important that the applicant be able to articulate why the problems occurred and not make excuses. Recruiters will respect a person who handles positively his or her past mistakes.

Do you have preconceptions about U.S.-trained foreign nationals? What should these graduates do to breakdown preconceptions and stereotypes? The only preconception I've encountered with U.S.-trained graduates has to do with the number and quality of schools in the American colleges system. Because there are so many colleges and universities in the United States, it's hard for in-country employers to distinguish between the quality schools, so they tend to rely on established names such as Harvard, MIT, etc.

If a school is not well-known, students need to overcome this stigma by making themselves more visible. More hands-on experience through internships and good academics are helpful in creating visibility. A school is only as good as its students. If you can't sell your program, why would anybody want to hire you?

What do recruiters look at besides academic majors? Other courses? Practical experience? Internships? Involvement in associations? I think it's important for students to be active outside academics. We look for graduates who are well-rounded and able to maintain a balance between work and outside activities. Often extracurricular activities help students acquire leadership and communication skills which are always important.

Are internships as important as extracurricular actives? Internships are an advantage because they give students valuable work experience, but they are not the deciding factor in hiring. We understand that internships are difficult to get, and not many foreign graduates will have had career-related work experience.

What kind of reentry issues do you find returning graduates face? In my experience, reentry has not been a big problem for the graduates we've hired. We have found that the students who really want to return keep in touch with their family and friends and generally know what's happening at home.

Students who have the hardest time readjusting are those who have become too immersed in American culture. Generally you know them, because they want to stay here. We weed out these graduates because they will not be satisfied going home and we only offer home country employment opportunities.

What is the attitude of in-country educated employees towards returning U.S. graduates? I have not heard of any problems between returning graduates and in-country educated employees. We hire people with an emphasis on teamwork, and this has worked well. People treat one another with respect.

I think it would be wise for graduating students to consider and anticipate potential problems. Chances are they won't happen, but at least it will help graduates prepare mentally for their return.

Any other advice for students as they plan their careers? My advice for students would be to sharpen your English verbal and written communication skills! Remember, one reason U.S. graduates are so valuable is because they have bilingual capabilities.

Be sure to maintain good academic standing! A lot of emphasis is placed on grades when recruiting. However, the best grades without good interpersonal skills will not make you the ideal candidate.

Overall I've been very impressed with the U.S. graduates I've met and interviewed. ■

How Do You Feel About This?

As you plan your return home, and as you think about your future career, it might be useful and interesting to know how you view yourself. You have almost certainly changed the way you think about yourself since you have been in the United States, and you may find that the way you interact with other people has also changed.

Research by the International Labor Office and other organizations suggest that these attitudes and values vary from country to country, and these differences have to be taken into account when transferring management ideas from one country to another. Otherwise skills and techniques that a company has used successfully in one of its overseas branches, for example, may prove to be unworkable and irrelevant in another.

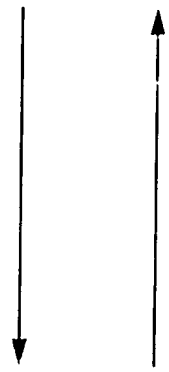
Geert Hofstede, of the Institute for Research on Intercultural Cooperation in the Netherlands described in an article in the *Asia Pacific Journal of Management* (January 1984) a survey of people from 67 countries working for 90 of the largest multinational corporations.

The answers to his questions showed that people from the same country tended to have very similar attitudes. Have a look at his results, and see where you think you fit in!

Power Distance: Large or Small?

Should people be content with their position ("Large Power Distance") or should they work for a more equal society ("Small Power Distance")? Here are the results from some countries with which you may be familiar.

Large Power Distance



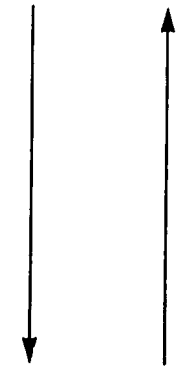
Malaysia
Philippines
Indonesia
Singapore
Hong Kong
Thailand
Korea
Japan
USA
Netherlands
Great Britain
Germany

Small Power Distance

Uncertainty Avoidance: Strong or Weak?

How uncomfortable do you feel with uncertainty and ambiguity? Strong uncertainty avoidance means you are happiest with strict codes of belief and behavior. Weak means you are comfortable with less structure and can "go with the flow."

Strong Uncertainty Avoidance



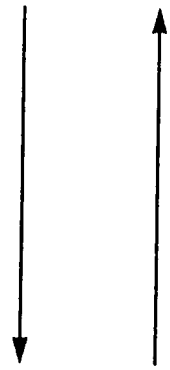
Japan
Korea
Germany
Thailand
Netherlands
Indonesia
USA
Philippines
Malaysia
Great Britain
Hong Kong
Singapore

Weak Uncertainty Avoidance

Individualism or Collectivism

Individualism means a society in which individuals take care of themselves and their immediate families only. Collectivism means a society in which a larger group cares for each other.

Individualism



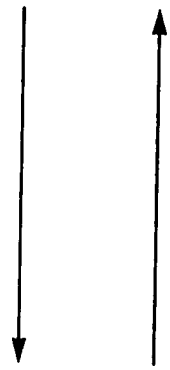
USA
Great Britain
Netherlands
Germany
Japan
Philippines
Malaysia
Hong Kong
Thailand
Singapore
Korea
Indonesia

Collectivism

Masculinity and Femininity

In this case masculinity means a preference in society for achievement, heroism, and success. Femininity means a preference for relationships, caring for the weak, and the quality of life.

Masculinity



Japan
Great Britain
Germany
Philippines
USA
Hong Kong
Indonesia
Malaysia
Singapore
Korea
Thailand
Netherlands

Femininity

di·plo·dem·ic *adj. [fr. NL diplomaticus + academic]* (ca. 1991): of or pertaining to education in its abroadest sense.

See also, **International Educator magazine**

International Educator magazine is designed for all people interested in international education: students, educators, and other professionals. The magazine publishes original and provocative essays on major new issues and trends in the field. Upcoming issues:

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Rites of Return

By Wong Hong Meng

Once again, it's that time of the year when you fret over final exams, pack your belongings, and leave college for the summer. But this time, there's one difference — you've graduated! Yes, this time it's for good — you've bought a one-way ticket home!

It seems like yesterday when you first arrived at college. Now you're graduating! Returning home after all these years can be a traumatic experience. But, if you plan in advance, it just ain't so bad. Here's are some suggestions on how you should proceed in preparing for your return.

At the start of your final semester, make your flight reservations home. Most flights during the middle and end of the year are heavily booked, due to the holiday and vacation season and returning students like yourself. So pick your departure date, and get the flight you want early. Plan your departure date 3 to 5 days after commencement to allow for final packing, vacating your apartment, and clearing up any administrative matters that may need your personal attention (e.g., closing your savings and checking accounts, paying your bursar's bill, etc).

Start making your job plans during your final semester! Assuming that you have decided to work in your home country, write to various companies informing them of your return and ask if they are willing to grant you an interview. Better still, capitalize on job fairs. Students from Singapore should contact the Professional Information Programmes Management Services (PIPS), which provides a link between employers and students seeking home country employment, and also the Economic Development Board of Singapore (EDB) (see related article on page 3). In addition, look for opportunities in overseas editions of your local and national newspapers, since most in-country job advertisements will be targeted at returning foreign graduates like yourself.

The biggest trauma, in my view, is returning home without knowing your career plans. The least you should do is have job interviews prearranged for your return. Of course, it would be most satisfying to secure a job before you graduate. That way, you know exactly what lies in store for you upon return home.

Nearing the end of your final semester, start thinking about how to ship your belongings home. Look for a reputable moving company with experience in international moving. Ask around and compare the moving rates. Once you have decided which company to use, set a date for them to pick-up your belongings, preferably from your doorstep. In this way, you know your exact packing deadline.

Start by packing those things you do not need for the rest of the semester, especially winter clothing and gear, used textbooks, etc. Over time, continue discarding what is not needed, selling or giving away what won't be brought home. Finally, when the deadline draws near, you will have little to pack except for your current textbooks and the few sets of clothes you normally wear.

OK, you're in the airplane on the way home. You've made it! But the story does not end here. Although you are excited about seeing family, friends, and relatives whom you have missed all these years, you also have certain reservations. What has happened to the friends you knew while you were away? How have things changed while you were gone? Expect things to have changed during your absence. These things include people, places, loved ones, and all else you took for granted while at home. Be prepared to accept the fact that change is inevitable. Do not be too hard upon yourself. Brace yourself psychologically and you will not feel as bad.

Give yourself time to get back into the swing of things. Keep up with the local news and all the new regulations that now affect you as a citizen. Get in touch with your old friends who can fill you in on news and gossip. In time, with regular outings, you will find that you are slowly assimilated back into the group that you once were so much a part of. Becoming reaquainted with your local environment will smooth your reintegration into society and culture.

Recognize that you are now home, and no longer in the United States. This could mean less freedom in many ways, but it's important that you come to grips with the political system and culture at home. Only then will you feel more comfortable. Remember, most Asian societies are often more conservative than the United States, so you may have to adapt your lifestyle accordingly.

By spending quality time with your friends and family, the impact of the so-called "reverse cultural shock" can be softened tremendously. And when you finally start working on your new job, you will have new friends and colleagues to make your transition even smoother. So, don't worry, be happy! Welcome home!

By spending quality time with your friends and family, the impact of so-called "reverse culture shock" can be softened tremendously.

For more information on PIPS contact Mr. Ronald Tans, PIPS, 8 Shenton Way, #47-01 Treasury Building, Singapore 0106; telephone: 2259911. ■

Wong Hong Meng was a student at Cornell University and currently works for Shell Eastern Petroleum Pte Ltd.

NAFSA: Association of International Educators is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its 6,500 members—from every state in the United States and more than 50 other countries—make it the largest professional membership association in the world concerned with the advancement of effective international educational exchange.

RESUME DIFFERENCES BETWEEN THE U.S. AND ASIA

Resume differences between the United States and Asia stem from different cultural and legal environments. For instance, personal information, while not required on resumes in the United States, is necessary in some Asian countries.

Due to changing labor trends in Asia, employers in some countries are no longer in a commanding position to require very personal information. However, there is still some information that employers would like to see in resumes:

Age: Most countries prefer to have the applicant's age listed, especially in the countries that respect seniority, such as Japan, Taiwan, Malaysia, and Indonesia.

Completion of Military Services: A must for males in Korea, Taiwan, and Singapore.

Marital Status: Once required by most Asian countries, is now seen as less important.

Race: Information on race is usually required by employers in Malaysia and India.

Religion: Employers in Malaysia and India still prefer to have religious information provided.

Family Business and Personal Assets: Good information to have in Thailand, Malaysia, Indonesia, and the Philippines; not so important in Hong Kong, Japan, and Singapore. ■

Courtesy of Philip Tsao, assistant vice president Citibank, U.S. Campus Recruiting for Asia and Pacific.

Are you sharing this newsletter? Your international student office has extra copies. Why not pay them a visit and pick up your own copy!

QUESTIONS YOU CAN COUNT ON

Below is a list of questions commonly asked by potential employers in an interview. How many are you prepared to answer?

1. What are your short-range goals and objectives?
2. What would you like to be doing in five years?
3. What are your long-range career objectives?
4. What are the most important rewards you expect from your career?
5. Why did you choose the career for which you are preparing?
6. Which is more important to you, the money or the type of job?
7. What do you really want to do in life?
8. What do you consider to be your greatest strengths and weaknesses?
9. How would you describe yourself?
10. How do you think a friend or professor who knows you would describe you?
11. What motivates you to put forth your greatest efforts?
12. How has your college experience prepared you for a career?
13. Why should I hire you?
14. If you were hiring a graduate for this job, what qualities would you look for?
15. What qualifications will make you successful in your career?
16. What do you think it takes to be successful in a company like ours?
17. In what ways do you think you can make a contribution to our company?
18. What qualities should a successful manager possess?
19. Describe the relationship that should exist between a supervisor and those reporting to him or her.
20. What accomplishments have given you the most satisfaction? Why?
21. Why did you select your college or university?
22. What led you to choose your field of major study?
23. If you could do so, how would you plan your academic study differently? Why?
24. Do you have plans for continued study? An advanced degree?
25. Are your grades a good indication of your academic achievement?
26. What have you learned from participation in extracurricular activities?
27. In what kind of a work environment are you most comfortable?
28. How do you work under pressure?
29. In what part-time or summer jobs have you been most interested? Why?
30. How would you describe the ideal job for you following graduation?
31. Why did you decide to seek a position with this company?
32. What do you know about our company?
33. What two or three things are most important to you in your job?
34. Are you seeking employment in a company of a certain size? Why?
35. Do you have a geographic preference? Why?
36. Will you relocate? Does relocation bother you?
37. Are you willing to travel?
38. Are you willing to spend at least six months as a trainee?
39. What major problem have you encountered and how did you deal with it?
40. What have you learned from your mistakes?

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GUIDELINES FOR A COVER LETTER

A cover letter accompanying your resume allows you to introduce yourself to a prospective employer and express your interest in a position. It should also highlight the achievements that make you the ideal candidate for the position. The cover letter below is an example of the format you should follow.

Jon E. Doe
222 Main Street
Northfield, Minnebraska 59801
Telephone: 403-555-1212

March 18, 1992

Mr. John P. Johnson, Vice President
Ajax Accounting Company
555 Tamarack Drive
Billings, Montana 59801

Dear Mr. Johnson:

First Paragraph: In your initial paragraph, state the reason for the letter, name the specific position or type of work for which you are applying, and indicate from which resource (placement center, news media, friend, employment service, etc.) you learned of the opening.

Second Paragraph: Indicate why you are interested in the position, the company, its products or services—above all, what you can do for the employer. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you have some practical work experience, point out your specific achievements or unique qualifications. Try not to repeat the same information the reader will find in the resume.

Third Paragraph: Refer the reader to the enclosed resume or completed application form, or whatever media you may be utilizing to summarize your qualification training, and experience.

Final Paragraph: In the closing paragraph, indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to help in a speedy response. Finally, close your letter with a statement or question which will encourage a response. For example, state that you will be in a city where the company is located on a certain date and would like to set up an interview. Or, state that you will call on a certain date to set up an interview. Or, ask if the company will be recruiting in your area, or if the reader desires additional information or references.

Sincerely,

Your Name

Prepared by the University of Illinois at Urbana-Champaign for a Project ASPIRE workshop.

COMMON COVER LETTER MISTAKES AND HOW TO SOLVE THEM

These are the most common mistakes that recruiters see in student-written cover letters:

Mistake: Sending the same letter to different companies.

Solution: Use the same basic information, but tailor each letter to the company that will receive it.

Mistake: Forgetting to include a return address and/or telephone number.

Solution: Put your address and telephone on the cover letter, as well as on the resume. The two documents could become separated.

Mistake: Addressing the letter to a job title ("Business Manager") instead of a person.

Solution: Learn the name of the person who holds the job, and use it in all correspondence.

Mistake: Including a photograph.

Solution: Do not send a photograph unless the employer specifically asks for one. Photographs may be appropriate if you are applying for a modeling position or an acting job, but recruiters prefer not to see pictures of job applicants.

Mistake: Telling your life story in the cover letter.

Solution: Keep the letter brief and to the point. Exclude your philosophy of life and details of your childhood unless they relate directly to your employment objective.

Mistake: Making statements such as, "I'm the ideal person for the job," without knowing what job openings exist.

Solution: State your preference for certain areas of employment within the company, but avoid phrases that sound pompous or silly. ■

Article reprinted courtesy of MS/PhD, the Career Directory for Advanced Degree Engineers and Scientists.

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How Are Your People Skills?

By Arlene Hirsch

You're going to need more than technical ability to succeed at your first job.

Good interpersonal skills are at the heart of successful career development. Take the following true or false quiz to see how you rate in the "people department."

1. It is not necessary to join a professional group if you have a good working relationship with your present employer.

2. During an interview, you should always take the lead in order to gain more control over the interview.

3. You got beat out of a promotion which you rightfully deserved. You should immediately write your resume and begin job hunting since it is clear that you have no future with the company.

4. It is your first day on your new job. You should plan to enter "with a splash." You realize that it is important to make your presence felt so that people will recognize and respect your competence.

5. It is okay to date someone who works with you.

6. You are supervising an older employee for the first time. You can tell the person resents your youth. You should confront their bad attitude immediately lest you be perceived as weak and incompetent.

7. You feel that your performance evaluation was unfair. You should try to correct the record.

8. Your boss has been taking all the credit for your accomplishments. You should take it upon yourself to correct the misperception.

9. You are having a feud with one of your co-workers who you feel does not do his/her fair share of the work. You schedule an appointment with your mutual supervisor in order to "discuss" the situation.

10. You have heard that networking is the best way to find a new job, so you tell everyone you know that you want them to help you.

Answers

1. False. Professional groups serve more than simply job-hunting purposes. They are organizations where all kinds of information is transmitted. It is a great way to keep abreast of industry trends. Moreover, since there is no such thing as job security in today's employment market, it is best to establish and maintain outside contacts before you need them.

2. False. Each interview should be treated as a unique experience. Often, it is better to let the interviewer take the lead until you develop a better feel for the person you are talking to. There will be time later to assert yourself throughout the interview.

3. False. Don't assume that the handwriting is on the wall. Your employer may have other (equally appealing) plans for your future. Talk to your boss candidly about his/her perception of your future. Express your concerns as well as your willingness to do what it takes to succeed with the company. If possible, map out specific goals that you can work toward to guarantee your success with the company. You may be pleasantly surprised to discover the rewards of commitment, enthusiasm, and perseverance.

Stay away from angry confrontations or accusations.

4. False. Start out by developing a reputation as a team player. Take time to meet the people and understand the company's culture you are entering before you make any sweeping changes. Otherwise, you are likely to step on some of the wrong toes. If you accidentally threaten or antagonize someone in a position of power, this could be a costly, political error.

5. True. Unless a company has a specific policy prohibiting dating, it is considered acceptable behavior. But you must always be discreet: don't gossip or flaunt your affair. Another caveat: If you decide to date your boss, the risk factor goes up if the relationship goes sour. You are the one who will be job-hunting. In other words, know the risks (and the rewards) before gambling with your career.

6. False. Often older employees are threatened and resentful of younger supervisors. You can often earn their respect by showing respect for their experience and expertise. Solicit their ideas and listen openly to their suggestions. At the same time be firm and confident in your own authority. If the problem persists, have a heart-to-heart talk to clear the air; but try not to be defensive or confrontational. Honesty and sensitivity are an unbeatable combination.

7. True. The key here is objectivity. Stay away from angry confrontations or accusations. Instead, calmly and rationally address each of the areas in question by objectively documenting your performance.

8. True. But proceed cautiously. This is a very sensitive political issue which must be treated tactfully. You can create more visibility for yourself by documenting your accomplishments in appropriate places. During casual conversations with colleagues, you can also discreetly make your accomplishments known. Be careful, however, not to brag or complain. In other words, court recognition diplomatically.

9. False. Most supervisors resent having to mediate feuds between squabbling employees. Before antagonizing your boss, try to work this out yourself. You have two options. First, document your efforts and results so that there will be no question who did the work. Secondly, discuss the situation directly with the offending party. As a last resort, take the matter up with your boss.

10. True. It is best to access as many of your networking contacts as possible when looking for new work. You never know when a lead will materialize. One caveat however: the more widely you cast your net, the greater likelihood that your present employer will hear that you are looking. If this presents a problem for you, you may want to cast your networking net more discreetly. ■

Arlene S. Hirsch is a career counselor and psychotherapist in Chicago.

Article reprinted courtesy of Graduating Engineer.

Getting To Know You

An interview with Wan Kamal Wan Napi, President of the Malaysian Student Association at Southern Illinois University at Carbondale.

What was the most helpful thing in adjusting to the United States? My Malaysian friends helped me the most to settle down here. Especially I owe a lot of thanks to the Malaysian Student Association staff. They picked me up from the airport and helped me look for an apartment, open a bank account, and register for classes.

Think about your first year studying in the United States. If you could do it over again, what would you do differently? I want to advise new students to become acquainted with American English before they come here. Fortunately, I learned about computers, and a knowledge of computers is more than necessary in the United States!

Since arriving in the United States, have you kept in contact with home and why is it important to do so? I write my parents and call them once a month. As president of the Malaysian Student Association, I need the latest news and information about my country. I talk about various things such as family affairs, political and economic situations, and sometimes job market news. I think that continuous contact helps smooth over the homesickness many international students carry.

What are some of the benefits of students belonging to student organizations? Our student organization is particularly important to new and returning students because we pay special attention to them. Usually new students contact us to get information about Southern Illinois University-Carbondale (SIUC) and ask us to pick them up at the airport. We provide every available information for them. When they arrive here we hold an orientation session, and our senior members help them with various things such as apartment hunting, opening bank accounts, and class enrollment.

How can student organizations help prepare students for returning to their home countries? We help returning students with shipping and plane ticket purchases. We also give them give job-market information through contact with the Malaysian Student Development (MSD) office in Chicago, which is like a consulate for students. MSD supplies tips about resettling back home, as well. Just as we pick up a new student at the airport, so we give a returning student a ride to the airport.

Do home country alumni stay in touch? I don't think they have established a formal organization, but I heard a radio advertisement about an SIUC alumni dinner meeting in Kuala Lumpur. It means that they get together annually even though they don't have an official organization. I was told that an SIUC alumni organization in Malaysia will be constructed soon. A number of SIUC alumni are teaching in good universities in Malaysia, and some of them call us to ask for transcripts and references.

Upon returning home for vacations, did you experience any difficulties readjusting to the culture, climate, etc.? Of course there are some difficulties, but nothing serious. I was told that some Malaysian students from rural areas face troubles when they go home during vacations because many things they become accustomed to are not available at home. Young people absorb American culture so easily, and some prefer American hairstyles, clothes, and foods, which are frowned upon by conservative elders back home. People say that they have trouble readjusting to the driver's seat because in Malaysia the steering wheel is on the right side!

How have you changed? I think I have gotten competitive and individualistic since coming to the United States. A good thing is that I now gladly help my wife even with kitchen work. As you know, my country is a male-dominated society to an extent that Americans cannot imagine. Males are not supposed to take care of female work such as dishwashing, babysitting, and so on.

What will be the effect of your U.S. study on your marketability back home? I am sure that my study here increases my job marketability because I am learning many things about U.S. buying of Malaysian products. I think that Malaysian companies doing business with the United States need my knowledge of American culture, politics, and economy.

Wan Kamal Wan Napi

Have you done any job networking? We gain job information from Malaysian professors and businessmen who visit the United States. We invite them to tell us about the job market back home. And we collect good information through contacts with Malaysian companies at home and with MSD in Chicago. Some Malaysian companies send their personnel managers here to pick up good students. Even Shell Oil company dispatches its regular recruiters every year to hire Malaysian students for their branch in our country.

What is the current job market like in your country? I think the job market there is still good even though it has worsened slightly because many degree holders return to Malaysia. As the recession continues in the United States, people try and seek jobs back home. But since SIUC alumni in my country have established a good reputation for this school, I am optimistic that I can find a job. ■

Wan Kamal Wan Napi is currently studying sports medicine at Southern Illinois University at Carbondale and has lived in the United States for two years. He was interviewed by Lee Hong-Pil, graduate assistant, and Foster Brown, associate director, International Programs and Services, Southern Illinois University at Carbondale.

APEC Update: Science/Engineering Partnerships Represent Bright Job Prospects

By Mary Poats

One of the purposes of this newsletter is to introduce you to the other components of the U.S.-APEC Partnership for Education.

In the last newsletter we quoted U.S. Secretary of State James A. Baker III: "The APEC Partnership for Education will contribute to the training of trans-Pacific leaders of the next century ... It links U.S. institutions to counterparts in the APEC region."

Currently, partnerships between U.S. and ASEAN/Pacific Island institutions have been established in the fields of business education, science and engineering; and partnerships in business management and economics are also planned.

The five APEC Partnerships for Science and Engineering, supported through the U.S. National Science Foundation, are currently providing opportunities for future APEC graduates.

• Carnegie Mellon University's (CMU) Data Storage Systems Center and the National University of Singapore are cooperating in the area of data storage technology. Sponsors of the center include Seagate Technology (who have already expressed interest in offering employment to APEC graduates), IBM, General Electric, and Digital Equipment Corporation.

Contact: Dr. Mark H. Kryder, Director-Data Storage Systems Center, Hamerschlag Hall-D220, Carnegie Mellon University, Pittsburgh, PA 15213-3890, tel: (412) 268-3513

• New Jersey Institute of Technology's (NJIT) Hazardous Substance Management Research Center and The University of Indonesia at Jakarta are collaborating on hazardous waste management research. Ten of the center's 34 sponsors are potential employers with manufacturing operations in Indonesia.

Contact: Dr. Dan Watts, Deputy Executive Director, Hazardous Substance Management Research Center, 323 Martin Luther King Boulevard, New Jersey Institute of Technology, Newark, NJ 07102, tel: (201) 596-3465

• Rutgers University's Center for Ceramic Research and the Standards and Industrial Research Institute of Malaysia (SIRIM) are collaborating in the areas of advanced ceramics, rubber, and palm oil products. Again, the American sponsors represent likely sources of employment for APEC graduates.

Contact: Dr. Malcolm G. McLaren, Director, Institute for Engineered Materials, Rutgers University, P.O. Box 909, Piscataway, NJ 08855-0909

• The University of Pittsburgh will be working with APEC students from the University of Malaysia and the National University of Singapore. Sponsors of the University's Center for Parallel, Distributed, and Intelligent Systems—including IBM, NCR, and Siemens—have joint ventures with local industry in APEC countries and are expected to provide employment opportunities.

Contact: Professor S.K. Chang, Department of Computer Science, University of Pittsburgh, 215 Mineral Industrial Building, Pittsburgh, PA 15260, tel: (412) 624-8465

• Washington State University's Center for Design of Analog-Digital Integrated Circuits now hosts four students from the Universiti Teknologi Malaysia, and expects to double this number. The center will arrange for APEC students to intern with its industrial sponsors while studying in the United States.

Contact: Professor Yacov Shamash, School of Electrical Engineering and Computer Science, Washington State University, Pullman, WA 99164-2752, tel: (509) 335-3818 ■

Mary Poats is a program analyst in the Engineering Centers Division of the National Science Foundation.

ASEAN Business Briefs

Singapore: Average economic growth reached 8 percent in 1990, 6.5 percent last year, 6 percent predicted for this year ... Gross Domestic Product (GDP) expected to increase by 6 to 7 percent annually ... increase in employment averages, more in manufacturing industries, tourism, electronics ... 8 percent increase in salaries, highest increases in banking, followed by chemicals, high-tech sales/marketing, consumer product companies, electronics (especially disk drives) ... Economic Development Board highlights the need for technical and skilled personnel, recent and experienced graduates, post-graduate scholars, researchers, and entrepreneurs ... now America's leading trading partner in Southeast Asia.

Thailand: Enjoying an economic boom ... 9 percent Gross National Product (GNP) growth in 1990, 7.9 percent last year, 8.5 percent projected for this year ... major investment projects in 1988 and 1989, with Japanese investment at nearly $10 billion a year ... new U.S. projects in 1991 were valued at $1.1 billion ... manufacturing (especially textiles and garments) still make up the largest component of GNP.

Malaysia: GDP grew by 10 percent in 1990, 8.6 percent in 1991, forecast at 8.5 percent for this year ... Malaysia is now the world's largest exporter of semiconductors, also a top exporter of air conditioners and video cassette recorders ... annual growth rates of 15 percent or more in the construction industry ... manufacturing growth averaging 18 percent, with 30 percent in the metal products, electrical and electronic, and trans-

continued on page 14

Connexion: The Employment Network

Peterson's Connexion is committed to providing ASEAN students with the most comprehensive outreach to corporate recruiters.

Over the past three months, five corporations—American Standard, Intel Corporation, McKinsey & Company, P.D. Manufacturing (Singapore), and Perwira Bank Malaysia—utilized Connexion to identify ASEAN students. Among the positions available were jobs in marketing, sales, finance, engineering, computer science, and software engineering. Connexion was able to send these corporations Connexion profiles of 63 ASEAN students who specifically met the recruiters' requirements.

Working with NAFSA's Project ASPIRE, Connexion is very pleased to welcome over 200 new ASEAN students as Connexion members. In addition to linking these members to home country and other global employers, Connexion will also send them valuable career information and periodic bulletins to keep them up to date on the latest Connexion services and Project ASPIRE updates.

All ASEAN and Pacific Island nationals and foreign students, regardless of country, major, or academic level, are encouraged to join.

Becoming a Connexion member early in one's academic career provides several benefits. Connexion members enrolled in a "co-op" program at any institution will now also be considered part of the Northeastern University Cooperative Education Network, which works with the American Chambers of Commerce in Southeast Asia to provide six-month co-op placements.

To join Connexion, complete the application on page 15. The Connexion network is free and the benefits are invaluable. ■

Attention F-1 Students!

Here is an overview of the types of employment authorization which may be available to students in the F-1 status.

On-Campus Employment "Incident to Status." *General*: Work on your campus is usually permissible if it meets certain requirements. Immigration and Naturalization Service (INS) regulations state that this employment is automatically authorized for any lawful F-1 status.

Type 1: Employment by Your School. On-campus work performed for your school is always acceptable, whether it is employment in your academic department, the library, the computer center, or the housing office. Work required by a scholarship, fellowship, or assistantship is also acceptable.

Type 2: Other Employment on Your School's Premises. Work performed on your school grounds or premises for an outside contractor or firm is considered to be on-campus employment as long as the employer provides direct services to students. Examples of this might be your school's food service or bookstore, if they are operated not by your school, but an outside firm.

Type 3: Work Off-Campus which Qualifies as On-Campus Employment. Some types of off-campus employment are defined by the INS as "on-campus employment." There must be an official relationship between your school and the off-campus employer; the work must be associated with your school's curriculum or related to a graduate level research project; and the employment must be an important part of your program of study.

The Pilot Off-Campus Employment Program. If you are in good academic standing and have been in lawful F-1 status for at least one academic year, and if your prospective employer has filed a document called the "labor and wage attestation" with the U.S. Department of Labor, you may be eligible to be employed in that job. Your international student services office may have further information on this special work program.

Curricular Practical Training. Some work experiences which are an important part of your study program may be considered "curricular practical training." These experiences may include alternate work/study programs, internships, cooperative education programs, and practicum experiences. Any student who works for one year or more in full-time curricular practical training is not eligible for practical training after completion of studies.

Internship with an International Organization. If you are maintaining lawful F-1 status, an internship in a "recognized" international organization, such as the United Nations and the World Bank, can be obtained with written permission. You must maintain your F-1 student status while employed by such an organization.

Practical Training After Completion of Studies. You may be eligible to be employed in a job which is directly related to your major field of study for one year after you complete a study program. Such employment may take place at any location in the United States.

Employments for F-2 Dependents. Immigration regulations prohibit all employment for F-2 dependents (spouses and children of F-1 students).

Further Information on employment is available from the international student services office on your campus. Office staff are pleased to offer information, counseling, and assistance on all federal regulations related to maintaining your status. ■

Prepared by the Government Regulations Advisory Committee of NAFSA: Association of Internation Educators.

Activities continued from page 1

Country" (scheduled for June 5, 1992). This full-day seminar offers the expertise of IIE board members, consulates and country representatives, corporations doing business in ASEAN and Pacific Island countries, campus career counselors, and foreign student advisers to students. (For a complete list of upcoming Project ASPIRE activities please see page 16.)

Contact the the coordinator at the Project ASPIRE Regional Center or Incentive Grant campus or community organization nearest you to learn about these and other planned activities.

Project ASPIRE Regional Centers:

Eastern Region.

- Metro International, Carolyn Edds, 285 W. Broadway, #450, New York, NY 10013; tel: (212) 431-1195, fax: (212) 941-6291.

Midwest Region

- Ball State University, Jack Brewer, 2000 West University Avenue, Muncie, IN 47306; tel: (317) 285-5634, fax: (317) 285-3757.

Western Region

- University of Southern California & the Southern California International Careers Consortium, Carol Robertson, USC Career Development Center, Student Union 111, Los Angeles, CA 90089-4897; tel: (213) 740-5627, fax: (213) 740-9104.

Project ASPIRE campuses and organizations:

- The American Graduate School of International Management, MaryLee Carter, 15249 N. 59th Avenue, Glendale, AZ 85306; tel: (602) 978-7805, fax: (602) 439-5432.
- Indonesian Professional Association (IPA), Andiyono Tan, c/o 4828 Creekwood Drive, Fremont, CA 94555; tel: (510) 797-1546.
- Institute of International Education, Chicago, Robert S. Houston., 401 North Wabash Avenue, Suite 722, Chicago, IL 60611; tel: (312) 644-1400, fax: (312) 644-3759.
- Institute of International Education, San Francisco office, Dr. Carl Zachrisson 41 Sutter Street, Suite 510, San Francisco, CA 94104; tel: (415) 362-6520, fax: (415) 392-4667.
- Michigan State University, David D. Horner, 103 Center for International Studies and Programs, East Lansing, MI 48825; tel: (517) 353-1720, fax: (517) 355-4657.
- Southern Illinois University-Carbondale campus, Foster Brown, International Programs and Services, Carbondale, IL 62901; tel: (618) 453-7670, fax: (618) 549-8595.
- Stanford University-Bechtel International Center, John Pearson, P.O. Box 5816, Stanford University, Stanford, CA 94309; tel: (415) 725-0889, fax: (415) 725-0886.
- Syracuse University, Paul Pedersen, 376 Huntington Hall, Syracuse, NY 13244-2340; tel: (315) 443-2266, fax: (315) 443-5732.
- University of Illinois at Urbana-Champaign, Jan M. Lenz, International Student Affairs, 510 E. Daniels St., Champaign, IL 61820; tel: (217) 333-1303, fax: (217) 244-3716.
- University of Minnesota, Teresa Harrell, Office of International Education, 149 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455; tel: (612) 624-5580, fax: (612) 626-1730.
- University of Oregon, Maradel K. Gale, Department of Planning, Public Policy, and Management, 102 Hendricks Hall, Eugene, OR 97403; tel: (503) 346-3815, fax: (503) 346-2040.
- University of Wisconsin, Stout, Dr. Stephen Snyder, Director of International, Ms. Suzette Franks, Director Alumni Services, Programs, 400 Bowman Hall, Menomonie, WI 54751; tel: (715) 232-1896, fax: (715) 232-1749. ■

BUSINESS continued from page 12

port equipment industries ... 25 percent annual growth in private investment, and 15 percent growth in exports.

Philippines: Economy expected to expand by 3 percent this year ... expansion of the Shell oil refinery at Batangas ... more foreign investment in electronics and in hotels ... export growth of 5 percent, with growth of 9 percent in electronic equipment and parts ... the Development Bank of the Philippines is now set to receive its fourth foreign credit this year for re-lending to small and medium-sized industries.

Indonesia: Economic growth of 7 percent last year, projected at 5.5 percent this year ... currently attracting massive foreign investments: $70 billion invested from 1989 to 1991, mainly in oil exploration, services, consumer products, banking, manufacturing, and the newspaper industryb ... U.S. investments have doubled over the last three years ... new ventures announced in automotive, aircraft, and especially electronics industries ... inflation now 6 percent (640 percent in 1966) ... 1991 steel exports increased by 30 percent over 1990 ... agriculture still the largest source of income and employment opportunities, with oil and gas still the most important source of export earnings, but manufacturing has increased its share of GNP from 8 percent to 18 percent over past decade ... state sector still the fastest growing employer.

Brunei: Economy still dominated by the oil and gas sector, but in recent years the service sectors have expanded ... GDP expanding by about 3 percent annually ... inflation under 2 percent.

Pacific Islands: Fiji's economy is now less reliant on sugar and gold production, with the new industries of the investment zone (particularly garments) playing a larger role ... GDP growing at 3 percent annually ... the government of the Cook Islands cancelled Cable and Wireless's telecommunications contract ... the new Sheraton Hotel and the planned cultural center expected to increase tourist revenues.

Sources: Far East Economic Review, Financial Times, The Washington Post, The Economist Intelligence Unit Country Reports (1991) and Country Profiles (1991–92).

PROJECT ASPIRE ACTIVITIES CALENDAR

Upcoming Project ASPIRE Activities

April 1992

- Successful Strategies for Getting Hired—April 21, 1992 (Stanford University, California).
- ASEAN Student Graduation Reception—April 23, 1992 (University of Illinois at Urbana-Champaign, Illinois).
- Creating a Positive Interview Experience—April 28, 1992 (Stanford University, California).
- ASPIRE Introductory Meeting and Speaker "Overview and Economic Projections for the ASEAN Region"—April 30, 1992 (Stanford University, California).

May 1992

- Job Recruitment Event—May 2, 1992 (Indonesian Professionals Association, California) with Kedaung Group Management Services PTE, Ltd. Kadaung will be recruiting for in-country positions in accounting, management, marketing, engineering, and computer sciences.
- The Job Search: Interviewing for the Non-Native Speakers—May 5, 1992 (Stanford University, California).
- Alumni Association Workshop/Reentry Issues Workshop—May 6, 1992 (Stanford University, California).
- Immigration Overview: Who Can Work Where on What Visa and for How Long—May 7, 1992 (Stanford University, California).
- Job Hunting and Networking Strategies—May 9, 1992 (Metro International, New York).
- Country Panels: Singapore—May 11, 1992 (Stanford University, California). Presentation by Adeline Lim, director, Singapore International Board of Trade. Ms. Lim will present an overview of employment opportunities in Singapore and will speak on the services the Board provides.
- Country Panels: Indonesia, Malaysia, the Philippines, and Thailand—May 12, 1992 (Stanford University, California).
- Citibank Roundtable Discussion—May 14, 1992 (Metro International, New York).
- Industry Site-visits—May 14–15, 1992 (Stanford University, California).
- Telipon-Link Teleconferences (organized by Ball State University, Illinois). Ball State will offer students telephone contact with:

  Peterson's Connexion—May 20, 1992.

  International Manpower Programme (Singapore EDB)—June 17, 1992.

  AT&T—July 15, 1992.
- Employment Roundtable: Malaysia and Singapore—May 16, 1992 (University of Southern California, California).

June 1992

- Professional Opportunities in Their Home Country - June 5, 1992 (Institute of International Education—Chicago, Illinois). A one-day seminar for ASEAN and Pacific Island students seeking home country employment.

For more information on these and other Project ASPIRE activities, please contact the Center nearest you. See Center and Grantee listings on page 14.

NEWSLETTER
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A Newsletter for students from Brunei, Indonesia, Malaysia, Philippines, Singapore, Thailand, and the Pacific Islands

NEWSLETTER

NAFSA : ASSOCIATION OF INTERNATIONAL EDUCATORS

Volume 2, Number 1 Fall 1992

What are These Students Doing? See Page 4

WELCOME TO PROJECT ASPIRE!

If you are a student from Indonesia, Malaysia, the Philippines, Singapore, Thailand, or the Pacific Islands—this newletter is for you! First-year students, returning students, undergraduates, graduates are all invited to join Project ASPIRE activities.

Activities to help you with your job search and your return home are held on campuses across the United States. See page 10 for the name of the Regional Center or Project ASPIRE campus nearest you, and turn to the back cover for a calendar of activities.

How can you make sure your resume reaches the companies you might want to work for? No problem! Peterson's Connexion is at your service. See page 15.

Do you want to contact other students across the United States? Electronic mail is the answer. See the article on ASPIRE-L in the next column.

Remember, Project ASPIRE is for you, the 40,000 ASEAN/Pacific Island students here in the United States.

Enjoy this issue of the newsletter, and have a good year! ■

INSIDE

Advice for Graduates
An interview with Andiyono Tan from the Indonesian Professional Association. Page 5.

New Programs for Students
Project ASPIRE awards four new grants for ASEAN student activities. Page 10.

Home-Country Co-ops
Learn career-related skills through home-country cooperative education programs. Page 6.

Student Job Search Strategies
How to use—and not abuse—your networking contacts. Page 8.

STUDENTS—NOW YOU CAN COMMUNICATE ELECTRONICALLY!

Project ASPIRE Announces New Electronic Mail Network For Students

by SUSAN SNIDER SALMON AND JACK BREWER

Do you have questions about U.S. immigration procedures and practical training? Do you want to learn more about what Southeast Asian students are doing in the United States and back home? Do you know about the job fairs taking place in your part of the country? And most importantly: How can you best prepare for your job search back home?

To help you answer these questions, Indiana University, in conjunction with Project ASPIRE's Midwest Regional Center at Ball State University, has developed an information service especially for ASEAN and Pacific Island students. This service, called ASPIRE-L, can help you with all phases of your U.S. educational experience and eventual job search.

ASPIRE-L is a computer-accessible electronic mail network. It's free, easy to use, and open to any ASEAN or Pacific Island student, employer, student association, or group interested in international education and Southeast Asian and Pacific Island issues.

To use ASPIRE-L is easy. All you need is your university's computer center or your own computer and modem. If you are unfamiliar with electronic mail, go to your university computer center and

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Telipon—Your Link to the Experts!

Soon-Ching Tan (left), student advisory board member, and Xiang Ming Jia, Telipon-Link coordinator, listen intently during the first Telipon-Link conference call.

Would you like to spend an hour on the phone with a recruiter from a multinational corporation? Or with an economist with specific expertise on your home country? Or with an official from your embassy?

Now you can—through Telipon-Link, an interactive telephone conference call. Telipon-Link is another Project ASPIRE service, organized through the Midwest Regional Center at Ball State University.

The first Telipon-Link took place on July 22, and more than 25 ASEAN students from Ball State University, Indiana State University, and Indiana University participated.

They spent an hour putting questions to Ms. Barbara Cahn, director of Inter-

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Letter to the Editor

Dear Editor:

Studying at the City University of New York—Baruch College for nearly five years was an enjoyable and worthwhile, but at times a miserable experience. To be a New Yorker is tough!

As a student from Malaysia in New York, I didn't have much opportunity to discuss my country's developments with other Southeast Asian students, which left me anxious and eager to know what was happening back home. I wanted information, but didn't know where to go.

One day, I read about Project ASPIRE in Metro International's (ASPIRE's Eastern Regional Center) fall newsletter and decided to get more information. After speaking with Carolyn Edds, the program coordinator, I decided to join.

As a member of Project ASPIRE, I attended valuable workshops and roundtable discussions designed especially to help students like me develop a good prospective resume, improve networking skills, and discuss career objectives. I even had an opportunity to discuss my home country's developments with other students.

I met new friends and made some great contacts with people like the consulate general of Malaysia and with corporations like Citibank and Manchester International.

Next month I will be returning to Malaysia. There I will have an opportunity to practice the networking and other skills I have learned through Project ASPIRE. I feel I am prepared.

Lastly, if you are a Southeast Asian student and are not already enrolled in Project ASPIRE, I encourage you to do so. It will help you, as it helped me, make new friends, keep up with home country developments, and teach you valuable job-related skills.

Chee Wee Tan, Malaysia
Accounting Major, Baruch College, New York

Editor's note: This is a genuine letter! We welcome letters—both favourable and critical—from our readers. ■

NEWSLETTER

Volume 2, Number 1, Fall 1992

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Upcoming International Job Fairs and Other News

Washington, D.C.
The Third Annual International Student Job Fair for the Washington, D.C., area will be hosted by The American University on Thursday, October 29, 1992. This event is sponsored through the collaboration of the following schools:

The American University
Carnegie-Mellon University
Catholic University
Gallaudet University
George Mason University
The George Washington University
The Hariri Foundation
Hood College
Howard University
Marymount University
Southeastern University
Trinity College
University of the District of Columbia
University of Maryland
Virginia Polytechnic Institute and State University
The College of William and Mary

Students from ASEAN who attend any of the above institutions are encouraged to obtain information regarding the job fair from their international student office or career center. Only students enrolled at these institutions are eligible to participate. There will be no on-site registration the day of the event. ■

Northern California and Southern California
Two International Careers Days are planned: University of California-Los Angeles, November 3, 1992, and University of California-Berkeley, November 5, 1992.

Each event will have three fairs: the International Jobs Fair, the Public Sector International Careers Fair, and the International Affairs Graduate School Fair. Representatives from more than 60 companies and 20 graduate schools will be attending.

Attendance of between four to five thousand students is expected at each of the events, and a full day of activities is planned.

Each day will include a series of International Careers Panels. Topics will include "Getting Started in an International Career" and "Overseas Careers for International Students."

These International Career Days are hosted by the schools that form the Northern California and the Southern California International Careers Consortium, and are open to students attending these schools. However, before being admitted you must first attend an orientation program—either at your school or on-site. Please see your careers office or your international students office for more information.

And don't forget to take plenty of copies of your resume! ■

ASEAN Advantage Tour
The ambassadors to the United States from the six ASEAN countries will participate in three seminars this fall to discuss newly emerging business opportunities in the dynamic markets of Southeast Asia.

The seminars, a follow-up to the spring 1992 ambassadors' tour, are being organized by the U.S. ASEAN Council, in coordination with the ASEAN embassies here in the United States. It is the ideal opportunity for U.S. executives to learn more about the markets of Southeast Asia and to hear about successful U.S.-ASEAN trade and development strategies. The seminars will be held in

Miami, Florida, October 19
Oklahoma City, OK, October 21
Minneapolis/St. Paul, Minnesota
October 23

For further information, including registration fee, contact the ASEAN Advantage Hotline 1-800-92-ASEAN. ■

Please see the calendar on the back cover of this newsletter for other Project ASPIRE activities in your area.

EXXON COMPANY, INTERNATIONAL

At Exxon Company, International (ECI), we put a premium on results and value how those results are obtained. In order to be the most formidable and successful competitor in the international petroleum business, we need people with a variety of skills and backgrounds who are eager to meet the challenges of our industry.

On behalf of its affiliates, ECI is looking for U.S.-trained graduates seeking home country employment. If you have the background and the desire to succeed, consider a career with a powerful international competitor—Exxon Company, International.

Career Opportunities for ASEAN Nationals include:

The Esso Companies in Malaysia
Citizens of Malaysia:
- BS & MS in Geology/Geophysics
- Computer Science
- Accounting
- All Engineering disciplines

Esso Singapore Private Limited
Citizens of Singapore:
- MBA, BS & MS in Chemical Engineering

Citizens of P.R.C.:
- Ph.D. in Chemical Engineering

Citizens of Taiwan:
- BS & MS in Chemical Engineering
- MBA w/Engineering undergraduate degree

Citizens of Hong Kong:
- MBA w/Chemical or Mechanical undergraduate degree

Esso Standard Thailand Ltd.
Citizens of Thailand:
- MBA, BS & MS in Computer Science
- All Engineering disciplines

To be considered, submit your resume with a copy of your academic transcripts to:

Exxon Company, International
Valeria S. Edmonds
200 Park Ave
Florham Park, N.J. 07932

Power to succeed

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Practical Training With A Twist

By Jim Light and Tom Rhea

This past summer, Malaysian engineering students from Texas A&M University and the Colorado School of Mines trained at Eastern New Mexico University's Oilfield Training Center in Rosewell, New Mexico, to learn oil drilling, production, and exploration.

Each summer, Royal Dutch/Shell sponsors a five-week Summer Field Program for students interested in petroleum technology. The program is especially advantageous to foreign students who do not have a work permit and have limited access to practical training in the United States. Because of its practical training value, the program is now offered as part of the petroleum engineering curriculum at Texas A&M University in place of their co-op training requirement.

The Oilfield Training Center consists of classrooms, laboratories, and a shoping area. In addition, there is a 13-acre outdoor lab with a drilling rig and pulling unit, where students learn to pull rods from an oil well, install tubing, and downhole equipment in completion and workover operations.

Pelima Ingka (center) oversees the pulling unit operation.

The outdoor lab introduces students to the oil field production unit. Skills such as pumping well performance, maintenance of pumping units, tank gauging, oil analysis and treating, and sales preparation are taught at the center.

A simulated gas well with circulated compressed air teaches students gas meter operation, meter reading, and the function of orifice meters.

For true field experience, students travel north of Rosewell to work at four 4,700 foot deep active wells from the San Andreas formation. There students pipe oil from the wellhead, through flow lines where it is commingled in the stock tank with other oil produced on-site.

Students training at the center also have an opportunity to visit the production facilities of other oil companies in the area. These specially arranged field trips include visits to active oil and gas fields and a refinery.

Apart from the Summer Field Program, the Oilfield Training Center offers a two-year associate of science degree program in petroleum technology. Training for this program includes courses in math, English, physics, chemistry, economics, communications, and of course, hands-on field experience. Upon completion of this degree, many students go on to earn bachelor's degrees in engineering or geology/geophysics from a four-year institution.

We were the ones who did the work, with the guidance of the instructors. It was interesting and tiring, but a lot of fun. —Perpetua Bondan

The center also offers certificate programs in drilling, producti and well servicing. In addition, industry short courses in safety, well control, and other subjects are offered regularly.

The Malaysian students who attended the Summer Field Program will go on to complete degrees in chemical, mechanical, and electrical engineering and, upon graduation, will work for Sarawak Shell Berhan Oil.

For more information on the Oilfield Training Center please write to The Oilfield Training Program, Eastern New Mexico University-Roswell, P.O. Box 6000, Rosewell, NM 88202-6000. ■

Jim Light is an instructor at the Oilfield Training Center. Tom Rhea works in the International Scholarship and Recruitment Department of Shell Oil Company.

di·plo·dem·ic *adj. [fr.* [illegible] *academic]* (ca. 1991): of or perta[illegible] abroadest sense.

See also. **International Ed[illegible]**

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"It's Easier To Get A Job Back Home Than It is Here in the States!"

The Indonesian Professional Association (IPA), based in Fremont, California, supports the career needs of Indonesian professionals and students in the United States. IPA received a 1992 Project ASPIRE grant.

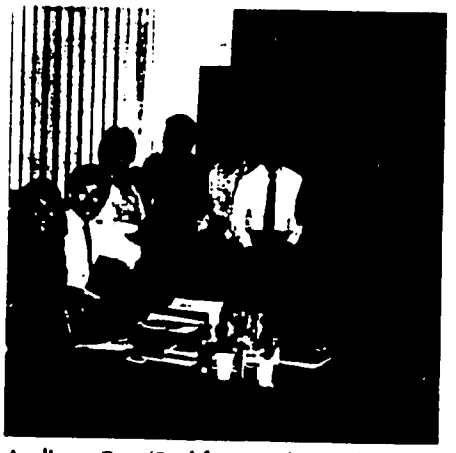
This summer six IPA officers visited Indonesia, where they each held meetings with five or six companies to discuss employment possibilities for returning graduates.

Project ASPIRE recently spoke to Andiyono Tan, director of IPA's Operations Department, who was visiting Indonesia for the first time since 1986.

Which companies did you visit?
Astragraphia, a computer manufacturer, and the sole distributor of Xerox. Also Interpacific Financial Corporation, and the Kedaung Group that works in glass-making and ceramics. And Metrodata, a computer distributor.

How have companies changed over the past six years?
Companies have become more professional and look very high tech. In 1986 they were mainly family-managed businesses. Now they are hiring MBA's and foreign graduates. Business is good, and businesses have grown and consolidated, particularly in the manufacturing and packaging fields. Small companies are no longer viable: they have to form conglomerates in order to survive. Of course the human factors have not changed: non-professional people are still pretty much laid back.

Do most offices now have computers?
Yes. I saw PCs in most offices. In 1986 they were basically just status symbols.



Andiono Tan (2nd from right) and colleagues from the Indonesian Professional Association.

How are foreign-trained graduates regarded?
Very positively. Many companies are using the United States as their main source of recruitment, from entry- to middle- and even upper-level management. Many of the conglomerates are expanding rapidly and need better trained people, and so they are recruiting heavily.

In order to be successfully integrated you must have an open mind

What advice do you have for returning graduates?
In order to be successfully integrated you must have an open mind. The technology and many of the products have changed, but the basic ways of thinking and operating have not. Some overseas trained professionals come across as too blunt and too direct. They seem too assertive and don't seem to consider other people's feelings. Most returnees are succeeding, but some of them find that even the best managed companies do not come up to their expectations. The happiest people are those who were homesick and missed things when they were in the United States!

How important is English-language proficiency?
You have to be able to communicate in English. Some companies are recruiting people from outside who don't speak Indonesian and so you have to be able to communicate in English.

What advice do you have for job-seekers?
As a fresh graduate it is easier to get a job in Indonesia than here in the states. However, I would recommend that people try to stay on and work here for a couple of years. That gives you much more leverage back home. For those going straight back, try to get something lined up before you leave. Many companies come here to recruit.

How can people find out about these recruiters?
Through IPA, through their communities, through churches, through Peterson's. Don't wait until you return. Start talking and building your networks!

You have spoken with a lot of employers. What do they look for?
The school you attended and your GPA. The choice of major is not that critical. The company will retrain you. Of course practical work experience helps.

Any other advice?
The economy back home is doing well, but your salary expectations should not be too high! Things are developing rapidly, but the telephone system hasn't! And of course there are the traffic jams and the pollution. But as I said, most of the returned graduates I met are doing very well.

For more information on IPA activities call Andi Tan at (510) 797-1546. ■

NAFSA: Association of International Educators is a nonprofit membership association that provides training, information, and other educational services to professionals in the field of international educational exchange. Its 6,500 members—from every state in the United States and more than 50 other countries—make it the largest professional membership association in the world concerned with the advancement of effective international educational exchange.

Home Country Co-ops: To ASEAN and Back, ... and Back Again

By Prof. Leonard Zion and Dr. Robert E. Ozzella

Northeastern University's Indonesian Science and Technology Club during a company visit in Massachusetts.

As part of his business administration and marketing major, Imat Badruddin spent a year back home in Indonesia working for Hyatt International as a market research analyst. His supervisor commented, "We want him to come back to implement the package he designed. He was given a great deal of responsibility and he delivered." Imat said, "This was a great opportunity for me to produce something of real value for the company. I really enjoyed it and would recommend other students take advantage of the program."

"This was a great opportunity for me to produce something of real value for the company."

—Imat Badruddin

Imat was in Jakarta, Indonesia, as part of the Home Country Co-op Placement Program, managed by the Office of International Cooperative Education, Northeastern University, Boston. This is a component of the APEC Partnership for Education and provides international students with the advantages of cooperative education, an education plan that alternates academic study with company work experience.

Graduate and undergraduate students develop their career-related skills through co-op employment in companies involved with projects back home, and so become more attractive to home country employers after graduation. Undergraduates usually work two or three placements, each of three to six months, starting in their sophomore year. Graduate students usually work one.

The following schools participate in the Home Country Co-op Placement Program:

- The American University, Washington, D.C.
- California State University, Fullerton
- Drexel University, Philadelphia
- Georgia State University International Consortium, Atlanta
- Northeastern University (Administrative Center), Boston
- Purdue University, Lafayette, Indiana
- Rochester Institute of Technology, Rochester, New York
- Virginia Polytechnic University & State University, Blacksburg

During the first year of the program, approximately 40 companies participated. Among them were ABB Combustion Engineering, AT&T, Allison Gas Turbine, American Express, Bell Atlantic, Citibank, Freeport McMoRan, General Electric, Hyatt International, IBM, Johnson & Johnson, Motorola, NYNEX, Ogilvy & Mather, Rotek, Siamtez, Siemens, and Warner Lambert.

For example, in Indonesia last year, four national industries—IPTN, (aircraft), PT PAL (shipbuilding), PT PINDAD (defense), and PT TELKOM (telecommunications)—sponsored 20 undergraduate and 6 graduate students.

As the Indonesian economy continues to expand (last year's growth was 7%), a continued demand for students in these placements is expected!

Here are some answers to questions you might have about participating in cooperative education.

Where can I go? Brunei, Indonesia, Malaysia, Philippines, Singapore, Thailand, and Pacific Island Nations.

Who is eligible? Students from Brunei, Indonesia, Malaysia, Philippines, Singapore, Thailand, and Pacific Island nations.

Can I go to a country other than my home country? Our focus is to place students in their home country. This will allow you to make contacts for possible future employment after graduation. We will consider exceptions.

What are the academic requirements? Students should be in good academic standing. Consult your academic adviser if you are having problems.

Do I need previous job experience? It is helpful to include in your resume any previous work experience. It is important to emphasize your skills.

What kind of salary will I have? Co-op students will earn a salary in local currency comparable to what other country nationals at the same professional level make. It is probably advantageous to live at home since co-op salaries may not allow you to pay for all of your living expenses. Some companies will provide one-way or roundtrip airfare.

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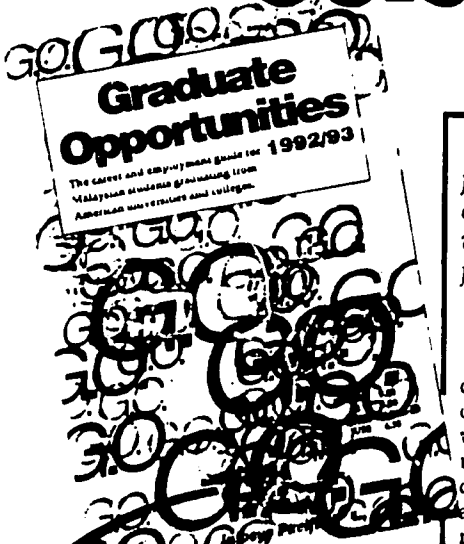
You're a Malaysian graduating soon. You'll have an American degree. You'll want to

read every page!



This amazing guidebook is absolutely FREE!

In Graduate Opportunities you'll find all kinds of information on the companies in Malaysia who might want to hire you. Easy to get at, the facts are arranged in sections.

1. Alphabetically by Employer Profile

In this section are short monographs describing employers in Malaysia—what they do, where they are, and — unique to *G.O.* — what kind of graduates they hire and what they may ask you to do. Each profile gives the disciplines hired, the occupations offered, plus address and contact details, right down to the name of the person to write or speak to.

2. Alphabetically by Employer Information

This section is your opportunity to get the full story of the kind of employment Malaysian companies are offering. Here you'll find *detail* on the organization, products, services, staff policy and philosophy of each company. Information that shows you which is the kind of employer you are looking for. Every word in this space is paid for, so you know the employers are choosing their words carefully!

3. Alphabetically by Discipline

Here, if you are an about-to-graduate student in Electrical Engineering, for example, you'll find a list of all the employers in Malaysia who need Electrical Engineering graduates.

4. Alphabetically by Occupation

If you think of your career as an occupation, you want a career "in Auditing", for example, not "in Accountancy". This section makes it easy for you. By looking up "Marketing", you can find the names of all the employers who are looking for people who want to make a career in that *occupation*.

5. Career Guidance

In addition to the four sections designed to help you find employers back in Malaysia, *G.O.* has a great store of helpful information for you to use when you try for a job with them. *G.O.* offers professional advice from authoritative sources on all these subjects:

- *how to write a good CV*
- *how to interview a prospective employer*
- *how to present a good image*
- *how to win in meetings*
- *how to pick the best employment package*
- *how to identify career preferences*

Graduate Opportunities was written to help you plot your career path.

With this one small book you get to know most of the companies in Malaysia who will be looking for a grad, just like yourself, only months from now.

For the first time this Fall, *G.O.* will be printed and given FREE to all Malaysian students graduating from US colleges and Universities in 1993.

In one handy, plump 200-page guide, you'll have at your fingertips the very best professional career information and guidance PLUS full details on the companies who really want to hire you back home in Malaysia.

You can pick up a free *G.O.* from the International Students' Office on your campus, from your Career Counselor, from your local Malaysian Students' Association or ASPIRE Regional Center.*

Glance through it once and you'll want to keep it handy for the rest of the academic year – To learn more about the companies who might hire you back in Malaysia. To check names and addresses. For some friendly advice on the fine art of winning a job.

Don't miss G.O. You really should read every page!

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HOW TO USE AND NOT ABUSE YOUR NETWORK

BY WILLIAM J. MORIN

One of the best avenues for exploring the hidden job market is networking—using your friends, acquaintances, and referrals to find unadvertised job opportunities.

Most job seekers use some degree of networking in their campaigns. Unfortunately, some of them—inadvertently or otherwise—are abusing the networking process, which may diminish its impact for everyone.

Abuse of the networking process can be as simple as contacting the same person too frequently or overstaying one's welcome at an appointment. In many cases, abuse is simply overuse that results from poor planning and inadequate self-pacing in the job search.

Successful networkers pace themselves by arranging calls and meetings at an easily managed tempo.

Hasty efforts at getting the message into the marketplace can lead to less successful meetings. Make sure you have given yourself reasonable time for self-appraisal and planning before taking up other people's time. Schedule a good measure of rehearsal time before attempting high-level personal networking.

One way to learn to network well is to begin with those people with whom you feel most relaxed. Start with someone you know on a first-name basis, someone you are certain will respond.

Remember to keep your interviews brief. When you make the appointment, mention that it will not take more than 10 minutes. Then stick to that. If you find the interview going beyond that time, acknowledge it. Give the person who is seeing you the option of continuing.

Also, remember to keep your interviews to the point. If you are likely to forget your questions, try keeping them in a notebook. During the interview, ask the person if he or she minds if you take notes, and use that opportunity to refer to your questions.

Learn the names of secretaries. They may be receiving many phone calls from you, and it helps to make them your allies.

Immediately after your interview, send a handwritten thank you note. Don't forget, these people are giving you the benefit of their experience and should be thanked for it. Use this as an opportunity to mention the positive work the company is doing, rather than reminding them what you believe you can do for them.

What all this finally means is this: use your network, but use it cautiously. These contacts may be some of the most valuable you will make in your career. Guard them jealously and treat them with care. Many people have found themselves unemployed or in need of making an advancement more than once in their careers. The way you treat networking contacts the first time around will determine not only their immediate impact on your career, but also how much they will be available to help you in the future. ■

Mr. Morin is chairman of Drake Beam Morin, Inc., a New York-based outplacement firm.

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DO'S AND DON'TS TO AVOID ABUSING YOUR NETWORK

Through our experience in meeting with and counseling outplacement candidates, we have discovered a number of errors people make while engaging in networking no matter how well intentioned they might be. Here are five points worth remembering:

- Be prepared for your interviews. Getting through to people and making arrangements to see them isn't the victory. That comes only after you have completed a successful interview, and that doesn't happen by accident. Do homework on yourself. Know what you want to say and practice it first. What 6 or 10 key strengths, skills or achievements do you want to get across? It would be helpful to write your ideas down on paper.
- Remember that in every interview you should identify your capabilities, experience and talents. You cannot always predict in advance who will be most helpful to you. You never get a second chance to make a good first impression.
- Pace yourself. Even though you need a job and may be feeling rather desperate about it, it is counter-productive to try to do too much too quickly. Maintaining a slow, steady pace is far more productive and will help you avoid dissipating your effects. No one can be "on" constantly—and forcing your energy level seldom leads to making a good impression.
- Don't be dishonest about your purpose. Most people today know when they're being networked and are aware that the real purpose of your interview is to help you locate a job. That doesn't mean they won't help you. It only means you shouldn't try to fool them.
- Don't assume you won't ever see these people again. No one knows what his or her career path will be. If you did not make a favorable impression the first time, in all probability they will not be responsive or receptive if you follow up. ■

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WHAT DO EMPLOYERS EXPECT FROM YOU?

BY JOHN A. HARTT AND ALAN P. GOODMAN

This chart was used in a series of career-planning workshops developed by Catholic University in Washington, D.C., and is designed to help you plan your job-search with both home-country and U.S. multinational employers. The "Cultural Variations" information, although not country-specific, should serve as a useful starting point for comparisons.

U.S. Employer Expectations	Cultural Variations
1. Self-Promotion • Assertiveness • Confidence in openly discussing goals and accomplishments • Follow-up with employers (telephone inquiries about status of application, thank-you notes) • Appropriate dress	• Unless presented as part of group activity, citing accomplishments and skills is viewed as boastful, self serving, and too individualistic • Asking employer directly about status of application is rude
2. Directness in Communication • Open and direct responses to questions • Eye contact with interviewer, relaxed posture, and other appropriate non-verbal behavior	• Eye contact, especially with persons of higher status (e.g. employer, interviewer) is disrespectful • Appearance of criticism must be avoided to save face
3. Self Disclosure • Personal descriptions of experiences, hobbies, strengths, weaknesses • Answers to questions related to personality (e.g. leadership style, problem-solving abilities)	• Personal questions about likes, dislikes, etc., are considered an invasion of privacy and are discussed only with close friends and family
4. Career Goals • Demonstrating knowledge of self, career goals, and how they relate to the job • Discussion of long-range career plans	• Questions about role in a company indicates potential disloyalty • Company assigns work responsibilities • Individual must be flexible to accept whatever job becomes available
5. Informality in the Interview Process • Congenial interviewing environment that encourages openness, some joking, exchange of information	• Sitting with person of higher status requires deference. • The job applicant is very polite and does not ask any questions or provide information that may indicate lack of respect for interviewers position • Handshaking, touching, using first name, and crossing legs are inappropriate
6. Individual Equality • Race, sex, age should not affect interview relationship	• Males are expected to assume dominance in interactions with females and younger persons defer to older ones
7. Preparation about Organization • Obtain as much information as possible about job and organization before interview • Demonstrate awareness of organization in letter of application and during interview	• Research about organization may indicate excessive and undesirable initiative or independence

John A. Hartt is a manager for student services at American University. Alan P. Goodman is director of career services at Catholic University.

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New Project ASPIRE Programs!

Four New Grants Awarded

We are pleased to announce that four new Project ASPIRE Incentive Grants have been awarded! The universities receiving these grants will be organizing activities ranging from interviewing and job-search techniques to starting your own business in your home country. All these programs are specially designed for students from ASEAN countries and the Pacific Islands.

Programs will include regular employment and career-guidance roundtables, job fairs, meetings with local companies to encourage practical training internships and cooperative training opportunities, all to help you plan for your return home. This is what is scheduled.

East-West Center, Honolulu, Hawaii
The center is planning a series of workshops on professional and academic integration and reentry, to be held upon arrival in the United States, three months after arrival, and shortly before leaving the United States to return home. They are also developing a reentry resource center with books, journals, articles and tapes, and an alumni directory.

For further information contact: ASPIRE Information Office, Participant Services, 1777 East-West Road, Honolulu, Hawaii 96848. Tel: (808) 944-7710. Fax: (808) 944-7970.

Iowa State University, Ames, Iowa
Iowa State will be helping ASEAN and Pacific Island students with career planning through workshops on job search and marketing skills, through a recruitment exhibition at their annual International Opportunities Festival, and through paid and unpaid internships to be coordinated with the assistance of the International Student and Scholar Office.

For further information contact Iowa State University, ASPIRE Office, Office of International Students and Scholars, E.O. Building, Ames, IA 50011. Tel: (515) 294-1120. Fax: (515) 294-8263.

University of Hawaii, Hilo, Honolulu
UHH has planned six workshops to be conducted throughout the academic year. They are

- "Working in the Pacific in the Year 2000: Needs and Prospects." Speakers will discuss human resource needs, economic independence, and development of the Pacific Islands.
- "Discovering Career Opportunities." A panel of professionals will discuss their professions.
- "Starting a Business in the Islands." Focus will be on entrepreneurship in the islands.
- "Creating a Job for Yourself in the Islands." Explores the ways students can obtain grants to pursue projects.
- "Reentering the Home Culture."
- "Reentering the Home Economy and World of Work."

For further information contact, ASPIRE office, International Student Office, University of Hawaii at Hilo, HI 96720-4091. Tel: (808) 933-3616. Fax: (808) 933-3691.

Virginia Polytechnic Institute and State University, Blacksburg, Virginia
VPI has scheduled three workshops as well as being prepared to assist students with practical training needs in the way of internships and cooperative education placement. The students will also be traveling to Washington, D.C., to attend American University's International Job Fair.

The three seminars are

- Resume Writing and Job Fair Preparation.
- Job Search Strategies and Interviewing Skills.
- Returning Home: Reentry and Professional Integration.

For further information contact Virginia Polytechnic Institute and State University, ASPIRE office, University Cooperative Education Program & University Placement Services, 252 Henderson

continued on page 14

BACK AGAIN continued from page 6

Will a home-country co-op affect my eligibility for post-completion practical training? Your eligibility will not be affected as long as your co-op takes place outside the United States.

What types of companies hire us? The majority of our employers are American multinational companies. If you have a particular interest, please let us know.

Is there an opportunity to work in the United States? Some employers may require training in the United States which would precede your home country co-op. Remember, stateside training will count toward your post-completion practical training allotment.

As a co-op student in my home country, will I be regarded as a valuable member of the team? Yes.

Is co-op a cost effective way to prepare myself for a career after graduation? Yes.

During my co-op employment will I have a productive set of tasks related to my academic major and be able to apply solutions to problems in the real world? Yes.

When should I apply? We recommend you begin the application process four to six months in advance. Remember a placement abroad takes longer than a local placement.

How do I apply? If you are at one of the eight participating schools listed above, see your international co-op counselor.

If I am studying at another school may I still apply? Yes, see the FAX number and instructions below.

For further information, please contact Program Coordinator, U.S.-APEC Home Country Co-op Placement Program, Office of International Cooperative Education, Northeastern University. Fax: (617) 437-3444. ■

Leonard Zion is the program coordinator for the Home Country Co-op Placement Program. Dr. Robert E. Vozzella is dean of the Department of Cooperative Education, Northeastern University.

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ASEAN: Third Largest U.S. Overseas Export Market

High-Tech Items Dominate U.S-ASEAN Trade

By Elizabeth Hernandez Tinker

According to data from the U.S. Department of Commerce, U.S. exports to the six ASEAN countries in 1991 amounted to US$21 billion, making ASEAN the third largest overseas market for U.S. exports after the European Community and Japan, and fifth if cross border trade with Canada and Mexico is included. ASEAN was also the fastest growing U.S. export market in the past three years. U.S. exports to the region grew 61 percent from 1988 to 1991.

The top U.S. exports to the ASEAN region in 1991 included high-tech items such as photocathode valves, aircraft, and data processing and other office machinery. The list of U.S. imports from the region was also led by high-tech items such as data processing equipment and radio broadcasting equipment. The two-way trade in electronics and data processing equipment is reflective of the strong links between U.S.-based companies and their suppliers or subsidiaries in Southeast Asia.

Cotton, gold, petroleum, and wheat were the top U.S. commodity exports to ASEAN countries, while natural rubber and seafood led the list of commodity imports to the U.S. from the region.

A complete list of the top 50 items in U.S. trade with each of the ASEAN countries is available upon request. Please contact the U.S.-ASEAN Council's ASEAN Advantage Hotline at (800) 92-ASEAN.

Top 5 U.S. Exports to ASEAN 1991

	Millions of U.S. Dollars
Thermionic, cold cathode, photocathode valves	4,040
Aircraft and associated equipment; spacecraft vehicles	2,830
Automatic data process machinery	770
Printed matter	765
Parts for office & auto data process machinery	710

Source: U.S. Department of Commerce

Top 5 U.S. Imports from ASEAN 1991

	Millions of U.S. Dollars
Automatic data process machinery	4,450
Thermionic, cold cathode, photocathode valves	3,820
Telecommunications equipment	1,520
Parts for office & auto data process machinery	1,100
Radiobroadcast receivers	1,070

Source: U.S. Department of Commerce

U.S. Export Markets

	1988	1989	1990	1991	% Growth 1990/91	% Growth 1988/91
	Billions of U.S Dollars					
European Community	76	87	98	103	5%	35%
Japan	38	45	49	48	-2%	26%
ASEAN	13	16	19	21	10%	61%
Canada	69	78	84	91	9%	31%
Mexico	21	25	28	33	17%	57%
Korea	11	14	14	15	7%	36%
Taiwan	10	11	12	13	8%	30%

Source: U.S. Department of Commerce

Ms. Hernandez Tinker, a native of the Philippines, has been with the U.S.-ASEAN Council since 1990 as director for Information Services. She is also the editor of U.S. ASEAN Business Report, *the council's monthly membership newsletter. Beginning with this issue, Ms. Hernandez will be writing a column in the* ASPIRE Newsletter, *on U.S.-ASEAN commercial relations.*

The U.S.-ASEAN Council is the only national organization in the United States representing private sector interests in ASEAN. The Council and its corporate members support U.S. and ASEAN government trade and investment policies and programs that foster the expansion of commercial ties, and implement programs that assist U.S. and ASEAN companies to identify and compete for commercial opportunities. ■

Do The Right Thing: How Appropriate Are Your Studies?

By Sidney L. Greenblatt

I have been thinking about the concept of "sustainable development" and how it relates to the goals of Project ASPIRE and the exchange of knowledge between the United States and ASEAN nations. Sustainable development is an approach to development that empowers men and women to maximize their potential as individuals in communities and societies. This approach argues for open collaboration in trade and exchange, participation in decision making and the protection of the environment.

A good illustration of knowledge exchange between the United States and ASEAN nations is provided by Indonesian graduates of American programs in demography (the statistical science of population). They have played a central role in blending population control strategies with a sensitivity to the religion and culture of Indonesia. Their contribution to sustainability is exemplary. They are helping to solve a critical problems for the people of Indonesia, and they are also teaching us how to implement birth control in religiously and socially conservative communities all over the world, including the United States.

What can students and faculty at the international university do to advance the goals of sustainable development? First of all, university administrators can begin the process even before students reach the United States. When students apply to an American institution, they should write an essay describing their aspirations. In that essay they should point out, as specifically as they can, the real life problems they want to address from the knowledge acquired here. Ask them to explain how their experience and knowledge might be helpful to their hosts or fellow students from other countries who they meet in America.

If they are accepted, suggest that a copy of the essay be sent to the international students office asking the international advisers to help the students find appropriate ways to express their interests to the faculty and administration.

You, the students, can also be proactive in transferring your knowledge to the university community. Having access to universities with centers of Southeast Asian studies helps a great deal. With these resources and capabilities, you should, at the very least, ask your instructors to permit you to write a research paper, cite case studies, and compare laboratory and survey findings using data drawn from ASEAN sources.

Ask your instructors to list sources from your home country or region where they are relevant to the subject you are studying, so that all students have access to them. For example, courses in urban planning, information sciences, economic development, and social change would be enriched if all students had access to the conference papers listed in *Kekal Abadi*, an invaluable source of current research underway in South and Southeast Asia from the University of Malaya. Continuing correspondence with faculty mentors and colleagues at home may also provide new materials for your host institution.

Students training for degrees in computer engineering are often instructed in computer languages that cannot at present be used at home.

ASEAN students can also organize their own seminars on sustainability, inviting students from different disciplines to deliver papers on what they are doing for sustainable development at home. Ask interested American students and students from other countries to join so that different issues and approaches can be compared. Ask participants to think about how approaches to problems in their own countries might work for other countries and regions of the world.

An extra class session on an evening or weekend could illustrate how current issues and concerns are being dealt with in ASEAN countries. This might work particularly well in classes on sustainable agriculture, urban planning, transportation infrastructure and management, population and demography, and information systems.

Students can help shape their curriculum to advance sustainability in other important ways. They can and should insist that the knowledge being transferred to them is appropriate knowledge, applicable back in the home country.

Malaysian students training for degrees in computer engineering are often instructed in computer languages that cannot presently be used at home.

To secure appropriate knowledge, these students need to extend their stays beyond periods authorized by their government to add useable languages, such as Fortran, to their skills. They then risk being accused of reentry delays, and their hosts are charged with contributing to brain drain.

I urge students to express their need for appropriate knowledge and ask for the opportunity to describe their experiences in class. For example, manufacturing engineers and computer engineers from Southeast Asia are often well aware of the effects of intermittent, sometimes random, shortages of electrical power on process manufacturing and computer networks. They understand what is required to design for partial or total power failure. That knowledge is increasingly important to Americans as well.

Another example concerns the control of freight transportation on the Mississippi River, which shares some features with the control of river routes in Thailand. Though the comparison is

continued on page 14

APEC UPDATE: University Of Kansas University-Industry Partnership Study Program

— Clyde Stoltenberg and Felix Moos

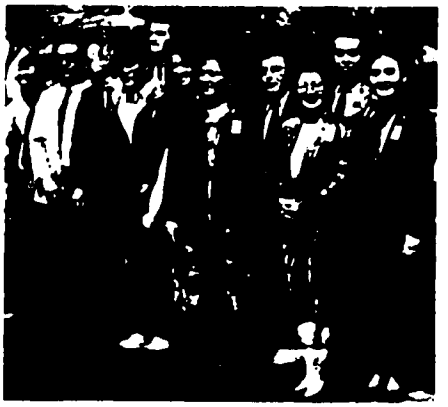
This newsletter gives us the opportunity to describe some components of the U.S.-APEC Partnership for Education. One purpose of the program is to link U.S. institutions to their counterparts in the APEC region.

In May of this year the University of Kansas Center for East Asian Studies organized (with funding from the U.S. Information Agency) a study tour for 10 university and business school administrators from institutions in Thailand, Indonesia, Malaysia, and the Philippines.

The program provided participants with an overview of American business and management education systems, and is helping to form linkages between APEC business schools and their counterparts in the United States.

The study program began in Los Angeles, at the University of Southern California's Center for International Business Education and Research; this center organizes an annual Asia/Pacific Business Outlook Conference and Pacific Rim Management Seminars.

The second stop was the Lawrence, Kansas, area, where visits included the University of Kansas Small Business Development Center, Hallmark's executive education programs, the Midwest Research Institute, and the Mid-America Manufacturing Technology Center. Participants also met with faculty from St. Louis University's executive master's program in international business.



APEC administrators stop for a break during their study tour of U.S. business schools.

Their visit to Ann Arbor, Michigan, included a three-day program at the University of Michigan Southeast Asia Business Program where the visitors informed their hosts about recent business developments in their countries.

They then moved on to Washington, D.C., where, aside from meetings with U.S. government officials, they managed to fit in visits to the University of Maryland and George Mason University's Small Business Development Center.

Throughout the trip individual participants discussed matters of concern to their home institutions, particularly graduate student applications for study in the United States and faculty exchanges.

The University of Kansas will continue linkages with these institutions through newsletters, and a conference in Southeast Asia is planned for early 1993. The conference will probably involve other institutions in the region and will include updates on university and industry linkages.

For further information on the study tour contact Felix Moos, Center for East Asian Studies, 105 Lippincott Hall, University of Kansas, Lawrence, KS 66045, tel: (913) 864-3849. ■

The program will help form linkages between APEC business schools and their counterparts in the United States.

Clyde Stoltenberg and Felix Moos served as co-directors of the University of Kansas Center for East Asian Studies from 1990 to 1992.

New F-1 Rule: Optional Practical Training

In a new Immigration and Naturalization Service (INS) ruling, precompletion practical training has been reinstated and combined with postcompletion practical training into optional practical training.

F-1 students may now apply for optional practical training relating to their course of study in the following cases: (1) during annual vacations or times when school is not in session—this applies to students who are currently enrolled and intend to register for the next session; (2) while school is in session, provided that the practical training does not exceed 20 hours a week; (3) upon completion of course requirements—but before completion of a thesis or dissertation; and (4) after completion of course of study.

Optional practical training is limited to 12 months.

Further information on practical training is available from the international student services office on your campus. Office staff are pleased to offer information, counseling, and assistance on all federal regulations related to maintaining your status. ■

Prepared by the Government Relations Staff of NAFSA: Association of International Educators.

New Grants continued from page 10

Hall, Blacksburg, VA 24061-0107. Tel: (703) 231-6491 or (703) 231-6241. Fax: (703) 231-3293 or (703) 231-8018.

In addition to the four new grantees, activities are planned this fall at Project ASPIRE Regional Centers and on Project ASPIRE campuses across the United States.

These activities include international banking seminars, employment roundtables with Fortune 500 companies, mock interviews, writing workshops, discussion forums on contrasting organizational cultures and managerial styles, videotapes on reentry, high-tech teleconferences, alumni groups, home-country employment directories and handbooks on surviving in America, lecture series, and there is more to come!

Contact an ASPIRE Regional Center or Incentive Grant campus or community organization nearest you to learn about these and other activities. ■

Project ASPIRE Regional Centers and Incentive Grants

Project ASPIRE Regional Centers:

- Metro International, 285 W. Broadway, #450, New York, NY 10013; tel: (212) 431-1195
- Ball State University, Career Services, 2000 West University Avenue, Muncie, IN 47306; tel: (317) 285-5634
- University of Southern California, Office for International Students & Scholars, Student Union 300, Los Angeles, CA 90089-4897; tel: (213) 740-5627

Project ASPIRE Incentivre Grant Campuses and Organizations

- Institute of International Education-San Francisco, 41 Sutter Street, Suite 510, San Francisco, CA 94104; tel: (415) 362-6520
- Indonesian Professionals Association, c/o 4828 Creekwood Drive, Fremont, CA 94555; tel: (510) 797-1546
- Stanford University, Bechtel International Center, P.O. Box 5816, Stanford, CA 94309; tel: (415) 725-0889
- University of Oregon, Department of Planning, Public Policy and Management, 102 Hendricks Hall, Eugene, OR 97403; tel: (503) 346-3815
- The American Graduate School of International Management, 15249 N. 59th Avenue, Glendale, AZ 85306; tel: (602) 978-7805
- University of Minnesota, Office of International Education, 149 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455; tel: (612) 624-5580
- Southern Illinois University-Carbondale, Pacific Rim Development, International Programs and Services, Carbondale, IL 62901; tel: (618) 453-7670
- Michigan State University, Office of International Students & Scholars, 103 Center for International Studies & Programs, East Lansing, MI 48825; tel: (517) 353-1720
- Syracuse University, 376 Huntington Hall, Syracuse, NY 13244-2340; tel: (315) 443-2266 ■

ASPIRE-L continued from page 1

ask about subscribing to ASPIRE-L. You can access ASPIRE-L through either BITNET or INTERNET, the two computer networks most used by universities and businesses in the United States and around the world.

Subscribing is simple. Just send an e-mail message to ASPIRE-L either on BITNET, addressed to "listserv@iubvm"; or on INTERNET, at "listserv@iubvm.usc.indiana.edu". As your message, type: "SUB ASPIRE-L (YOUR NAME)" and your name will be added to the ASPIRE-L subscription list.

Your message, and all incoming messages, will be moderated, which means the items are reviewed prior to posting on the network. The moderator, Mohan Veloo, is a student from Singapore who is studying computer information systems at Ball State.

To find out more, contact Jack Brewer, Project ASPIRE Information Office, Ball State University, 2000 West University Avenue, Muncie, IN; tel: 317.285.5634; fax: 317.285.3757. ■

TELIPON continued from page 2

national Recruiting at Peterson's. She discussed Peterson's Connexion with students, and explained how the Connexion computer database can be their continuing link to companies seeking international students for employment in their home countries.

The session will be repeated on September 23 at noon, EST, for ASEAN student associations in the midwest.

Telipon-Link conference calls will be held monthly during the 1992–93 school year, and ASEAN and Pacific Island students and student associations are encouraged to participate.

For small groups, all you need is a speaker phone in an office. Larger groups will need to use their university's conference facilities or portable amplification equipment.

For more information contact Mr. Jim Jia through electronic mail at the Project ASPIRE Midwest Regional Center at Ball State University (BITNET: aspire@bsuvaxl.bitnet. INTERNET: aspire@leo.bsuvc.bsu.edu). ■

Right Thing continued from page 12

rarely drawn, those who are aware—who know the sources for information on both systems of river transportation—are at an advantage.

Teamwork for sustainability, once in motion, shortens the time line for development, speeds the transition from import substitution to export orientation, and narrows the gap between information-rich and information-poor societies. By participating in your own training you cross the cultural and political boundaries to address problems of development; and that is the purpose of education for sustainability and adds to the ultimate goals of Project ASPIRE. ■

Sidney L. Greenblatt is the adviser to international student and scholars at Syracuse University, Syracuse, New York.

Do have any practical suggestions for students who are planning their return home? Why not write them down and send them to the ASPIRE Newsletter? We always welcome articles from our readers.

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INTERNATIONAL CONNEXION: YOUR OUTREACH TO GLOBAL EMPLOYERS

Peterson's International Connexion is the free recruitment network that links international students with employment opportunities, summer internships, co-op positions, and graduate study.

cooperative venture with the Institute of International Education and the American Chamber of Commerce in Indonesia.

Connexion will continue to work with

able career information and periodic bulletins to keep you up-to-date on Connexion services and Project ASPIRE activities.

To join Connexion, simply obtain a

"I am applying to graduate schools, and through Connexion I have received information from several MBA programs. I appreciate the excellent service and hope it will continue to help me when I look for a job back home." ***Siew-Lian Tan—Malaysia, business student***

Currently over 650 ASEAN and Pacific Island students are enrolled as Connexion members, and during the 1991–92 academic year 30 corporations used Connexion for their international recruiting.

Discussions are now taking place for a

Infosys Pacific, publisher of *Graduate Opportunities*, to broaden Connexion's availability to companies in Malaysia and Singapore.

In addition to linking members to home-country and other global employers, Connexion will also send you valu-

registration card from your international student or career planning adviser or request a form directly from Connexion by completing and mailing the application form below. The Connexion network is free, informative, and can link you with employment opportunities! ■

Let connexion Be Your Link to . . .

- Home-Country Employment
- International Employment
- Summer Jobs, Internships, and Enrichment Programs
- ASPIRE Workshops
- Future Newsletters . . .
- And More!

Registration is easy and it's FREE!

Peterson's Connexion can be your ongoing link to global companies who are seeking to identify international students for specific job opportunities worldwide. As the official Project ASPIRE registration vehicle, Connexion will also enable you access to ASPIRE career guidance workshops and re-entry programs.

Connexion is utilized year-round by corporations and government organizations—in the United States and overseas—to identify international talent for home-country employment, internships, and summer jobs.

The growing list of companies that use Connexion *includes:*

The Coca-Cola Company
NALCO Chemical
Perwira Bank (Malaysia)
Public Service Commission (Singapore)
Fischer Controls International
American Standard
Malaysia Tobacco Company
Price Waterhouse
Esso Malaysia
Becton Dickinson & Co.

Peterson's International connexion®

Yes! I'm interested in joining the **free International Connexion network**. Please send me a registration form.

Name _____

Current Address _____

_____

City _____

State _____ Zip _____

Country of citizenship _____

Peterson's connexion SERVICES

International Connexion
Dept. 992, P.O. Box 2123
Princeton, New Jersey 08543-2123

PROJECT ASPIRE CALENDAR OF EVENTS

September

- Workshop: Home Country Professional Opportunities—September 19, 1992 (Institute of International Education-San Francisco)
- Seminar: Mac Programming—September 19, 1992 (Indonesian Professionals Association)
- Telipon-Link Teleconference with Ms. Barbara Cahn of Peterson's Connexion—September 23, 1992 (Ball State University)
- Employment Roundtable Discussion—September 26, 1992 (Southern California International Careers Consortium & University of Southern California)
- ASEAN Country Fair, participants will be able to "visit" other countries in the region and have questions answered—date T.B.A. (Metro International).

October

- Workshop: Business & Political Risk in the ASEAN Region—October 9, 1992 (American Graduate School of International Management)
- Workshop: Beginning Your Job Search—October 12, 1992 (University of Minnesota)
- Workshop: Mentors and Internships—October 19, 1992 (University of Minnesota)
- Telipon-Link Teleconference, topic T.B.A—October 21, 1992 (Ball State University)
- Workshop: Resumes and Cover Letters—October 26, 1992 (University of Minnesota)
- Telipon-Link Teleconference: Graduate School: Paying the Bill sponsored by The National Consortium for Graduate Degrees for Minorities in Engineering and Sciences—October 28, 1992, for more info, write to P.O. Box 537, Notre Dame, IN 46556
- Reentry Workshop—date T.B.A. (Metro International)
- Roundtable Discussion: The role of a chosen company in the ASEAN region—date T.B.A. (Metro International)

November

- Workshop: Job Interviews: How to Prepare, What to Expect—November 2, 1992 (University of Minnesota)
- International Career Day - November 3, 1992 (University of California—Los Angeles)
- International Job Fair sponsored by the Northern California International Careers Consortium, held at University of California-Berkeley—November 5, 1992 (Stanford University is taking several groups of ASEAN and other international students.)
- Workshop: Meet the Employers—November 9, 1992 (University of Minnesota)
- Conference: Research About Reentry—November 21, 1992 (Syracuse University)
- Workshop: Visa Options After Graduation: Practical Training and H-1 Visas—November 23, 1992 (University of Minnesota)
- Roundtable Discussion: The United Nations Development Program, a chance to learn what the UNDP is doing in the region —date T.B.A. (Metro International)
- Telipon-Link Teleconference—subject and date T.B.A. (Ball State University)
- Business Seminar, sponsored by the Indiana ASEAN Student Association (Ball State University will participate)

December

- Roundtable Discussion, possibly at AT&T—date T.B.A. (Metro International)
- Semester-end social event & evaluation of ASPIRE—date T.B.A. (Metro International)

NEWSLETTER
NAFSA ASSOCIATION OF INTERNATIONAL EDUCATORS
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Washington, DC 20009-5728

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APPENDIX C

Incentive Grants

PROFILE ASPIRE INCENTIVE GRANTS

1. Period: July, 1991-September 1992

2. Number of Grants: 16 Total Funds Committed: $39,500

3. Location by region: Northeast 1 Mid-Atlantic 1
Southeast _____ Midwest 7 Northwest 4 Southwest 3

See Attachment 1: Maps (with grantor name/location, also regional centers)

4. Target Market: Attachment 1, map with number of ASEAN/Pacific Island students at each institution

5. Profile of Projects and Events (number of event type)

A. Number by event type

Workshop	20
Network devpmt	5
Written product/pub	5
Roundtable	2
Conference	1

Attendance from 5 to 50 participants, average attendance=15

B. Number by content/subject/purpose

Interviewing techniques	8
Networking	2
Employer roundtables/Job search	5
Resume preparation	3
ASEAN news updates/discussion	5
Practical training issues/Immigration	4
Cross-cultural differences in the workplace/Reentry issues	2
Orientation/reception	2
Alumni questionnaire	1

6. Outcome/Accomplishments/Benefits/Successes:

A. One-time Impacts:

Information imparted:
Job search skills, networking, opportunity to meet with recruiters, business updates in the region, personal reentry issues addressed.

Data Collected:
All data collected or publications printed concerning ASEAN students should assist in future workshop programming.

Outreach:
Students, local businesses, international businesses, Indiana ASEAN Council, SEAI Conference-Princeton, NJ, campus newsletters

B. Ongoing Values:

Replicable information products/services/publications:
• ASEAN Student Newsletter (Southern Illinois University-Carbondale)
• Director of Illinois Corporations Operating in ASEAN Countries (Southern Illinois University-Carbondale)
• New Santra and Indonesian Career Connection Program Information Sheet (Indonesian Professionals Association) (IPA)
• ASEAN Directory of Home Country Employers (University of Illinois-Urbana-Champaign)
• Job Search Strategies and Resources: A Handbook for International Students (University of Illinois-Urbana-Champaign); several of the incentive grants are creating alumni databases.

Networks organized/established:
• Michigan State University's alumni organizations in the Philippines, Malaysia, Indonesia
• Indonesian Professionals Association in-country visit
• Univ of Oregon's visit to Pacific Islands

7. Key Issues Learned:
Management and planning:
Timing of workshops is crucial to good attendance. Multiple sources of publicity help to increase awareness and attendance. From NAFSA's perspective sending the committee members to make site visits was very helpful. The committee members were able to guage the impact of the programs they attended and the grantees had the opportunity to ask questions and learn about other components of the program.

ASEAN/Pacific Island student focus and outreach:
Concerning attendance, participation was high until Spring Break on most campuses. Students' increased workloads prevented them from attending many activities after that point in the semester. Secondly, most grantees found that advertising was greatly enhanced through personal contacts in the student organizations.

The target "market" and their needs/priorities:
Varied response-- Some grantees found that students wanted only information that was applicable to the entire region i.e. resume writing, interviewing techniques. Others told us that they wanted country-specific information. It became clear to us in most cases that only nationals of the country highlighted in a workshop would attend.

Ongoing value and impact:
Students showed a positive return rate to workshops after attending one ASPIRE activity. Campuses reported that the ASPIRE Newsletter helped to involve them in other aspects of Project ASPIRE and APEC.

Strategic information collection (participant info, survey data, etc.):
Students are concerned about giving personal information and the purposes for which it is used.

Communication and information distribution:
Names of well-known companies (i.e. Citibank, AT&T) attract students to programs. "Outsiders" are often given greater credibility than program staff in international student offices. Businesses are viewed as having first-hand information.

Synergy/linkages with ASPIRE newsletter and other parts of APEC:
Eight articles have come from Incentive Grantees. They are also sources of student feedback when determining the content of the articles for the newsletter.

Private sector involvement:
Speakers, facilities in kind. No other funds required.

Sustainability of worthwhile activities:
Mostly in-kind contributions; there has been little evidence of financial contributions.

ESTIMATED INCENTIVE GRANT IN-KIND SUPPORT

1. AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT — $5,500
   Institutional support: administrative expenses, participant expenses, salaries

2. EAST WEST CENTER — $1,865
   Institutional support: administrative expenses
   Participant fees (to be collected): $60
   Room rental:

3. INDONESIAN PROFESSIONALS ASSOCIATION — $2,280
   Institutional support: administrative and evaluation expenses

4. INSTITUTE OF INTERNATIONAL EDUCATION-CHICAGO — $5,719
   Volunteer time by presenters: estimated by IIE at rates of $10, $28 $70, $75, and $90 per hour
   Institutional support: $1,997
   Roosevelt University: $520
   Participant fees collected: $136

5. INSTITUTE OF INTERNATIONAL EDUCATION-SAN FRANCISCO — $6,850
   Institutional support: salaries $2,250 administrative expenses, evaluation expenses
   Participant fees: $2,400
   Meeting space: $250

6. IOWA STATE UNIVERSITY — $2,500
   Institutional support: Coordinator's salary

7. MICHIGAN STATE UNIVERSITY — $19,700
   Institutional support: salaries $15,000 (3 x 1/8 time); adminstrative expenses, overhead: $1,000;
   Participant fees: $300

8. SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE — $3,858
   Institutional support: administrative expenses, printing costs (newsletter), evaluation & follow-up

9. STANFORD UNIVERSITY — $450
   Institutional support: administrative expenses room rental: $300

10. SYRACUSE UNIVERSITY — -

11. UNIVERSITY OF HAWAII-HILO — $3,000
   Institutional support: administrative expenses
   Meeting space: $50/workshop X 6 workshops: Video-taping of workshops: $75/workshop X 6 workshop

12. UNIVERSITY OF ILLINOIS-URBANA-CHAMPAIGN $774
Institutional support: graduate assistant, international student office; graduate assistant, career center @ $5 per hour

13. UNIVERSITY OF MINNESOTA $8,350
Institutional support: salaries for director ($6,000) and secretarial assistance ($2,350)

14. UNIVERSITY OF OREGON $6,098
Institutional support: salaries ($4,000), overhead

15. UNIVERSITY OF WISCONSIN-STOUT $5,590
Institutional support: salaries ($3,700), administrative expenses

16. VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY $3,750
Institutional support: administrative expenses, evaluation expenses, participant expenses

Total = $76,284

Administrative expenses include: postage, telephone, secretarial, materials and supplies

Evaluation and follow-up expenses include: materials and supplies, evaluators' professional time

Participant expenses include: costs associated with a "per/person" expense i.e. museum entrance fees, tickets

ESTIMATED IN-KIND CONTRIBUTION TO PROJECT ASPIRE ADMINISTRATION

1. Committee time:

Regional Center and Incentive Grant selection: $1,000
4 persons x 10 hours x $25/hour

Site visit by committee member $375
15 hours x $25/hour

Article submission to newsletter $100
4 hours x $25/hour

Project steering meeting $500
4 persons x 5 hours x $25/hour

Total = $1,975

APPENDIX D

Regional Centers

Project ASPIRE Regional Center Summary

1. Period October 15, 1991 - October 14, 1992

2. Grantee: Metro International

3. Grant $25,000

   Start date: October 15, 1991
   Renewal date: October 15, 1992

4. Market/Constituency - Brief Description:
   Geographic Area: Northeast and Mid-atlantic area
   Numbers, types of institutions: 18, mostly colleges and universities.
   Number ASEAN/Pacific Island students in target area: 2,700
   Targeting priorities:
   Top 10 major student concentrations:

CUNY (Baruch & LaGuardia Comm Coll)	250
Univ of Hartford	208
Rutgers Univ	122
Columbia Univ	100
New York Univ	93
Univ of New Haven	90
NY Inst of Technology	84
Yale Univ	73
Fordham Univ	62
Pratt Institute	47

5. Services/Activities/Events - Brief Description (purpose/content) Please note: We accept that the Regional Centers may be able to provide more current information.

   A. Info Requests:

   B. Counseling:

   C. Outreach:

   D. Information/publications: Metro publishes its own Metro Newsletter. In it they have publicized ASPIRE information and announcements.

   E. Workshops/Seminars:

   February 8th
   Job Search Strategy Workshop, the workshop was hosted by Manchester International, a career development consulting firm and by Citibank.
   Number of Participants: 15
   Number of Countries: 4
   Number of Institutions: 8

February 20th
Opportunities in Singapore, featured the Singapore Economic Development Board.
Number of Participants: 18
Number of Countries: 5
Number of Institutions: 7

February 29th
Reentry Workshop for Filipino Students, Chemical Bank and The Philippine Center participated in the workshop
Number of Participants: 7
Number of Countries: 1
Number of Institutions: 6

March 23rd-24th
Intel Technology Recruiting Program, Intel Technology of Penang, Malaysia came to New York to interview U.S. educated Malaysian nationals.
Number of Participants: 30
Number of Countries: 1
Number of Institution: 20

March 27th-29th
SEAI Conference at Princeton, Project ASPIRE attended and brought students to a conference by The Southeast Asian Initiative (SEAI), a student organization at Princeton University, issues in the region. The keynote address was given by the former Singapore Ambassador to the United Nations.
Number of Participants: 14
Number of Countries: 5
Number of Institutions: 8

April 11th
Conference for Asian and Asian-American Students Attending CUNY Schools, The Asian/American Center at Queens College/CUNY and the Asian American Higher Education Council organized a one-day conference. Metro tried to coordinate a delegation of ASPIRE students but had no response.

May 9th
Reentry Workshop for Indonesian and Malaysian Students, in addition to the students, participants included the former executive director of the Fulbright Program in Indonesia, the Minister Counselor from the Permanent Mission of Malaysia to the United Nations, and a U.S. educated Malaysian who was hired by Citibank.
Number of Participants: 10
Number of Countries: 2
Number of Institutions: 9

May 14th
Citibank Roundtable Discussion on Southeast Asia, Citibank's Institute for Global Finance hosted the program on economic

growth.
Number of Participants: 29
Number of Countries: 14
Number of Institutions: 15

May 29th
End of the Year Party at Mangez Avec Moi. A group of students gathered at a Southeast Asian restaurant for the last program of the semester. Students were able to socialize with each other and also to provide feedback and suggestions for the fall calendar.
Number of Participants: 16
Number of Countries: 6
Number of Institutions: 8

F. Outreach/Clearinghouse function: Metro International exists as an outreach center. They reach institutions and students who choose to become involved with Metro International in addition to ASEAN students as a result of this project.

G. Networks/Private Sector Linkages: approximately 65 education institutions in the New York area. Private firms such as Manchester International, Citibank, Intel Technology, The Southeast Asian Initiative, the Singapore Economic Development Board, Chemical Bank, Asian American Higher Education Counsel, representatives from the United Nations. These are only the ones we know of because of their direct participation in Metro's activities.

H. Databases: all student participants and member institutions in their area.

I. Number of people attending each activity: see above

J. Degree of "market penetration", i.e. percentage participants from top 10 target concentrations:

6. Outcome/Impacts/Benefits:

Replicable information products/services

Networks organized/established

Linkages/relationships

Clearinghouse function

Directories/database

7. Strategies/Plans for:

A. Sustainability:

B. Private Sector Involvement and Resources:

C. Integration with Other APEC Program Component:

8. ¨ey Issues and Lessons Begin Learned

A. Management and Planning

B. ASEAN/Pacific Island student focus and outreach

C. The Target "market" and their needs/priorities

D. Ongoing value and impact (building, expanding, leveraging, replicative)

E. Strategic Information distribution

F. Synergy/linkages with ASPIRE newsletter and other parts of APEC Program

G. Private sector involvement

H. Sustainability of worthwhile activities

I. Cost Sharing

J. Ways to define and gauge success, impact, benefit

Project ASPIRE Regional Center Summary

1. Period October 15, 1991 - October 14, 1992

2. Grantee: Ball State University

3. Grant 15,000

Start date: October 15, 1991
Renewal date: October 15, 1992

4. Market/Constituency - Brief Description:
Geographic Area: Midwest
Numbers, types of institutions: 16, mostly colleges and universities.
Number ASEAN/Pacific Island students in target area: 5,000
Targeting priorities:
Top 10 major student concentrations:

Univ of Toledo	483
Sthrn Ill Univ-Carbondale	387
Western Michigan Univ	374
Indiana Univ-Bloomington	318
Purdue Univ	227
Univ of Ill-Urbana-Champaign	213
Univ of Michigan	152
Indiana State Univ	135
Western Ill Univ	86
Ball State Univ	55
Total =	2,430

5. Services/Activities/Events - Brief Description (purpose/content) Please note: We accept that the Regional Centers may be able to provide more current information.

A. Info Requests: through Ball State Univ E-mail

B. Counseling:

C. Outreach:

D. Information/publications: two ASPIRE brochures have been published to attract students to the project.

E. Workshops/Seminars: Telipon-Link (teleconferences) The first one was with Peterson's Connexion (Barbara Cahn). Many teleconferences are scheduled with employers and others.

F. Outreach/Clearinghouse: approximately 15 education institutions in Indiana and bordering states; student associations at Eastern Michigan University and Marquette University, the Indiana ASEAN Council and the Indiana ASEAN

Student Association; Representatives have attended the Ambassador's Tour - Chicago, the Singapore Economic Development Board of Chicago, attended the NAFSA Annual Conference in Chicago, Ball State University has sent students and coordinated efforts with the Institute of International Education-Chicago activities.

G. Networks:
Telipon link (student/employer conference call)
Project ASPIRE Network (PAN)/e-mail/ASPIRE listserve

H. Databases: ASEAN student database is current

I. Number of people attending each activity: see above

J. Degree of "market penetration", i.e. percentage participants from top 10 target concentrations:

6. Outcome/Impacts/Benefits:

Replicable information products/services: Project ASPIRE Network (PAN)

Networks organized/established

Linkages/relationships: Ball State and the Indiana ASEAN Counsel have been working closely to provide what is needed for the ASEAN student population.

Clearinghouse function: please ask Ball State more about PAN (BSU e-mail/ASPIRE-L

Directories/database

7. Strategies/Plans for:

A. Sustainability:

B. Private Sector Involvement and Resources:

C. Integration with Other APEC Program Component:

8. Key Issues and Lessons Begin Learned

A. Management and Planning

B. ASEAN/Pacific Island student focus and outreach

C. The Target "market" and their needs/priorities

D. Ongoing value and impact (building, expanding, leveraging, replicative)

E. Strategic Information distribution

F. Synergy/linkages with ASPIRE newsletter and other parts of APEC Program

G. Private sector involvement

H. Sustainability of worthwhile activities

I. Cost Sharing

J. Ways to define and gauge success, impact, benefit

Project ASPIRE Regional Center Summary

1. Period October 15, 1991 - October 14, 1992

2. Grantee: Southern California International Careers Consortium & University of Southern California

3. Grant $25,000

Start date: October 15, 1991
Renewal date: October 15, 1992

4. Market/Constituency - Brief Description:
Geographic Area: Southwest; Southern California and Arizona
Numbers, types of institutions: 40, mostly colleges and universities.
Number ASEAN/Pacific Island students in target area: 2,700
Targeting priorities:
Top 10 major student concentrations:

Cal State Univ-Los Angeles	459
USC	419
UCLA	303
Cal State Univ-Long Beach	288
Cal State Poly U-Pomona	155
Cal State Univ-Fullerton	143
Cal State Univ-Fresno	131
LA City College	108
San Diego State Univ	106
Cal State Univ-San Bernardino	89

Total = 2201

5. Services/Activities/Events - Brief Description (purpose/content) Please note: We accept that the Regional Centers may be able to provide more current information.

A. Info Requests:

B. Counseling:

C. Outreach:

D. Information/publications: ASPIRE Newsletter, ASPIRE Brochure

E. Workshops/Seminars:
ASEAN Skills Workshop, participants were able to choose and attend several sessions focusing on job-search, networking and practical training options. (February 29, 1992)
Number of participants: 90
Number of countries represented: 6

Employment Roundtable, presenters included IBM, ASEAN students who had entered the job market, and ... (September

VV

26, 1992)
Number attended: 60
Number of countries represented: 6

F. Outreach/Clearinghouse function:

G. Networks/Private Sector Linkages: approximately 40 education institutions in the Southern California area, Organizations such as the Singapore Economic Development Board, consulates for the ASEAN countries, the Southern California International Careers Consortium, as well as with Northern California International Careers Consortium.

H. Databases: Extensive student and employer database.

I. Number of people attending each activity: see activities above

J. Degree of "market penetration", i.e. percentage participants from top 10 target concentrations:

6. Outcome/Impacts/Benefits:

Replicable information products/services

Networks organized/established: Southern California International Careers Consortium (SCICC) and the Northern California International Careers Consortium (NCICC).

Linkages/relationships

Clearinghouse function

Directories/database: Student and employer database, help students find short term practical training and employment.

7. Strategies/Plans for:

A. Sustainability:

B. Private Sector Involvement and Resources:

C. Integration with Other APEC Program Component: not required

8. Key Issues and Lessons Begin Learned: SCICC & USC have shared some of their information on this subject. Again, we accept that they may have more current information.

A. Management and Planning:

B. ASEAN/Pacific Island student focus and outreach: researched target population as one of initial steps for

year 1.

C. The Target "market" and their needs/priorities

D. Ongoing value and impact (building, expanding, leveraging, replicative)

E. Strategic Information distribution: sources of publicity include: advertisements in campus newsletter, contacts with student organizations, direct mailings, posters, flyers. We understand they use most if not all of these methods for any workshop or activity.

F. Synergy/linkages with ASPIRE newsletter and other parts of APEC Program: submission of articles, student interests, photographs, etc.

G. Private sector involvement

H. Sustainability of worthwhile activities

I. Cost Sharing

J. Ways to define and gauge success, impact, benefit

APPENDIX E

Peterson's Connexion

Peterson's connexion™ Profile

800000000(10/22/90)

SAMPLE

SUTTIDA CAIKITSAK

Permanent Address

[redacted]

Current Address (09/90–06/91)

[redacted]

Citizenship:
Authorized to work in Thailand.

Available: May 1991

Goals/Preferences

Career goal in the financial sector as a financial analyst or investment analyst.

Geographical Preferences: International.

Career Field Preferences: Business management, Financial services, Management consulting, Marketing/sales, Public relations/advertising.

Personal Characteristics/Skills

Motivated, entrepreneurial, efficient and responsible.

Personal Skills: Attention to detail, Money management, Organization, Problem solving, Project management, Risk–taking.

Computing Skills
General: Word processing, Spreadsheets.
Systems/Languages: Cobol.

Foreign Languages: Thai, Korean.

Education

New York University. BA, May 1991.
Overall GPA: 3.40 on 4.0 scale.
Major in Economics (GPA in Major: 3.50 on 4.0 scale).
Second major or minor in Government/Political Science.

College Activities: Academic honor society, Intramural sports, Publications, Student/class government.

Interested in graduate study at some point (Finance and Banking).

Work Experience

Translink, New York, NY 10019. 09/90–. Researcher.

Citibank, New York, NY 10003. 05/89–08/89. Financial Analysist–International Monetary Exchange.

Total number of years in full–time employment: 1.

Relevant Professional Experience: Research and financial analysis of trade between the US and Asia.

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Peterson's connexion SERVICES

CAREER PLACEMENT AND INTERNATIONAL STUDENT OFFICES ENTERING STUDENTS INTO PETERSON'S CONNEXION NETWORK

Alabama

- Alabama Agricultural and Mechanical University
- Alabama State University
- Auburn University
- Auburn University at Montgomery
- Birmingham-Southern College
- Bishop State Community College
- Huntingdon College
- Jacksonville State University
- Judson College
- Oakwood College
- Samford University
- Troy State University at Dothan
- University of Alabama
- University of Alabama at Birmingham
- University of Montevallo
- University of North Alabama

Alaska

- University of Alaska, Fairbanks
- University of Alaska Southeast, Juneau

Arizona

- Arizona State University
- Embry-Riddle Aeronautical University
- Gateway Community College
- Grand Canyon University
- Northern Arizona University
- Southwestern College
- University of Arizona

Arkansas

- Arkansas State University
- Arkansas Tech University
- Harding University
- Southern Arkansas University
- University of Arkansas
- University of Arkansas at Monticello

California

- Academy of Art College
- American River College
- Armstrong College
- Azusa Pacific University
- California Lutheran University
- California State University, Bakersfield
- California State University, Fresno
- California State University, Fullerton
- California State University, Los Angeles
- California State University, Sacramento
- California State University, San Bernardino
- California State University, Stanislaus
- Chapman College
- Chatham College
- Christian Heritage College
- Claremont McKenna College
- Columbia College
- Fresno Pacific College
- Golden Gate University
- Harvey Mudd College
- John F. Kennedy University
- Lincoln University
- Loma Linda University
- Master's College
- Monterey Institute of International Studies
- Northrop University
- Orange Coast College
- Oxnard College
- Pepperdine University
- Pitzer College
- Pomona College
- San Diego State University
- San Francisco State University
- Scripps College
- Southern California College
- United States International University
- University of California, Berkeley
- University of California, Irvine
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of La Verne
- University of Redlands
- University of San Diego
- University of Southern California
- Whittier College
- Woodbury University
- World College West

Colorado

- Colorado College
- Colorado School of Mines
- Colorado State University
- University of Colorado at aDenver
- University of Denver
- Western State College of Colorado

Connecticut

- Albertus Magnus College
- Charter Oak College
- Connecticut College
- Saint Joseph College
- University of Bridgeport
- University of Connecticut
- University of Hartford
- University of New Haven
- Wesleyan University
- Yale University

Delaware

- Goldey-Beacom College
- University of Deleware

District of Columbia

- American University
- Gallaudet University
- Howard University
- Southeastern University
- Trinity College

Florida

- College of Boca Raton
- Daytona Beach Community College
- Eckerd College
- Edward Waters College
- Embry-Riddle Aeronautical University
- Flagler College
- Gulf Coast Community College
- Hobe Sound Bible College
- Orlando College
- Palm Beach Community College
- Ringling School of Art and Design

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Rollins College
Saint Leo College
Stetson University
University of Florida
University of Miami
University of West Florida
Webber College

Georgia

Agnes Scott College
Atlanta College of Art
Armstrong State College
Brenau Women's College
Clark Atlanta University
Clayton State University
Columbus College
DeVry Institute of Technology
Emory University
Georgia Institute of Technology
Mercer University
Mercer University Atlanta
Morris Brown College
Oglethorpe University
Savannah College of Art and Design
Savannah State College
Spelman College
University of Georgia
Valdosta State College

Hawaii

Brigham Young University–Hawaii Campus
Chaminade University of Honolulu
Hawaii Loa College
Hawaii Pacific University
University of Hawaii at Hilo
University of Hawaii at Manoa

Idaho

College of Idaho
Lewis-Clark State College
North Idaho College
Northwest Nazarene College

Illinois

Augustana College
Bradley University
East-West University
Eastern Illinois University
Elmhurst College
Illinois State University
Knox College
Lake Forest College
Loyola University Chicago
Millikin University
Monmouth College
North Central College
Quincy College
Rockford College
Roosevelt University
Saint Xavier College
Southern Illinois University at Carbondale
Southern Illinois University at Edwardsville
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
Western Illinois University
Wheaton College

Indiana

Anderson University
Ball State University
Bethel College
Butler University
DePauw University
Earlham College
Goshen College
Grace College
Huntington College
ITT Technical Institute
Indiana University at Bloomington
Indiana University at South Bend
Indiana University East
Indiana University - Purdue University at Fort Wayne
Indiana University - Purdue University at Indianapolis
Indiana University Southeast
Manchester College
Marian College
Purdue University
Saint Francis College
Saint Joseph's College
Saint Mary's College
Tri-State University
Valparaiso University
Wabash College

Iowa

Briar Cliff College
Buena Vista College
Central University of Iowa
Coe College
Cornell College
Drake University
Emmaus Bible College
Graceland College
Grand View College
Grinnell College
Iowa State University of Science and Technology
Iowa Wesleyan College
Loras College
Luther College
Marycrest College
Simpson College
Teikyo Marycrest University
Teikyo Westmar University
University of Dubuque
University of Iowa
Wartburg College
William Penn College

Kansas

Benedictine College
Fort Hays State University
Friends Bible College
Friends University
Johnson County Community College
Kansas State University
MidAmerica Nazarene College
Pittsburgh State University
Saint Mary College
Southwestern College
Sterling College
University of Kansas
University of Kansas Medical Center

Kentucky

Asbury College
Brescia College
Centre College
Eastern Kentucky University
Morehead State University
Murray State University
Thomas More College

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Union College
University of Kentucky
University of Louisville

Louisiana

Centenary College of Louisiana
Loyola University, New Orleans
Louisiana State University at Shreveport
Louisiana State University and Agri. and Mech. College
Northwestern State University of Louisiana
Tulane University
Xavier University of Louisiana

Maine

Bates College
Bowdoin College
Colby College
Saint Joseph's College
Unity College
University of Maine
University of Maine at Farmington
University of Maine at Fort Kent
University of Maine at Presque Isle
University of Southern Maine

Maryland

Bowie State University
College of Notre Dame of Maryland
Coppin State College
Goucher College
Hood College
Johns Hopkins University
Maryland Institute, College of Art
Morgan State University
Salisbury State University
St. Mary's College of Maryland
Towson State University
University of Maryland–College Park
University of Maryland–Eastern Shore
Washington College

Massachusetts

American International College
Amherst College
Bay Path College
Becker Junior College–Leicester Campus
Becker Junior College–Worcester Campus
Bentley College
Boston University
Brandeis University
Bridgewater State College
Clark University
College of the Holy Cross
Curry College
Eastern Nazarene College
Elms College
Emmanuel College
Hampshire College
Lesley College
Massachusetts Institute of Technology
Mount Holyoke College
North Adams State College
Northeastern University
Quinsigamond Community College
Regis College
Salem State College
Simmons College
Smith College
Southeastern Massachusetts University
Springfield College
Springfield Technical Community College
Stonehill College
Tufts University
University of Lowell
University of Massachusetts at Amherst
University of Massachusetts at Boston
Wellesley College
Western New England College
Westfield State College
Wheaton College
Wheelock College
Williams College
Worcester Polytechnic Institute

Michigan

Adrian College
Albion College
Alma College
Andrews University
Aquinas College
Cleary College of Business
Davenport College of Business
Delta College
Eastern Michigan University
Grand Rapids Baptist College and Seminary
Hope College
Kalamazoo College
Lake Superior State University
Michigan State University
Michigan Technological University
Northern Michigan University
Olivet College
Saginaw Valley State University
Saint Mary's College
Siena Heights College
Spring Arbor College
University of Detroit
University of Michigan
University of Michigan - Dearborn
Wayne State University

Minnesota

Augsburg College
Bemidji State University
College of Saint Benedict
College of St. Scholastica
Gustavus Adolphus College
Hamline University
Macalester College
Moorhead State University
National College–St. Paul Campus
Northwestern College
Saint John's University
St. Olaf College
University of Minnesota–Duluth
University of Minnesota - Twin Cities
University of Minnesota–Waseca
University of St. Thomas

Mississippi

Millsaps College
Mississippi College
Rust College

Missouri

Avila College
Central Methodist College
Central Missouri State University
Columbia College
Drury College
Evangel College
Harris-Stowe State College
Missouri Baptist College
Northeast Missouri State University

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Northwest Missouri State University
Park College
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
University of Missouri - Columbia
Washington University
Webster University
William Jewell College
William Woods College

Montana

Montana State University
Rocky Mountain College
University of Montana

Nebraska

Creighton University
Dana College
Grace College of the Bible
Hastings College
Midland Lutheran College
Peru State College
University of Nebraska–Lincoln
University of Nebraska - Omaha

Nevada

University of Nevada, Las Vegas

New Hampshire

Colby-Sawyer College
Dartmouth College
Franklin Pierce Law Center
Keene State College
New England College
New Hampshire College
Plymouth State College of the University System of New Hampshire
Saint Anselm College
University of New Hampshire

New Jersey

Bloomfield College
Caldwell College
Camden County College
Centenary College
College of Saint Elizabeth
Drew University
Fairleigh Dickinson University, Florham-Madison Campus
Fairleigh Dickinson University, Teaneck-Hackensack Campus
Georgian Court College
Glassboro State College
Jersey City State College
Kean College of New Jersey
Monmouth College
Montclair State College
New Jersey Institute of Technology
Princeton University
Ramapo College of New Jersey
Rider College
Rutgers University–Camden
Rutgers University–New Brunswick
Rutgers University–Newark
Seton Hall University
Stevens Institute of Technology
Trenton State College
Upsala College
William Paterson College

New Mexico

College of the Southwest
Eastern New Mexico University
New Mexico Institute of Mining and Technology
New Mexico State University
St. John's College

New York

Adelphi University
Alfred University
Bard College
Barnard College
Baruch College of the City University of New York
Brooklyn College of the City University of New York
Canisius College
City College of the City University of New York
Clarkson University
Colgate University
College of Saint Rose
College of Staten Island of the City University of New York
Columbia University
Cornell University
Daemen College
Dowling College
Fordham University
Hartwick College
Herkimer County Community College
Hobart College
Hofstra University
Houghton College
Hunter College of the City University o New York
Iona College
King's College
Le Moyne College
Manhattan College
Manhattan School of Music
Manhattanville College
Marist College
Marymount College
Medgar Evers College of the City University of New York
Mercy College
Mount Saint Mary College
New York Institute of Technology
New York School of Interior Design
New York University
Nyack College
Pace University
Pace University, Pleasantville Briarcliff Campus
Polytechnic University, Brooklyn Camp
Polytechnic University, Farmingdale Campus
Queens College of the City University o New York
Rensselaer Polytechnic Institute
Rochester Institue of Technology
Russell Sage College
Siena College
St. Bonaventure University
St. John Fisher College
St. Lawrence University
St. Thomas Aquinas College
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SUNY College at Cortland
SUNY College at Potsdam

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SUNY College of Technology, Alfred
SUNY Institute of Technology at Utica
Sullivan County Community College
Syracuse University
Technical Career Institutes
Union College
University of Rochester
Utica College of Syracuse University
Vassar College
Wagner College
Wells College
Yeshiva University

North Carolina

Atlantic Christian College
Barber-Scotia College
Bennett College
Caldwell Community College & Tech Inst.
Carteret Community College
Catawba College
Coastal Carolilna Community College
Davidson College
Duke University
Elizabeth City State University
Elon College
Greensboro College
Guilford College
High Point College
Johnson C. Smith University
Lees-McRae College
Livingstone College
North Carolina Wesleyan College
Pfeiffer College
Saint Augustine's College
Salem College
St. Andrews Presbyterian College
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of North Carolina at Wilmington
Wake Forest University
Warren Wilson College
Western Carolina University
Wingate College

North Dakota

North Dakota State University
University of Mary

Ohio

Ashland University
Baldwin-Wallace College
Case Western Reserve University
Central State University
Cleveland State University
College of Wooster
Columbus College of Art and Design
The Defiance College
Denison University
Hiram College
Kenyon College
Malone College
Marietta College
Muskingum College
Notre Dame College of Ohio
Ohio State University
Ohio State University–Mansfield Campus
Ohio University
Owens Technical College
Shawnee State University
University of Dayton
University of Findlay
University of Rio Grande
University of Toledo
Urbana University
Wilberforce University
Wittenberg University
Wright State University
Xavier University
Youngstown State University

Oklahoma

Central State University
Northeastern State University
Northwestern Oklahoma State University
Oklahoma Baptist University
Oklahoma Christian University of Science of Arts
Oklahoma City University
Oklahoma Panhandle State University
Oklahoma State University
Phillips University
University of Oklahoma
University of Tulsa

Oregon

Central Oregon Community College
Eastern Oregon State College
ITT Technical Institute
Lane Community College
Lewis and Clark College
Linfield College
Oregon Institute of Technology
Pacific University
Reed College
Southern Oregon State College
University of Portland
Western Oregon State College

Pennsylvania

Albright College
Allegheny College
Allentown College of St. Francis de Sa
Beaver College
Bloomsburg University of Pennsylvan
Bucknell University
Cabrini College
California University of Pennsylvania
Carnegie Mellon University
Cedar Crest College
Delaware Valley College
Dickinson College
East Stroudsburg University of Pennsylvania
Eastern College
Elizabethtown College
Franklin and Marshall College
Gettysburg College
Grove City College
Gwynedd-Mercy College
Haverford College
Juniata College
King's College
La Salle University
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Lycoming College
Messiah College
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Swarthmore College
Temple University
Thomas Jefferson University
University of Pennsylvania
University of Pittsburgh
University of Scranton
Ursinus College
Washington and Jefferson College
Waynesburg College
West Chester University
Westminster College
Widener University
Wilkes University
Wilson College

Rhode Island

Brown University
Bryant College
Providence College
Rhode Island School of Design
Roger Williams College
Salve Regina College
University of Rhode Island

South Carolina

Bob Jones University
Clemson University
College of Charleston
Columbia College
Converse College
Francis Marion College
Furman University
Tri-County Technical College
University of South Carolina
University of South Carolina at Aiken
Voorhees College
Winthrop College

South Dakota

Augustana College
Dakota State University
Huron University
National College
Sioux Falls College
South Dakota School of Mines and Technology
South Dakota State University

Tennessee

Austin Peay State University
Belmont College
Bethel College
Christian Brothers University
Crichton College
East Tennessee State University
Fisk University
Freed-Hardeman University
King College
Knoxville College
Lee College
Lincoln Memorial University
Maryville College
Memphis State University
Rhodes College
Roane State Community College
Southern College of Seventh-Day Adventists
University of Tennessee at Martin
University of Tennessee at Knoxville
University of the South
William Jennings Bryan College

Texas

Abilene Christian University
Angelo State University
Baylor University
Dallas Baptist University
Jarvis Christian College
Lamar University
Laredo State University
Paul Quinn College
San Antonio Art Institute
St. Edward's University
Schreiner College
Southern Methodist University
Southwest Texas State University
Southwestern University
Stephen F. Austin State University
Texas A&M University
Texas Christian University
Texas Lutheran College
Texas Tech University
University of Central Texas
University of Dallas
University of Houston
University of Houston - Downtown
University of Mary Hardin-Baylor
University of St. Thomas
University of Texas at Arlington
University of Texas at Austin
University of Texas - Pan American
University of Texas of the Permian Basi
Wayland Baptist University
Weber State University
West Texas State University
Wiley College

Utah

Brigham Young University
Utah State University

Vermont

Burlington College
Castleton State College
Champlain College
Middlebury College
Saint Michael's College
Southern Vermont College
University of Vermont

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- George Mason University
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- Hollins College
- James Madison University
- J. Sargeant Reynolds Community College
- Liberty University
- Longwood College
- Mary Baldwin College
- Mary Washington College
- Marymount University
- Norfolk State University
- Old Dominion University
- Radford University
- Randolph-Macon College
- Randolph-Macon Woman's College
- Regent University
- Sweet Briar College
- University of Richmond
- University of Virginia
- Virginia Military Institute
- Virginia Polytechnic Institute and State University
- Virginia Union University
- Washington and Lee University

Washington
- City University
- Cornish College of the Arts
- Eastern Washington University
- Evergreen State College
- Green River Community College
- Lutheran Bible Institute and University
- Pacific Lutheran University
- Saint Martin's College
- Seattle Pacific University
- University of Puget Sound
- University of Washington
- Whatcom Community College

West Virginia
- Alderson-Broaddus College
- Concord College
- Fairmont State College
- Marshall University
- West Virginia Institute of Technology
- West Virginia University

Wisconsin
- Carthage College
- Lawrence University
- Marquette University
- Mount Senario College
- Ripon College
- St. Norbert College
- University of Wisconsin-La Crosse
- University of Wisconsin-Madison
- University of Wisconsin-Oshkosh
- University of Wisconsin-Platteville
- University of Wisconsin–River Falls
- University of Wisconsin–Stevens Point
- University of Wisconsin–Superior
- University of Wisconsin-Whitewater
- Viterbo College

Wyoming
- Western Wyoming Community College

Business Schools
- American Graduate School of International Management
- Arthur D. Little Management Education Institute
- Belmont College
  School of Business
- Boston University
  School of Management
- Brigham Young University
  Marriott School of Management
- Case Western Reserve University
  Weatherhead School of Management
- Columbia University
  Graduate School of Business
- Cornell University
  Johnson Graduate School of Management
- Duke University
  Fuqua School of Business
- Emory University Business School
- Howard University
  School of Business and Public Administration
- Indiana University School of Business
- Loyola University, New Orleans
  School of Business
- Michigan State University
  Graduate Business School
- New York University
  Stern School of Business Administration
- Oklahoma State University
  College of Business Administratic
- Pennsylvania State University, Unive
  Park Campus
  The Smeal College of Business
- Purdue University
  Krannert School of Management
- Simmons College
  Graduate School of Management
- SUNY at Buffalo
  School of Management
- University of Dallas
  Graduate School of Management
- University of Iowa
  School of Business
- University of Maine
  College of Business
- University of Massachusetts at Amher
  School of Management
- University of Michigan—Ann Arbor
  Center for Int'l Business Education
- University of Michigan—Ann Arbor
  School of Business Administration (both Undergraduate and Graduat
- University of Minnesota, Twin Cities Campus
  Carlson School of Management
- University of Pittsburgh
  Joseph M. Katz School of Business
- University of Rochester
  Graduate School of Business Administration
- University of South Carolina
  Graduate School of Business Administration
- University of Southern California
  Graduate School of Business Administration
- University of Texas at Austin
  School of Business
- University of Wisconsin–Madison
  School of Business
- Wake Forest University
  Babcock Graduate School of Management

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Yale University
School of Organization and Management

Engineering Schools

Cornell University
College of Engineering

Ohio State University
School of Engineering

University of Illinois at Urbana-Champaign
College of Engineering

University of Kansas
School of Engineering

University of Louisville
J.B. Speed Scientific School

University of California, Berkeley
College of Engineering

University of Missouri
School of Engineering

Washington University
School of Engineering

West Virginia University
College of Engineering

Other Professional Schools

Columbia University
School of Public Health

Harvard University
John F. Kennedy School of Government

Saint Louis University
School of Public Health

Simmons College
Graduate School of Health Studies

University of North Carolina at Chapel Hill
School of Public Health

University of Pittsburgh
Graduate School of Public Health

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WHY?

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- It's easy.
- It links you to organizations nationwide that don't recruit on campus.
- It links you to graduate schools.
- It may change your future.

JOIN CONNEXION NOW!

Volume 1, Number 1, Summer, 1992

Peterson's Connexion

NETWORK NEWS

IN THIS ISSUE:

How Connexion Works *p.1*

Connexion News and Highlights *p.1-3*

International Corner *p.3*

Secrets of a Successful Cover Letter *p.4*

Welcome to the premier issue of Connexion Network News

Peterson's Connexion is pleased to present you with the premier issue of Connexion Network News, the network's official quarterly membership publication. Whether you are a Full Connexion Member or an Associate Connexion Member, for the duration of your subscription period you will automatically receive copies of this newsletter. Here you will learn of Connexion's plans to reach out to new industries and will be brought current on Connexion successes and highlights. A special feature of Connexion Network News will be a full-length article that focuses on useful job-hunting tips. In this issue, you'll find "The Secrets of a Successful Cover Letter," reprinted from Peterson's recently published hit, The Advanced 90-minute resume.

Upcoming issues of Connexion Network News will contain reports on business and economic trends that could affect your employment future. As Peterson's develops new ways to assist you in your ongoing career planning, Connexion Network News will be but one of the benefits of Connexion membership.

HAVE A QUESTION?

Connexion Membership is valid for one full year from date of subscription and is annually renewable. Connexion services continue for the entire subscription period even after an employment or educational opportunity has been accepted, and ongoing Connexion Membership is a valuable and important resource of career planning. Call the Connexion Hotline at ***1-800-338-3282, extension 561,*** *at any time with questions, changes, or updates.*

Connexion Links Members to Educational Opportunities

Membership in Peterson's Connexion means more than being linked to employers. Connexion has become a vital resource for graduate schools and graduate departments to identify prospective students. Peterson's has a thorough knowledge of graduate education and graduate educational institutions developed through a close 26-year relationship with this community. When a Connexion Member is considering further education, Connexion can be extremely valuable in helping the Member make informed decisions through links with appropriate graduate programs.

Profile Circulation Tops 100,000

This has been a great year for Connexion and its Members. We are delighted to report that more than 100,000 Connexion Candidate Profiles have been sent to employers and graduate schools during the past 12 months. Like our clients, Peterson's Connexion focuses on results.

A sampling of recent Connexion searches provided Candidate Profiles for:

■ EDP Auditors ■ Public Relations ■ Editors ■ Network Administrators ■ Teachers (K12, ESL, Special Education) ■ Programmers (C, UNIX, PL, JCL) ■ Engineers (Civil, ME, EE, Chemical, Industrial, Environmental, Petroleum, Ceramic) ■ Sales (Insurance, Securities, Computer, Medical)

See pages 2 and 3 for complete details.

How Does Connexion Work?

On a daily basis, corporations, nonprofit organizations, government agencies, and educational institutions utilize Peterson's Connexion Services to identify potential candidates for available employment positions and educational opportunities. If a Member's background meets the requirements of any of these organizations, the Member's resume/Connexion profile is sent to the employer or educational institution who then contacts candidates of interest directly.

Connexion broadens Member's exposure to a wide range of corporations - large and small, high - tech and low - tech, U.S. and foreign. Employers represent all industries, including Consumer Products, Financial Services, Health Care, Office Systems, Publishing, Manufacturing, Retailing, Education, and telecommunications

A sampling of Connexion's nearly 200 employer clients includes:

Bristol-Meyers Squibb
Eastman Chemical
Intel Corporation
Caltex Oil (Hong Kong)
Total Business Solutions
Color Soft, Inc.
Goldman Sachs & Company
Tucson Electric Power
The Coca-Cola Company
Memorial Sloan-Kettering Cancer Center

2/6

Connexion targets corporations that are recruiting

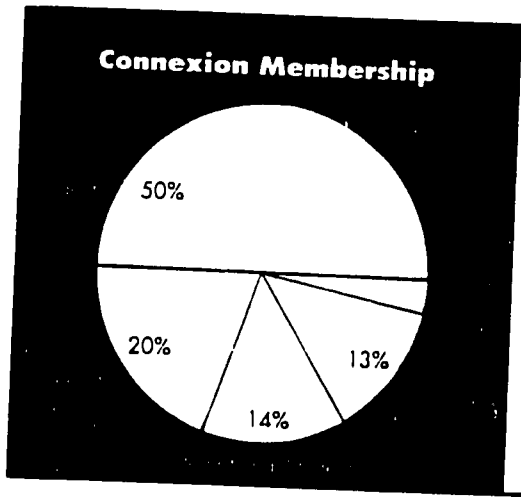
To help members find employment in these difficult times, Peterson's Connexion has painstakingly researched those business areas and companies who are not only hiring now but who are looking to grow in the future. Utilizing Peterson's career publications as resources, Connexion marketing takes on a national approach or a regional slant to create opportunities through building our client base.

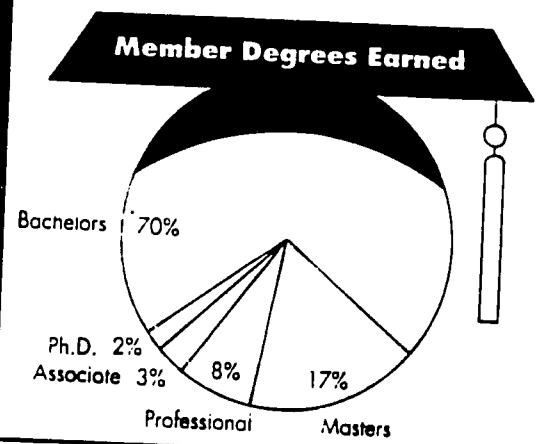
- *2,000 fast-growing, high-tech companies included in Peterson's Hidden Job Market were presented a Special Connexion Trial in early March. Within one month, 12 corporations took advantage of the offer.*
- *In January, Connexion was made available to those summer camps, resorts, and organizations described in Peterson's Summer Employment Directory. Reaction was enthusiastic, and based on this initial success Peterson's is broadly promoting Connexion to the hospitality industry.*
- *To assist those members interested in the health technologies, Connexion is being marketed to hospitals within the New York City and Philadelphia metropolitan areas. Other large regional centers are planned for the immediate future.*

Connexion members are diverse, highly educated, and extremely motivated

More than 50,000 individuals from all walks of life are now Connexion members.

With nearly 200 employers and 800 graduate schools and departments utilizing the Connexion network as an integral component of their recruiting strategies, members have the advantage of being linked to employment and educational opportunities daily. In 1991, 70,000 Connexion member profiles were disseminated; 1992 promises to be even better. From January through March, more than 240 searches were conducted and more than 30,000 Connexion profiles were sent to corporate clients and graduate schools.





50,000

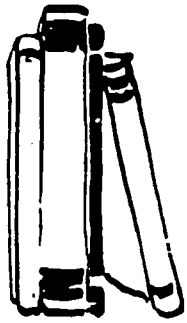
MEMBERS ARE ATTRACTED TO DIVERSE INDUSTRIES

16,394	*Business Management*	*Engineering*	6,793
9,773	*Marketing, Sales*	*Computer Science*	6,552
9,367	*Government/Non-Profit*	*Manufacturing*	5,915
8,894	*Education*	*Environmental*	5,529
8,188	*Communications*	*Social Services*	5,129
7,900	*Financial Services*	*Health*	4,380
7,062	*Technology*		

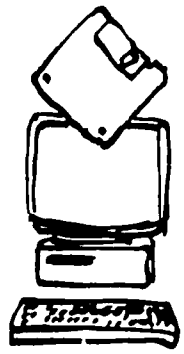
Connexion's outreach to public school districts

School districts, particularly in rural and suburban areas, have traditionally relied on word-of-mouth and local classified advertising when there was a need to hire new teachers. And as they've told Peterson's Connexion, sometimes they get lucky. Through a specialized Connexion package designed for school districts, superintendents have enthusiastically discovered a recruitment tool that not only provides them with a proactive strategy to meet their Affirmative Action goals but gains them ongoing access to a diverse pool of talent. Of particular interest are those Connexion members with former military experience, returning Peace Corps volunteers, special education professionals and individuals with backgrounds in the math and sciences.

case studies: CONNEXION CORPORATE SEARCHES



A consortium of 17 eastern Massachusetts public school systems sought to enhance their Affirmative Action programs and identify certified teachers in elementary education, chemistry, physics, social studies, and foreign languages. Connexion provided them with profiles of 30 individuals, including several former Peace Corps volunteers and military personnel, all of whom currently reside in Massachusetts.



A Colorado-based computer consulting firm sought an individual with experience on SPG3 and SPG400 hardware and knowledge of JD Edwards software. Through Connexion, 12 individuals were identified and one candidate (currently residing in Virginia) was considered ideal and made a job offer.

An environment and wildlife organization needed to identify students with a biology degree and ability to identify specific bird species for a short-term research program. Connexion provided 38 profiles, and all of the individuals were interviewed by the company.

A multinational beverage company utilizes Connexion on a monthly basis to identify international MBA candidates for internships and permanent positions within its operations in South and Latin America, Africa, and Asia. Several candidates have been identified, prescreened by the U.S. headquarters, and invited to interviews this spring with representatives of the international subsidiaries.

INTERNATIONAL CORNER

In fall 1990, Peterson's began actively encouraging international students to become Connexion members and thus be linked to home - country, third - country, and practical training employment opportunities. Since that time, 1,462 international student profiles have been sent to clients. Over this past academic year, over 20 corporations – including *The Coca-Cola Company, American Standard, McKinsey & Company, Procter & Gamble, Perwira Habib Bank Malaysia*, and *Caltex Oil* (Hong Kong) – utilized Connexion to identify their international talent. Positions were available worldwide. Backgrounds in engineering, computer and information science, business administration and accounting, and other disciplines are of particular interest. From September through March, Connexion searches were conducted for nearly 50 countries within Europe, Asia, Latin America, and Africa.

Peterson's is also very proud to be working with the NAFSA Project ASPIRE Program designed to ease the re-entry of students from ASEAN countries. Connexion has been named as the official registration vehicle for the ASEAN students, and through their membership they will receive direct notification of upcoming ASPIRE programs. Additionally, Connexion members who are enrolled in a "co-op" program at any institution will also be considered part of the Northeastern University Cooperation Education Network. Through this program, ASEAN nationals may have the opportunity to return home for a six-month co-op placement and work for a U.S. company.

THE SECRETS OF A SUCCESSFUL COVER LETTER

Sending a resume without an accompanying letter is like giving a gift with no card - it's incomplete and can be confusing. You stand a much better chance of being invited for an interview if you take the trouble to briefly explain why you are writing to a particular employer. If you find the prospect of writing a cover letter intimidating, the following suggestions can make the process simpler.

Write to specific person.

It's far better to target someone at the department you'd like to work in who has the power to hire than it is to send your letter to someone in personnel. A manager receives far fewer resumes and is more likely to at least skim yours even if he or she isn't currently hiring. Even if it ends up getting passed on to personnel, it may get more attention (particularly if the manager attaches a positive comment) than one that was sent directly to personnel.

Explain your interest.

In the first paragraph, mention how you heard about the job opening or why you are interested in applying for a job with the company. Try to be as specific as you can - say that you saw the company's ad, that a mutual friend recommended you contact the person, that an employee told you about plans for expansion. Be sure to get permission to name the people you refer to. If possible, discuss why the work of the department or company is of particular interest to you.

Avoid using phrases that sound canned or disingenuous, such as "your xyz department is the best one in the industry" or "working for a company such as yours, with its excellent reputation." Instead, attempt to relate your interests to the products or services of the employer: "Having been an amateur astronomer since high school, I would welcome the opportunity to use my promotional skills in the public relations department of the planetarium."

Describe your credentials.

Don't lift parts of your resume and insert them into the cover letter. Instead, decide which skills / accomp - lishments, or experiences are particularly relevant to what the employer is looking for and describe them, incorporating terminology the employer has used in a help-wanted ad, written job description, or conversation, if possible. It's a good idea to refer back to your fact sheet or to the working draft of your resume to get ideas on language or details worth incorporating.

If, for example, the employer is looking for a sales professional with at least one year's experience in office equipment markets, a job hunter could explain his or her experience as follows. "After completing a six-month training program, I competed with experienced salespeople in the computer hardware business and was named second runner-up in the Top Sales Person of the Year award among a sales force of fifty." Mentioning three key credentials is plenty. After all, the purpose of the cover letter is to pique the interest of the employer.

State what you can do for the company.

The purpose of the third paragraph is to set you apart as an applicant who understands the employer's needs, not as someone who is simply looking to better his or her own situation. You might write, "I'm confident that I can use my writing and presentation skills to increase attendance at the planetarium and would be prepared to share my ideas on how that might be done in an interview" or "I would enjoy the opportunity to put my selling skills to work for a company whose product line I'm already familiar with because of my experience."

The more you understand about the current business situation of the employer you'll be talking to, the easier it will be to know how to talk about what you can do for that company. Articles that have been written within the last year about the industry or the employer are often the best sources of information and are easy to locate.

If you subscribe to a database information service such as CompuServe, Dialog, or Prodigy, you can search for article citations and summaries on your computer. A less expensive alternative is to visit your local library. You may be able to use its computer or CD-ROM disks to do similar searches or you can use standard reference books such as the Business Periodicals Index, the New York Times Index, or the Wall Street Journal Index.

If the prospective employer is a publicly traded company, call and request a copy of its annual report from its public relations or corporate communications department. Annual reports often describe organization structures and provide photos of office and plant facilities.

Ask for an interview.

If you haven't already mentioned that you would like a chance to meet in person, as was the case in the planetarium example, add a sentence that requests an interview. Saying that you have ideas about how to improve the employer's service or product - particularly if you know it has been targeted by the employer as an area of concern - is a good way to couch a request instead of simply stating, "I hope we have an opportunity to meet." You might also indicate when it's easiest to reach you, whether it's all right for the employer to contact you at work, and when you'll be following up with a check-in phone call.

Use a professional-looking design.

Be sure that the design and look of your cover letter are as professional and inviting as your resume. You can achieve this if you do the following.

☐ ***Use the same type and size of paper as you did for your resume. Personal stationery, paper with the letterhead of your current (or past) employer, or plain typing paper are taboo.***

☐ ***Use the same typeface as you did on your resume. For a long cover letter, a 10-point typeface will look best. For a short letter, a 12-point typeface is fine.***

☐ ***Set up the letter using traditional business-letter techniques. The preferred format is to align your address, the date, the closing, and your name and phone number at the center of the page. The employer's name, address, and the salutation should be flush left.***

Excerpted from The Advanced 90-Minute Resume: For Resume Revisers by Peggy Schmidt.
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The Connexion Network News is published quarterly by Peterson's Guides, Inc., Princeton, New Jersey © 1992

If you have Connexion news, a job-hunting tip, or a success story you'd like to share with us or with other members through Connexion Network News, please write to *Barbara Cahn, Connexion Services, P.O. Box 2123, Princeton, NJ 08543-2123.*

Peterson's connexion SERVICES

Connexion Links Project ASPIRE Students with Jobs and Information

Peterson's, through its Connexion network, is very pleased to be involved in Project ASPIRE. For the past two years, Connexion has encouraged international students to participate in the network so that they may be identified by home-country and other global employers. Connexion is now the official registration vehicle for ASEAN and Pacific Island students participating in the ASPIRE program.

The benefits Connexion participation brings to ASEAN students are several: In addition to being linked with employers, Connexion participants will be notified first-hand of upcoming career workshops on resume writing and interviewing skills, summer jobs, internships, enrichment programs, and corporate roundtables. Connexion registration is free of charge.

Developed originally to join students and mid-career professionals with career and education prospects, the Connexion network is now over 25,000 strong and is accessed by corporations and educational institutions all over the world.

For international students, Connexion is especially valuable. More and more multinational corporations are realizing that Connexion is an easy and cost-effective way to reach international students for home-country and other international employment and are relying on Connexion to put them in touch with those students.

Already, multinational companies such as the Coca-Cola Company, Price Waterhouse, Molex Incorporated, AT&T, Becton Dickinson & Co., and the global corporations of the Wharton Export Network have made Connexion an important component of their international recruiting programs. The list keeps growing.

Peterson's has initiated plans to work closely with the American chambers of commerce in the ASEAN countries. Peterson's is also working with Sidney Lee at Infosys Pacific, the publisher of *Graduate Opportunities* (Singapore's career handbook), to make Connexion available and more accessible to local corporations and the multinational subsidiaries located throughout Singapore and Malaysia.

Peterson's Connexion is committed to providing student participants the most comprehensive outreach to corporate recruiters. Companies with job openings that match a student's educational background and career preferences will be sent the student's Connexion profile, which contains an outline of the student's qualifications. Corporations will then contact the student directly.

All Project ASPIRE students, regardless of country, major, or academic level are encouraged to join Connexion to receive valuable career information on workshops, international job opportunities, internships, summer jobs, enrichment programs, and more. To join Connexion, simply obtain a Connexion registration form from your international student or career planning adviser or request one directly by completing and mailing the form found within Peterson's Connexion advertisement on page 15 of this newsletter. ■

Connexion: The Employment Network

Peterson's Connexion is committed to providing ASEAN students with the most comprehensive outreach to corporate recruiters.

Over the past three months, five corporations—American Standard, Intel Corporation, McKinsey & Company, P.D. Manufacturing (Singapore), and Perwira Bank Malaysia—utilized Connexion to identify ASEAN students. Among the positions available were jobs in marketing, sales, finance, engineering, computer science, and software engineering. Connexion was able to send these corporations Connexion profiles of 63 ASEAN students who specifically met the recruiters' requirements.

Working with NAFSA's Project ASPIRE, Connexion is very pleased to welcome over 200 new ASEAN students as Connexion members. In addition to linking these members to home country and other global employers, Connexion will also send them valuable career information and periodic bulletins to keep them up to date on the latest Connexion services and Project ASPIRE updates.

All ASEAN and Pacific Island nationals and foreign students, regardless of country, major, or academic level, are encouraged to join.

Becoming a Connexion member early in one's academic career provides several benefits. Connexion members enrolled in a "co-op" program at any institution will now also be considered part of the Northeastern University Cooperative Education Network, which works with the American Chambers of Commerce in Southeast Asia to provide six-month co-op placements.

To join Connexion, complete the application on page 15. The Connexion network is free and the benefits are invaluable. ■

Let connexion Be Your Link to . . .

- ***Home-Country Employment***
- ***International Employment***
- ***Summer Jobs, Internships, and Enrichment Programs***
- ***ASPIRE Workshops***
- ***Future Newsletters***

And More!

Registration is easy and it's FREE!

Peterson's Connexion can be your on-going link to global companies who are seeking to identify international students for specific job opportunities worldwide. As the official Project ASPIRE registration vehicle, Connexion will also enable you access to ASPIRE career guidance workshops and re-entry programs.

Multinational Corporations Can Find You Through Connexion

Connexion is utilized year-round by corporations—in the United States and overseas—to identify international talent for home-country employment, U.S. opportunities, internships, and summer jobs. The growing list of companies that use Connexion includes:

The Coca-Cola Company	***Molex Incorporated***
Carrier Transicold	***American Standard***
AT&T	***Pepsi Cola International***
Prudential Insurance	***Price Waterhouse***
Rockwell International	***Becton Dickinson & Co.***

In addition, the global corporations of the ***Wharton Export Network*** consider Connexion an integral component of their recruiting programs.

Send for a registration form today!

For a registration form, fill out the form on the right, cut out, and mail it back to us. You will hear from us in two weeks.

Peterson's International connexion

Yes! I'm interested in joining the **free International Connexion network.** Please send me a registration form.

Name _____

Current Address _____

_____

City _____ State _____ Zip _____

Country of citizenship _____

Peterson's

International Connexion,
Dept. 392, P.O. Box 2123,
Princeton, New Jersey 08543-2123

connexion®

What is Connexion?

Connexion is a high-quality, state-of-the-art recruiting service—yet you need no computer equipment or technical knowledge to use it. Connexion's continually refreshed pool of applicants grows by hundreds of candidates each week. Candidate files are meticulously kept up-to-date and inactive profiles are deactivated regularly.

What is International Connexion?

International Connexion is your easy and cost-effective tool to identify those international students enrolled in U.S. colleges and universities, many of whom will return to their home countries upon graduation. In early 1991, Peterson's began to actively encourage international students to participate in the Connexion recruitment network. Today, international students account for 15% of the network and the numbers continue to increase.

How does Connexion work?

Connexion is quick, easy, personalized, and cost-effective. A phone call or fax links you with the Connexion specialist who works directly with you to achieve maximum results. No computers. No unwanted resumes to be pre-screened. Your searches may be as broad or narrow as your needs dictate, utilizing any combination of 25 distinct search criteria—including country of national origin.

Who are the international students in the Connexion network?

The Connexion pool of students is versatile and dynamic:

- 110 countries are represented
- 53% are pursuing master's degrees; 44% are pursuing bachelor's degrees
- 38% are in business disciplines; 32% are in engineering, computer science, and other technical programs

How will International Connexion grow?

Peterson's is implementing plans to work more closely with the major MBA and engineering programs as well as the institutions with substantial international student populations to further build the international component of Connexion. We have developed cooperative arrangements with several of the international student association leaders—particularly the Asian student groups—in order to promote Connexion to their membership.

Peterson's is also very proud to be working with NAFSA: The Association of International Educators. NAFSA's Project ASPIRE program has made Connexion the official network for ASEAN students to be identified for employment as well as to enable them to access guidance workshops and publications.

Peterson's stands behind Connexion

Career and education information publishing has been Peterson's business for the past quarter century. Connexion is a natural progression of our 25 years of bringing institutions and people together.

The best way to appreciate Connexion is to experience it. Call now to schedule your first international search.

1-800-338-3282, Ext. 324

Outside the U.S., 609-243-9111, Ext. 324

Fax 609-243-9150

Peterson's

202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123

Peterson's connexion SERVICES

REPRESENTATIVE LIST OF CORPORATIONS
SEARCHING INTERNATIONAL CONNEXION

ALLEN BRADLEY

A T & T

A.T. KEARNEY

AMERICAN STANDARD

BECTON DICKINSON & COMPANY

CALTEX OIL HONG KONG

CARGILL INC.

CARRIER TRANSICOLD

COLGATE-PALMOLIVE

ESSO (MALAYSIA)

FISHER CONTROLS INTERNATIONAL

GOLDMAN SACHS & COMPANY

INTEL CORPORATION

INTER-AMERICAN DEVELOPMENT BANK

MALAYSIA TOBACCO COMPANY

MCKINSEY & COMPANY

MOLEX INCORPORATED

NALCO CHEMICAL COMPANY

P.D. MANUFACTURING

PERWIRA HABIB BANK MALAYSIA BERHAD

PEPSI-COLA INTERNATIONAL

PRICE WATERHOUSE

PROCTER & GAMBLE

PRUDENTIAL -- PRUCOA VITA

PUBLIC SERVICE COMMISSION (SINGAPORE)

RAYCHEM CORPORATION

S.C. JOHNSON WAX

THE COCA-COLA COMPANY

202 Carnegie Center P.O. Box 2123 Princeton, New Jersey 08543-2123
Telephone 609-243-9111 Fax 609-243-9150

Peterson's connexion SERVICES

LIST OF CORPORATIONS AND THEIR 1991-92 INTERNATIONAL CONNEXION SEARCH NEEDS

(NON-MBA RECRUITING NEEDS)

ALLEN BRADLEY
Electrical & Mechanical Engineering and Computer Science
China (willing to go home), Indonesia, Taiwan, Korea, Malaysia, Mexico, Singapore, Thailand, Venezuela

AMERICAN STANDARD
All engineering except electrical for Indonesia, Thailand, Korea

CARGILL
Business (Marketing, Economics, Finance, Accounting) and Computer Science (undergraduate) for Japan.

CARRIER TRANSICOLD
Mechanical Engineers (all levels) French-speaking.

ESSO MALAYSIA
Engineering (all disciplines) undergraduate & graduate from Malaysia

FISHER CONTROLS INTERNATIONAL
Mechanical Engineering, Electrical/Electronic Engineering, Metallurgical Engineering, Chemical Engineering for Japan

GOLDMAN SACHS & COMPANY
Computer Science, Information Science, MIS for Japan, Hong Kong, Germany, Korea
Undergraduate Business majors for Germany, Italy, Hong Kong, Japan, Singapore, Spain, Sweden

INTEL CORPORATION
Electrical Engineers, Computer Engineering, & Computer Science for Malaysia

MAYLAYSIA TOBACCO COMPANY
Business Majors (undergraduate and graduate) interested in Marketing/Sales from Malaysia.

NALCO CHEMICAL
Chemical Engineers (worldwide)

PRICE WATERHOUSE
Accounting and Computer Science majors who are fluent in Japanese

PROCTER & GAMBLE
Broad spectrum *Business majors (undergrad & grad)* Asia, Latin/South America, Europe (west)

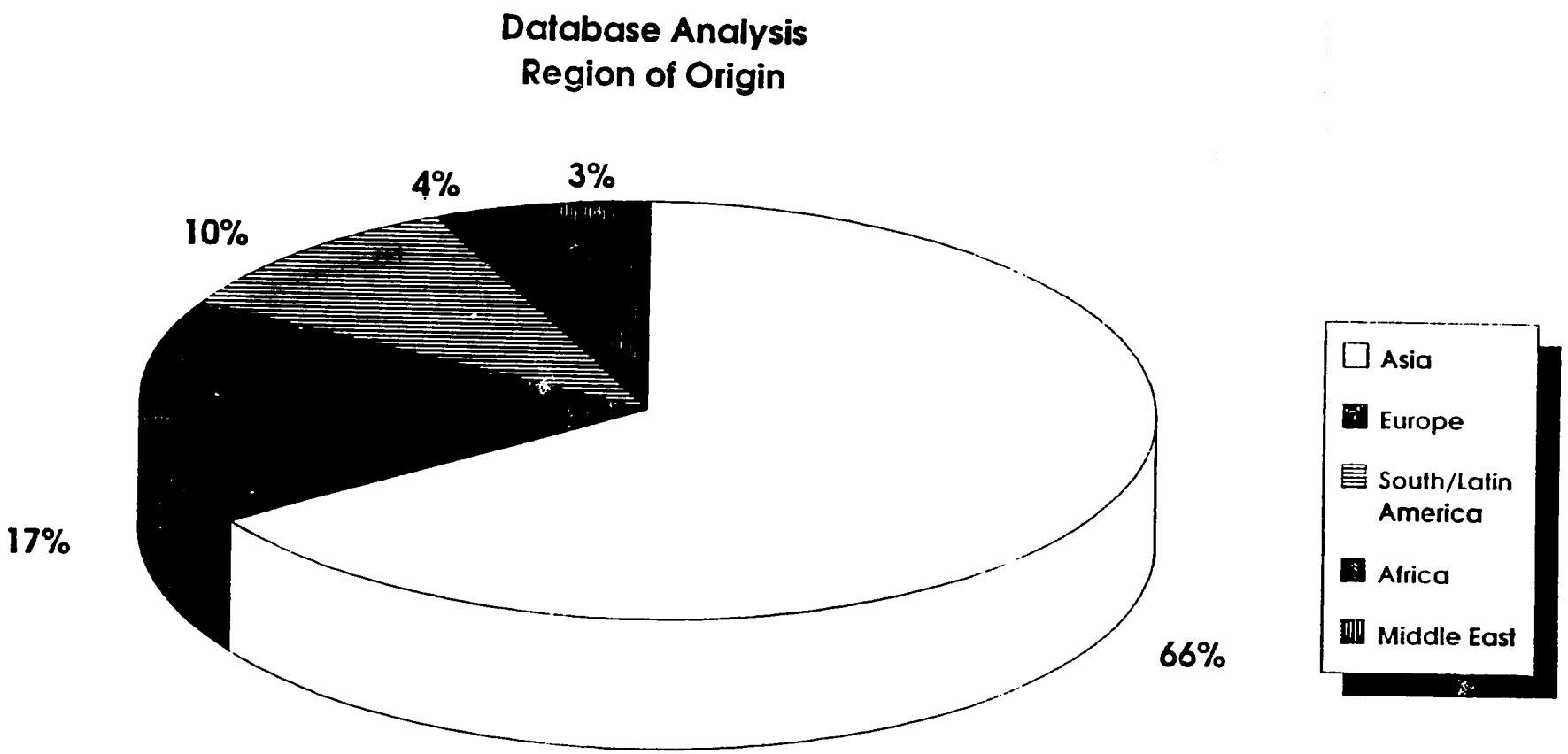
RAYCHEM CORPORATION
All Engineers (prefer graduate/PhD) for Korea

(MBA RECRUTING NEEDS)

A.T. KEARNEY
BECTON DICKINSON & CO
CALTEX OIL (HONG KONG)
COLGATE-PALMOLIVE
MALAYSIA TOBACCO COMPANY
MCKINSEY & COMPANY
MOLEX INCORPORATED
PERWIRA HABIB BANK MALAYSIA
PRICE WATERHOUSE
PROCTER & GAMBLE
SC JOHNSON WAX
THE COCA-COLA COMPANY

202 Carnegie Center P.O. Box 2123 Princeton, New Jersey 08543-2123
Telephone 609-243-9111 Fax 609-243-9150

Peterson's Connexion



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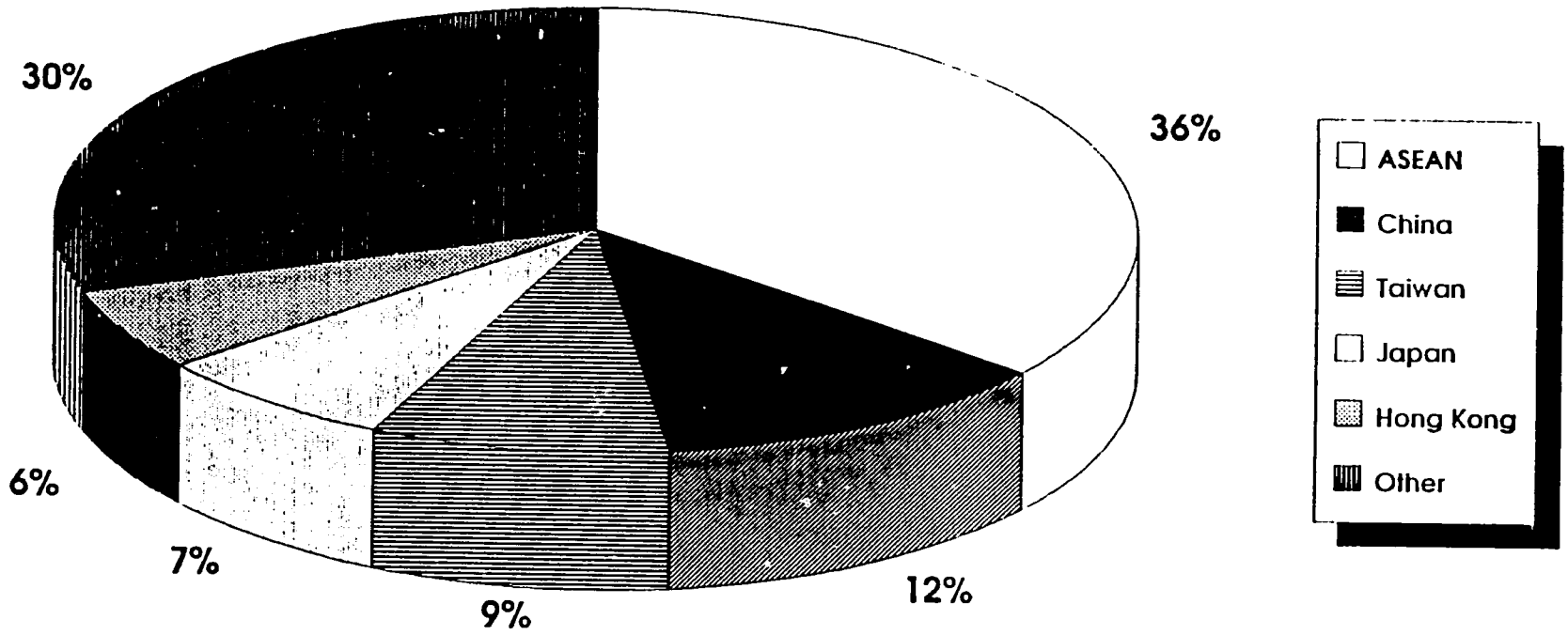
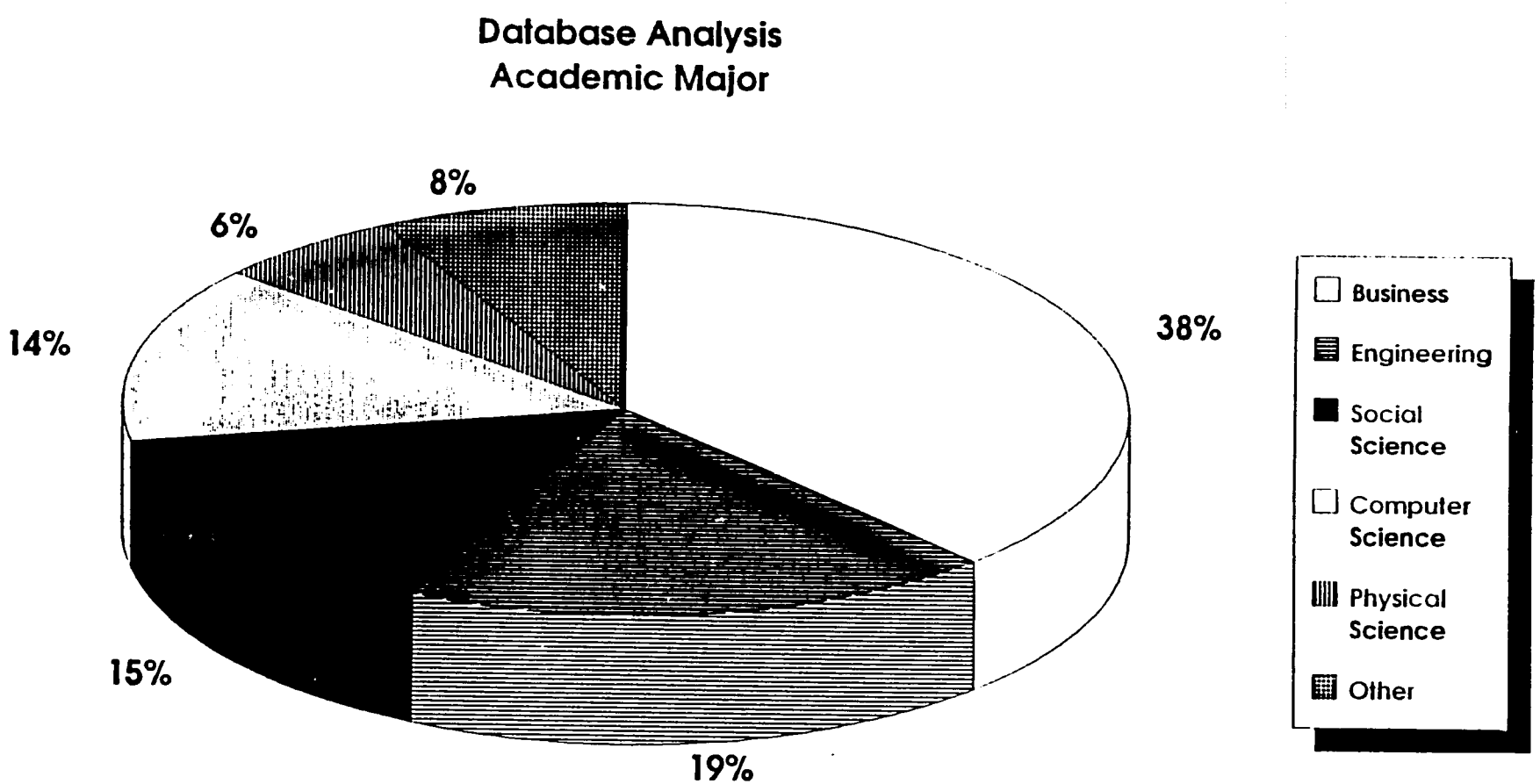
Peterson's Connexion

Database Analysis
Countries of Origin: Asia

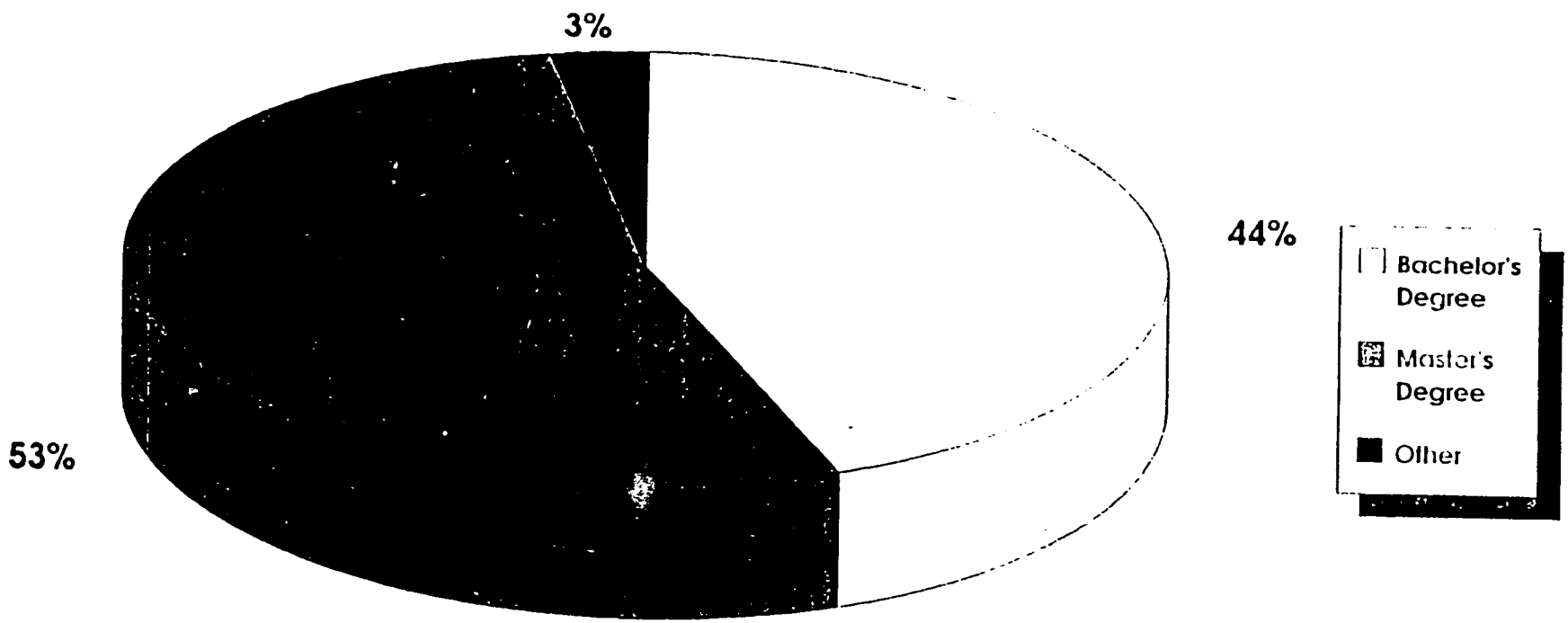


Peterson's Connexion



Peterson's Connexion

Database Analysis
Academic Level



connexion®

✔ **Yes. We would like to access the International Connexion network.**

Name _____ Title _____

Company _____

Address _____

City _____ State/Province _____ Zip/Postal Code _____

Country _____

Telephone (_____) _____ Fax (_____) _____

Search Levels

New international students register with Connexion daily. To take best advantage of this continual growth cost-effectively, multiple-search packages are available. And no matter how often you search, we guarantee that you will not receive duplicate results!

Please place a check mark next to your desired search level.

- ❑ **1 Search** $ 500 (Prod. No. 92XN37)
- ❑ **3 Searches** $1200 (Prod. No. 92XN30)
- ❑ **6 Searches** $2250 (Prod. No. 92XN31)
- ❑ **9 Searches** $3150 (Prod. No. 92XN38)
- ❑ **10 Searches** $3250 (Prod. No. 92XN39)
- ❑ **12 Searches** $3900 (Prod. No. 92XN32)

For each additional search beyond 12, there is a $300 fee (Prod. No. 92XN40)

Initial Search Criteria

Countries of interest: _____

Majors of interest: _____

Degree: ❑ Bachelor's ❑ Master's Graduation Date: _____ Grade Point Average: _____

Is this for home-country employment? ❑ Yes ❑ No

Other criteria of interest: _____

Accepted:

_____ *(Signature)*

_____ *(Date)*

Return this form to:

Barbara Cahn, Director, International Recruitment Services
Peterson's
202 Carnegie Center, P.O. Box 2123
Princeton, NJ 08543-2123
Telephone 1-800-338-3282 (outside the U.S., 609-243-9111)
Fax 609-243-9150

Peterson's

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APPENDIX F

Northeastern University

CO-OP

EXPERIENCE THE ADVANTAGE

Cooperative Education is a unique form of education which integrates classroom study with paid, planned and supervised work experiences in the public and private sectors. It allows students to acquire essential practical skills by being exposed to the reality of the world of work beyond the boundaries of the campus, enhancing their self-confidence and career direction.

National Commission for Cooperative Education

Advantages to the Student

- Helps in career decision-making. Students can reality-test careers and make choices based on dual, on-the-job experience in a chosen field. Findings show that as a result of co-op, students have a clearer and more specific sense of their career objectives than students in traditional college programs.
- Allows students to test classroom learning in the laboratory of the real world.
- Enables students to pay for a significant portion of their college expenses through earnings from cooperative education jobs.
- Improves after-graduation job prospects by giving students valuable work experience.
- Teaches students valuable job-search skills such as resume writing and interviewing techniques.
- Produces a more direct relationship between college major and full-time permanent employment, as well as a more direct relationship between current job and career plans.
- Provides a means of financial assistance that is available to all students, regardless of family income levels or other financial aid arrangements, and does not leave students burdened with educational debts.
- The inclusion of a work component and the contribution from co-op earnings are major factors in encouraging first-generation college students to pursue a college degree.

Advantages to Society

- By relating classroom study to the world of work, the effectiveness and relevance of education is increased.
- Co-op fosters a respect for work and for money earned through work, thus building respect for the American free enterprise system.
- By preparing young people for careers, co-op helps to address the nationwide problem of youth unemployment.
- Because co-op is not a public hand-out or loan program, it is not a cost to society. Rather, it constitutes a benefit in that co-op builds confidence in the free enterprise system and returns sizable tax revenues from student co-op earnings.

Advantages to Employers

- A good source of manpower (preprofessional and paraprofessional)
- Generates professional release time.
- Improves personnel selection process by using actual on-the-job performance as a basis for permanent hiring decisions.
- Enhances company relations with colleges and the college students. Co-op students returning to campus are ambassadors of goodwill for the company.
- Improves access to and by minority students for permanent employment.
- Increases cost-effectiveness of recruitment and training.
- Greater average retention rates among permanent employees recruited and hired through a co-op program.

Advantages to Institutions

- Co-op builds a strong and positive relationship between the institution and the surrounding business community.
- Co-op, because of its many advantages, helps in the recruitment and retention of students.
- Institutions can make more efficient use of their facilities and faculties. By alternating students between the classroom and the workplace, essentially two students can be enrolled for every one classroom seat.
- By using the workplace as an extended classroom/laboratory, colleges have access to the latest and most sophisticated equipment.
- Constant input from the employment sector keeps college curricula up-to-date with changes in industry.

SOME CO-OP STATISTICS

Approximately 1,000 colleges and universities, both two and four year, offer cooperative education programs.

Co-op is available in virtually every college curriculum.

Cooperative programs are offered at all levels, from the associate's to the doctoral degree.

An estimated 50,000 employers, both public and private, hire cooperative education students.

The federal government is the nation's largest employer of co-op students, employing over 16,000 students through 36 federal departments and agencies at almost 2,000 worksites.

275,000 students participate in cooperative education programs.

Although student earnings vary with college major, year in school, and geographic location, co-op students earn, on a national average, approximately $7,500 per year.

The majority of co-op employers are small organizations, employing one to three co-op students.

Several studies have shown that co-op students are more likely to persist to graduation.

Studies show that at the leading cooperative education institutions, approximately 80 percent of co-op students receive an offer for permanent employment from a company that participates in the institution's program; 63 percent of the co-op students receive offers from their final co-op employer; and 48 percent of the co-op students accept the job offers.

FOR MORE INFORMATION:

write:

ADVANTAGES

NATIONAL COMMISSION FOR COOPERATIVE EDUCATION

360 HUNTINGTON AVENUE
BOSTON, MASSACHUSETTS 02115

or call:

(617) 437-3770

The Advantages of Cooperative Education

To: Dave Brunnell, Bob Vozzella, Leonard Zion
From: Rosemary Kelly
Re: Input to AID report for Creative Consultants
Date: September 18, 1992

The primary market that the APEC Home Country Co-op Placement Project serves is the member companies of the American Chambers of Commerce (AMCHAMs) in the ASEAN region and specifically addresses their human resource needs. US government agencies, foreign government agencies as well as foreign students are certainly secondary markets. This APEC initiative serves the overall goals of APEC in that economic cooperation is fueled in part by the personnel available to further economic growth among the member nations. For example, the economic development of the petrochemical industry in the ASEAN region is improved significantly by the availability of educated persons to staff the companies investing in this industry. The APEC Home Country Co-op Placement Project further allows the introduction through government ministry contacts and foreign university contacts of an educational model, co-operative education, that links the educational process and the workplace. This more efficiently utilizes the resources of a scarce labor pool and scarce university space.

Further, linking government ministries with the US corporations helps corporations identify to the ministries the critical areas of personnel shortage and demonstrates through programs such as this APEC Partnership for Education initiative that the US government and the corporations are eager to help train the foreign nationals within their companies and industries. Foreign government officials respond well to the US corporation which is doing something of direct benefit to their students and to the US government agencies, AID and APEC, which are supporting these efforts through direct funding.

Co-operative education allows a company to more cost effectively utilize students as a source of labor who can contribute to the bottom line by producing work that is of value to the firm at a lower cost than those who have a degree. Also, companies such as Ingersoll Rand have found direct savings of between 6 to 12 months of intial training time of newly graduated engineers and have thus continued to bring co-op engineering students in for training and primarily hired only engineers who have received training through the co-op program at their university. The student benefits by being exposed to the actual workings of a company and tackling real world problems that they only read about in school. Students see the direct link between what they are learning or need to learn in school and its application in the workplace. The student gains by securing the tools they need to succeed in the workplace and the company is able to tap into a labor pool that heretofore had been ignored.

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them recruitment costs as well as initial training costs because we eliminate the first step in the recruitment process and allow them to provide training to the students before graduation and commencing work with Motorola.

Because our program is so new, it is unclear how many students will actually join the company upon graduation and be retained by the company for more than 2 years. Our experience with domestic co-op is that this bonding of student to employer ar an early age does impact a students choice of employment and their retention rate. At this early stage the benefits that are most striking to companies are 1) the reduction of costs of initial screening of foreign nationals, 2) the benefit of having the student perform productive work for them, 3) the ability to evaluate the student firsthand rather than only in the interview process. and 4) to reduce the cost of initial training upon graduation.

By being given the opportunity to try this concept for 1 or 2 years before initial AID funding has ceased, the firms are able to try a new concept without incurring large expenses. Hence we believe by 1994 there will be a core group of companies who have found this concept a success and will be willing to fund this program. However, the full complement of companies may not be committed yet.

Convincing companies to provide funds by July 1994: because many companies have a 6 to 12 month lag from the time they are presented with the program until they get this program implemented for a trial run, we hope that we will be able to have enough companies on board to continue after funding ceases in 1994. Also, corporate funding cycles are such that they are negotiated and approved 12 to 15 months before the money is spent. If we want to be included in the corporation's budget for monies to be allocated for use in July of 1994, we must present this program funding issue to corporations in the spring and summer of 1993. Not many companies will have actively participated (1 full year) by then and may not be willing to commit funds yet.

There are approximately 900 students across the 8 university network who qualify to participate, i.e. they can participate in the co-op program at their school and they do not have a "green" card. These students are encouraged to apply to the program and a determination by the counselors is made that the students are willing to return to their home country to work when they graduate. Counselors and directors at each school had one orientation session in the first quarter of 1993; each school was officially brought on board in the fall of 1992. During 1992, 107 students submitted resumes for consideration of a co-op position. Now that some students have returned to their campus after their co-op work assignment and schools are gearing up for their fall orientation programs. a total of 200 referrals are

expected to be made in order to reach our goal of 107 placements in 1993. During our first year, we had 22 company placements that we were unable to fill due to a mismatch of the companies' requirements and the students available. With a larger pool of students available during 1993, we expect to have almost all company placements filled and have a surplus of students, not placements.

While travelling overseas, both Leonard Zion and I have made a point to visit US government agencies to make them aware of our program and look for ways to leverage our goals and aims and theirs. We meet with officials from AID, USIS and the Commercial Section of the State Department. Each are able to make us aware of the business climate and which companies and industries are most likely to need students and helped to facilitate this process. Each have been willing to distribute our literature to appropriate audiences and to make students in each country aware of the benefits of the program at each of the network schools. There is an opportunity here for universities, government agencies and the American companies overseas to work in concert to promote this program as a positive step of American government to aid both American companies and the development of the human resource potential of the foreign countrys' citizens.

While overseas we are also meeting with various government officials to encourage the implementation of co-operative education programs in their universities as a way to efficiently train students and to optimize space at the university. We also use this opportunity, when appropriate to introduce government officials to corporate heads who are interested to further the human resource development programs within each country and promote the work that our universities are doing through this APEC program.

There are however several limitations to ensuring the success of this program. First is the budget cycle of corporations that has reduced the number of companies willing to participate during our first year and may limit the number willing to commit to full funding of the program in July 1994. Second is the issue of roundtrip airfare to get the students back to work in their home countries. This has been a large stumbling block and has directly affected our ability to place students at 22 companies and at others who are trying to get additional funding from headquarters to cover this expense. Third is the change in immigration laws which makes it easier for foreign nationals to work in the US on co-op rather than foreign students who are not at such schools. Although we support this change, it has affected the numbers of students participating. On the flip side, more companies are asking for domestic placements first, so this issue may subside in 1993. Fourth has been the number of schools in the network able to provide

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student referrals. Fifth has been our inability to strongly target Thailand due to the political unrest and ban on the use of AID funds in that country.

There have been several hidden benefits to this progam that should also be highlighted: First, the goodwill of the American government through this program to aid in the human resource development of each ASEAN country in the APEC alliance. Second, the use of scarce tax dollars to help American companies succeed in the ASEAN region by providing a source of talented American educated students through this program. Third, the APEC program is directly aiding the economic development of each ASEAN country by promoting the training of their students in American companies.

Hence this program has been successful not only in placing foreign students in American companies but in positioning the APEC Partnership for Education initiative as one that benefits American companies who need access to well educated foreign nationals and foreign governments by providing training to their students studying abroad and the opporuntity to come back to their home country and see firsthand the opportunities that await them upon graduation.

Companies with pilot programs
ABB Combustion Engineering
Allison Gas Turbine
American Express
Bank of America
Bell Atlantic International
Caltex Asia Ltd.
Cigna Worldwide
Citibank
Ernst & Young
Gas Venture Advisors
General Electric
IBM Indonesia
Ingersoll Rand
Intel
Johnson & Johnson
Motorola Semiconductor
Motorola International Cellular Infrastructure
JP Morgan
Ogilvy & Mather (PT Indo-Ad)
Regent Lighting
Siemens
Warner Lambert

Companies which will try program in 1993
Advanced Micro Devices
Asian Wall St. Journal
Bristol Myers Squibb
Burson Marsteller
CSN & Associates
Caltex
Chicago Bridge & Iron
Compaq
PT Corelab
Digital Equipment Corp.
Hewlett Packard
IBM
IMS, a Dun & Bradstreet Co.
International Systems Management
Mattel Toys
Mission Energy
Occidental
Regent Hotel
Salomon Brothers
Seagate

Shell
Siamtec
Spirax Sarco
Texas Instruments
3M
Uniroyal
Warner Lambert

Companies which have formalized program
Freeport-McMoRan
NYNEX Network Systems
AT&T Network Systems

U.S. - Asia Pacific Economic Cooperation / APEC
Partnership for Education :
A Project of the Home Country Co-op Placement Program

Northeastern University (NU) and its Network of 8 Co-op Education Institutions (•)
Administrative Center - Office of International Cooperative Education
360 Huntington Avenue / ST502 / Boston, MA 02115 / FAX: 617-437-3444 / TEL: 617-437-4221

Co-op Highlights / 92

Freeport Expands Co-op Program with the U.S.-APEC Co-op Project

Freeport McMoRan, Inc. (FMI) (HQ), New Orleans, LA, U.S., a Forune 500 company, has a long term gold mining contract with **PT Freeport Indonesia** FMI is recruiting Indonesian students from NU and its Network for their Co-op Placements and Executive Training Program in support of their expanding operations in Indonesia.

James R. Moffet, Chairman, has made a major commitment to the Program and has recently appointed **Robert Gettys**, Assistant Vice President, Human Resources Development (HRD), and **Jerry J. Folse**, Manager of Training and Human Resources Development, to coordinate the initial 6 undergraduate and 6 graduate placements in 1992-1993. **Rahman Akil**, a former co-op student from NU, was selected to be the Executive Trainee to Mr. Folse in related HRD activities for Indonesia. Campus visits will be made periodically to acquaint students with these opportunities.

In evaluating the Program with the students, **James R. Moffet** indicated that:

He was impressed from his meetings with the Indonesian students and the comments about their productive placements. According to **Jerry Folse**, he expressed interest "to deepen and broaden our commitment at Freeport McMoRan to the Co-op and Executive Training Program" and to recommend the APEC Co-op Project to our executives and supplier companies.

••••••••••••••••••••••••••

(•) Participating Institutions:

American University, Washington, D.C.
University of California at Fullerton, Fullerton, CA
Drexel University, Philadelphia, PA
Georgia State University International Consortium, Atlanta, GA
Northeastern University, Administrative Center, Boston, MA
Purdue University / Rochester Institute of Technology, Lafayette, IN
Rochester Institute of Technology, Rochester, NY
Virgina Institute of Technology, State University, Blacksburg, VA
and

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Kevin H. Polland, President, Indonesia Freeport Finance Company (IFFC), visited Northeastern, in March, 1992, and the University of California at Fullerton, in April, 1992, to interview students for initial placements. During his visits, he noted that:

FREEPORT, through IFFC, is engaged in starting new business units to produce and service over 9,500 employees. In this effort, many young people will have academic related work, or co-op placements in the U.S., prior to completing their U.S. education, in order to apply their technical and managerial skills as entrepreneurs and project managers in the Indonesian operations.

NYNEX - A Co-op Success Story

NYNEX Network Systems Company (NYNEX), (HQ), White Plains, NY, a Fortune 500 company, is engaged in providing worldwide services to the telecommunications sector. Since 1990, **Paul C. Duffy**, newly appointed Senior Vice President, Managing Director, has encouraged 9 co-op and executive training placements, including 5 placements with the U.S. -APEC Co-op Project.

In Indonesia, **Gerald F. Rossi**, Managing Director, and **Michael C. Heath**, recently appointed Vice President, Managing Director, Asia-Pacific, have been directly involved in placements for Indonesia, Malaysia, Singapore and Hong Kong. **Nicholas Claravino**, Senior Director, Asia-Pacific, at HQ, arranges the initial U.S. placements as requested by in-country managers.

Michael Heath comments that the work could not have been done as efficiently without **Jacquelyn Koh**, a Singaporean student, majoring in industrial engineering at NU. She is an outstanding co-op student and has a future with NYNEX NETWORK SYSTEMS COMPANY when she graduates. "I am recommending that all our business units participate in the U.S.-APEC Project with NU and its Network". Subsequently, a co-op placement was confirmed with NYNEX Malaysia.

Jacquelyn Koh, was invited to join the NYNEX negotiating team for a 1 billion U.S. dollar project in Thailand. She writes of her first six month co-op experience from Singapore, in February, 1992:

"I had a great experience to work almost round-the clock for many weeks with a dedicated group of diverse business professionals in submitting the proposal for a major first entry in the Thai telecommunications sector. My assignments included information research, analysis, organizing the support data systems for presenting a complex business proposal and the associated adjustments that had to be done throughout the entire negotiating process. We won the contract!"

From the Network: A total of 107 ASEAN students expressed interest in the Project and were pre-qualified for referral to the Center from the 8 co-op education institutions.

A company may have more than one country business unit. A Partial listing of undergraduate and graduate placements at participating U.S. related companies and designated country worksites - 1991-1992 :

ABB / Combustion Engineering, U.S.	2
Allison Turbine & Gas Division of General Motors, U.S.	1
American Express, Indonesia	2
PT Amerindo (Motorola International Cellular), Indonesia	1
AT&T Network Systems Company, U.S.	3
Bank of America, Thailand	1
Bell Atlantic International, U.S.	6
Caltex (Asia) Ltd., Singapore	1
Cigna Worldwide, U.S.	2
Citilbank, NA, Thailand,	1
Ernst & Young, Malaysia	1
Freeport McMoRan, U.S.	9
PT Freeport Indonesia, Indonesia	2
Gas Venture Advisers, U.S.	1
General Electric Aircraft Engines, U.S,	1
General Electric Power Systems, U.S.	1
PT Harvest International, Indonesia	1
Hill & Knowlton, U.S.	1
Hyatt Jakarta Aryaduta Hotel, Indonesia	1
PT Indo-Ad, Indonesia	1
INTEL, Malaysia	1
Johnson & Johnson Medical, Malaysia	1
Malaysia International Shipping, Malaysia	1
J. P. Morgan, U.S.	1
Motorola International Cellular, U.S.	1
Motorola Semiconductor, U.S.	1
NYNEX Network Systems Company, U.S., Indonesia, Malaysia, Singapore	5
Salomon Brothers, U.S.	1
Sears Buying Services, Singapore	1
PT Siemens, Indonesia	2
Siemens Energy & Automation, U.S.	1
Warner Lambert Company / Indonesia	1
Total Number of Companies: 32	
Total Number of Placements: 56	

A partial listing of 15 companies are considering an additional 29 placements during 1992 for 1992, or for 1993, including U.S. business units and/or affiliates in: Indonesia: **Badger Engineering** (1), **Bristol Myers Squibb** (1), **PT Chicago Bridge and Iron** (2), **IBM INDONESIA** (4) ; Malaysia: **Caltex** (2), **Occidental Petroleum** (1), **Ernst & Young** (2), **NYNEX** (2) ; Singapore: **COMPAQ Computer** (2), **Ingersoll - Rand** (4 in ASEAN), **Johnson & Johnson Medical** (2 in ASEAN), **Motorola International Cellular** (2) ; Thailand: **Siamtec Ltd.** (2) ; Hong Kong: **Bristol Myers Squibb** (1), **NYNEX** (1)

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In Indonesia

Minister Cosmas Batubara Ministry of Manpower, agreed to the establishment of a Centre for Cooperative Education, in response to the U.S.-APEC Human Resources Development (HRD) Initiative, as outlined by **Dr. Payman J. Simanjuntak**, Director - General of Industrial Relations and Labor Standards, who serves as Chairman of an Inter-Ministerial Committee on Co-op Education Programs. The Centre will disseminate information to employers about co-op practices. A package of incentives for education and training costs is available to employers under Article #770, Ministry of Finance in 1991.

Prof. Leonard Zion, Program Coordinator, conducted the Seminar on "The Advantages of Cooperative Education", on January 17, 1992, to 30 participating agencies, enterprises and 25 American companies, co-sponsored by the Ministry of Manpower and the Co-Production Board, BPKKA, affiliated with PERTAMINA, the national oil company, Ministry of Energy & Mines. **Michael C. McGowan**, General Manager, **PT Ganesha Aggies Jaya**, is Chairman of the Human Resources Committee, AMCHAM INDONESIA.

In Singapore

Placements were made with **Caltex (ASIA) Ltd.**, **NYNEX Network Systems** and **SEARS Buying Services**. **Alan Goodyear**, Deputy Managing Director, **Deutsche Bank**, is the current Chairman of the Education Services Committee, AMERICAN BUSINESS COUNCIL OF SINGAPORE.

From The Philipines, Malaysia and Thailand:

Rosemary C. Kelly, APEC Assistant Project Coordinator, was hosted during her visit to Southeast Asia in late May and early June, 1992, by the Governing Boards of the AMERICAN BUSINESS COUNCIL OF MALAYSIA, AMCHAM THAILAND and AMCHAM PHILIPPINES. Companies which confirmed placements included the following: in Malaysia: **Ernst & Young** / **Intel** / **Malaysia International Shipping** / **Motorola Semiconductors** / **NYNEX**; in Thailand: **Bank of America** / **Citibank, N.A.** / **Siamtec Ltd.**

For further Information, please contact:

Dr. Robert E. Vozzella, Dean, Department of Cooperative Education, Northeastern University, and Director, Office of International Cooperative Education; APEC Project Director;

Prof. Leonard Zion, Program Coordinator, Home Country Co-op Placement Program, including the APEC Project for Indonesia and Singapore;

Rosemary C. Kelly, Assistant APEC Project Coordinator, including The Philippines, Malaysia and Thailand;

Alane Sullivan, APEC Project International Placement Counselor.

Northeastern University
NORTHEASTERN UNIVERSITY NETWORK
HOME COUNTRY CO-OP PLACEMENT PROJECT
Office of International Cooperative Education

Mr. David Brunell
Creative Associates International
5301 Wisconsin Ave NW, Suite 700
Washington, DC 20015

October 13, 1992

Dear David:

Listed below are supplementary resources contributed to the APEC Project by Northeastern and the Network institutions which are not accounted for in the approved budget.

In kind contributions:

American University	$11,227.00
Cal State Fullerton	4,500.00
Drexel University	6,100.00
Georgia State	8,214.00
Purdue University	5,700.00
Rochester Institute of Tech	7,400.00
Virginia Tech	7,778.00
	$50,919.00 TOTAL

50% of Retainer fee paid to Harvest International Inc by Northeastern University, from NU funds. Approximately 1/2 of Harvests' efforts during the past year has focused on supporting the APEC Project. 9,000.00

Photocopying, supplies and regular mailings done on a daily basis and not charged off to the APEC grant. 500.00

$60,419.00 . GRAND TOTAL

Hope the above information helps.

Sincerely,

Bob

Robert Vozzella
Dean, Cooperative Education

502 Stearns Center
Northeastern University
Boston, Massachusetts 02115
617-437-4221 (office) 617-437-3444 (fax)
948664 (telex)

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BUDGET SUMMARY AND COST SHARING BASED ON 91 & 92 ACTUAL EXPERIENCE

Network for International Cooperative Education
Administrative Center - Northeastern University

	YEAR I		YEAR II		YEAR III	
	USAID	N.U.	USAID	N.U.	USAID	NU
Personnel	$101,599	$61,860	$106,680	$64,953	$112,014	$68,201
Support Functions	$ 12,500	$ 6,000	$ 13,750	$ 6,000	$ 15,800	$ 6,650
Travel	$ 22,188	$10,594	$ 24,078	$ 11,339	$ 27,075	$ 12,163
Overhead	$ 32,578	$32,578	$ 34,418	$34,418	$ 36,741	$36,741
Institutional Participation Fees	$ 70,000		$ 73,500		$ 77,000	
Subtotals	$238,865	$111,032	$252,426	$116,710	$268,630	$123,755

Network Liaison Office in Asia Pacific Region

	USAID	USAID	USAID
Personnel	$22,500	$23,625	$24,807
Support Functions	$ 6,000	$ 6,800	$ 7,850
Capital Equipment	$ 3,500	xxxxxx	xxxxxx
Travel	$ 7,500	$ 8,275	$ 9,154
Cost of Liaison Office	$39,500	$38,700	$41,811
Total Cost of Apec-Network Project to USAID	$278,365	$291,126	$310,441

GRAND TOTAL OVER 3 YEARS: USAID: $879,932 N.U.: $351,497

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Bank of America, Thailand	1
Bell Atlantic International, U.S.	6
Caltex (Asia) Ltd., Singapore	1
Cigna Worldwide, U.S.	2
Citibank, NA, Thailand,	1
Ernst & Young, Malaysia	1
Freeport McMoRan, U.S.	9
PT Freeport Indonesia, Indonesia	2
Gas Venture Advisers, U.S.	1
General Electric Aircraft Engines, U.S,	1
General Electric Power Systems, U.S.	1
PT Harvest International, Indonesia	1
Hill & Knowlton, U.S.	1
Hyatt Jakarta Aryaduta Hotel, Indonesia	1
PT Indo-Ad, Indonesia	1
INTEL, Malaysia	1
Johnson & Johnson Medical, Malaysia	1
Malaysia International Shipping, Malaysia	1
J. P. Morgan, U.S.	1
Motorola International Cellular, U.S.	1
Motorola Semiconductor, U.S.	1
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APPENDIX G

Electronic Conferencing and Networking

For Individuals

The Meta Network gives you access to the on-line world of electronic mail and electronic conferencing -- where you can meet and interact with a wide variety of other people who are concerned, smart, friendly, and conversational.

For Teams and Groups

You and your colleagues can use private conferences on *The Meta Network* to brainstorm possibilities, make decisions, develop plans, manage projects, and stay in high-quality and continuous contact with each other in spite of busy calendars, complex travel schedules, and multiple work locations.

For Organizations

Your entire organization can operate on-line on *The Meta Network* -- and use it to support your strategic goals, distribute information electronically, manage organizational change and "total quality" programs, open up communication, build a learning organization, and create new channels of comunication with your clients and with your other constituencies.

Electronic conferencing can enhance virtually all functions in an organization --including decision making and planning, project management, product development, dealer support, marketing and sales, customer support, and internal communication.

Where electronic conferencing makes its most significant contribution is when it is used to support the management of change in an organization.

For ten years, Metasystems Design Group has helped leaders understand the new on-line communication technologies and bring the advantages of these tools to their organizations in ways that support their strategic objectives.

Metasystems Design Group, Inc.
2000 North 15th Street, Suite 103
Arlington, Virginia 22201
E-mail: info@tmn.com
Phone: 703-243-6622
Fax: 703-841-9798

The Meta Network

For Individuals,
Teams, Groups,
& Organizations

The Meta Network is an on-line "metanet" of networks and networkers.

All you need to access *The Meta Network* is any computer with a modem.

You can log on at any time of the day or night and from just about anywhere in the world.

The Meta Network provides on-line group support tools -- including electronic mail, electronic conferences, databases, and file libraries -- to individual members, businesses, private networks, and other groups and organizations.

Many different groups and organizations use *The Meta Network* for private conferences. Examples include small businesses, teams of managers and executives in large corporations and government agencies, national and international professional associations, and a wide variety of special interest groups.

Whether you join as an individual or as a member of a private group -- you can participate in any of the "open conferences" where discussions cover such topics as politics, leadership, organizational change, public policy, travel, technology, personal and professional development, education, the arts, social change, and global issues.

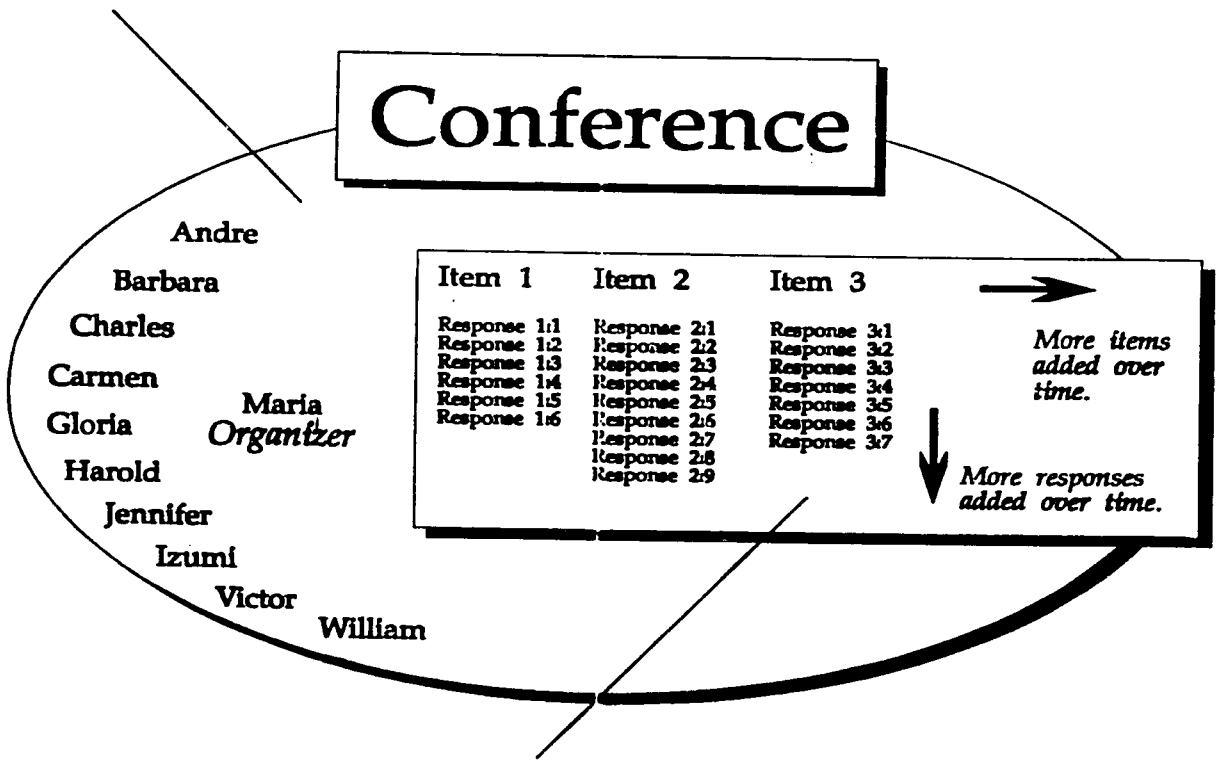
You also can exchange e-mail with virtually anyone who has an electronic mail address on almost any on-line system in the world.

An "electronic conference" is first and foremost a gathering of people meeting for a purpose.

One or more of the participants in a conference is designated as the organizer -- or moderator -- of the conference. Organizers are responsible for the management and overall success of a conference in much the same way as leaders of face-to-face meetings.

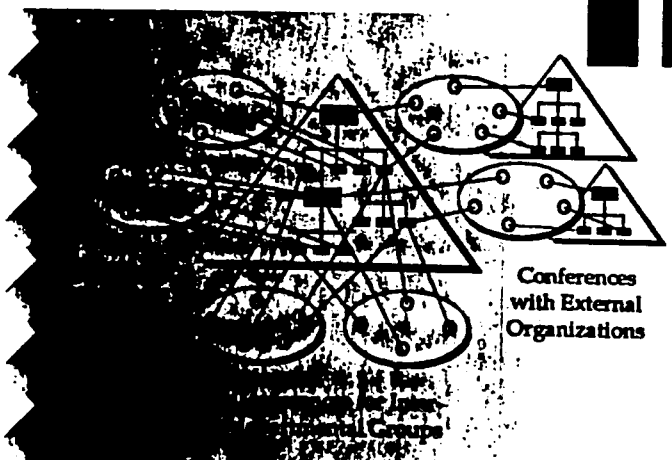
Some conferences are very large with hundreds of active participants.

Others are tightly focused and serve small, private groups.



The on-line discussions in a conference are called "items." After you read an item you are prompted for a "response" -- which is then appended to that item. Items are fully searchable and can be indexed by the conference organizers.

The system keeps track of which items and responses each participant has seen and you are automatically informed when new items or responses have been added. When you read new responses and new items they are shown to you in the order in which they were added. You feel like you are interacting in ongoing conversations with the other participants -- *even though you are not physically in the same place, nor are you all "on" at the same time.*



Conferences with External Organizations

[illegible] group in the formal structure [illegible] organization can have its own [illegible] – or several – where you [illegible] measure of your *work* on-line. [illegible] to go back and check on your [illegible] and discussions provides [illegible] a powerful group memory [illegible] greatly enhances organizational [illegible] integration of new team [illegible]

[illegible] and interdepartmental [illegible] similar benefits, particularly [illegible] since to be effective *all* task [illegible] committees, boards and councils must meet – either in *real* time and space or in *virtual* time and space.

Where electronic conferencing makes its

(continued)

(continued)

most significant contribution is when it is used to support the *management of change* inside an organization -- and the *management of relationships* between the organization and its suppliers, dealers, and customers and clients.

With electronic conferencing -- the critical organizational functions of product development, marketing and sales, and customer support can be fully integrated.

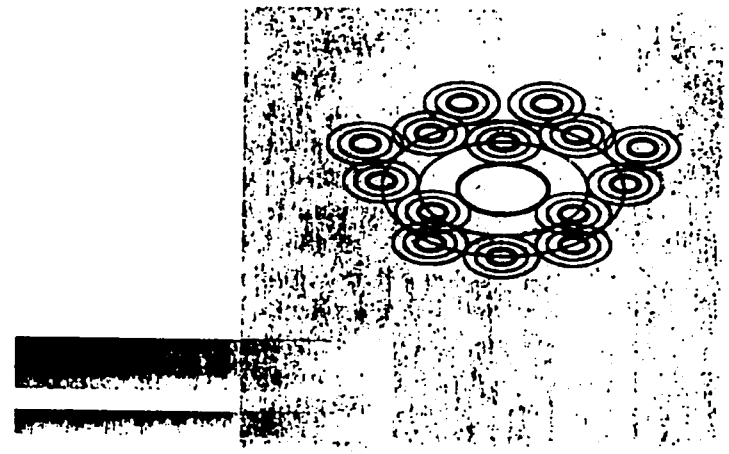
Enterprise networking is the new competitive edge -- and electronic conferencing is the new business frontier.

◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆

For ten years, Metasystems Design Group has helped leaders understand the new on-line communication technologies and bring the advantages of these tools to their organizations in ways that support their strategic objectives.

Call us. *We can have you up and running tonight if you're on a tight schedule.*

Metasystems Design Group, Inc.
2000 North 15th Street, Suite 103
Arlington, Virginia 22201
E-mail: info@tmn.com
Phone: 703-243-6622
Fax: 703-841-9798



The Meta Network

Private Conferences For Groups & Organizations

A wide variety of groups and organizations use *The Meta Network* host system for their own private conferences. You can too. Only those persons you designate will be granted access to your private conferences. Each of your members will receive a copy of the *Guide to The Meta Network* that explains how to access and use the system. Also, a telephone "hot line" is available to answer any questions your members have as they gain experience in getting online and learning to use a computer conferencing system. Over the years, we have helped thousands of people get online. We have heard every possible question about modems and communications software -- and we take pride in our friendly, personal style in responding to people's requests for assistance.

Based on our experience in working with many different kinds of organizations, we believe the integration of this medium into the development of your organization is the most important benefit you will gain -- and this almost always requires some consulting and training. We will be happy to work closely with you to design services that match your situation.

Fees

Conferences: *(Private file libraries are charged at the same rate as conferences.)*

Initial private conference setup fee . . . . . $ 50.00
Monthly private conference maintenance fee . . 25.00

Participants: *(Monthly statement contains breakdowns by individual.)*

Initial registration fee for each individual $15.00
Monthly membership fee per individual . . . . 20.00 *
SprintNet surcharges, per hour . . . . . 6.75 **

Access

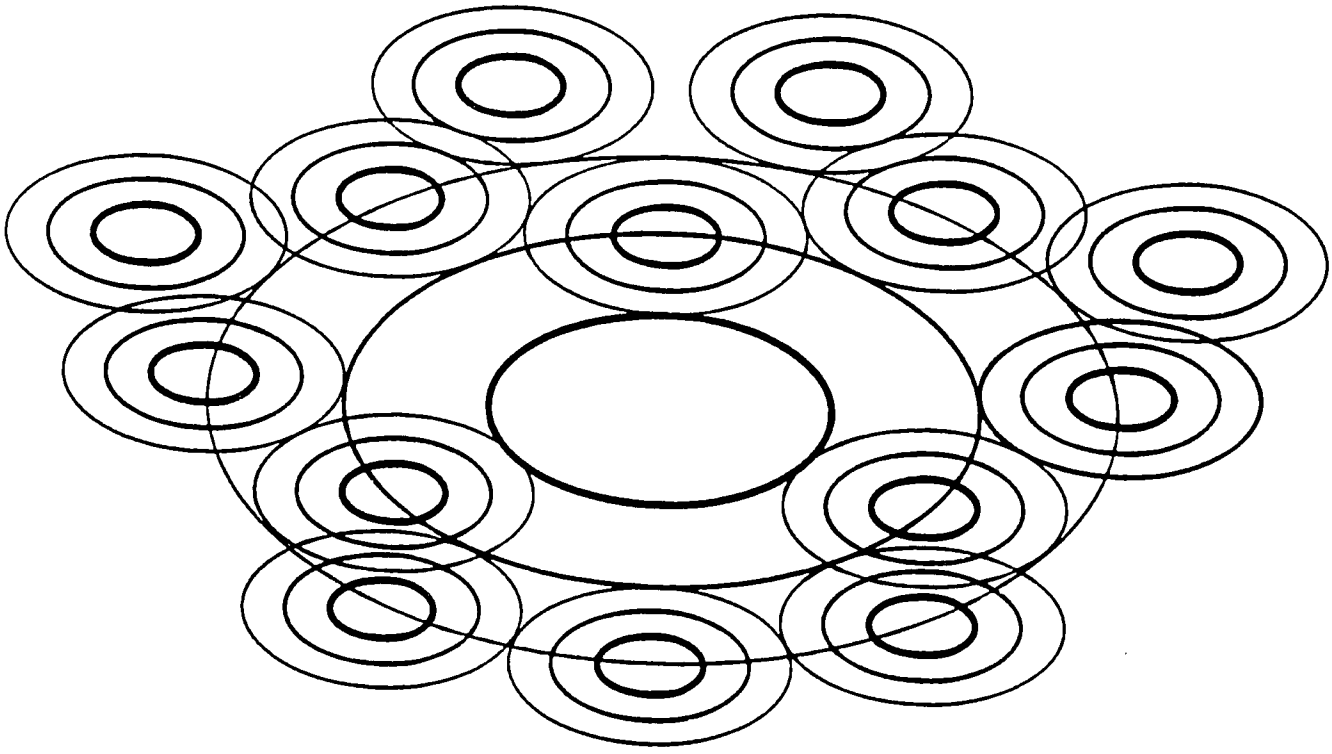
* The $20 per month is a "flat fee" -- which means your members can access our host computer as often as they want and stay online for as long as they want. There are no other costs if they are in the local Washington DC dialing area. If your members are outside the Washington DC area, their only additional costs will be whatever they pay for their own long distance telephone charges.

** *The Meta Network* can also be accessed through the SprintNet data network (formerly Telenet) for a surcharge of $6.75 per hour. This method of accessing *The Meta Network* is recommended for users outside the Washington DC area because it is highly reliable, available in almost any city in the continental U.S., and usually costs much less than regular long distance telephone charges. (Our SprintNet connection also is available -- at higher but still economical rates -- from Alaska, Hawaii, and most countries in Europe and Asia.)

In addition to proprietary conferences for businesses and other private groups, The Meta Network is the electronic home for a wide variety of other organizations. Here's a sampling:

American Bar Association; Iris Network for Teachers; Arts Wire network for artists and arts organizations; Union Institute; Animal & Plant Health Inspection Service, USDA; Open Space Technology Network; Association for Humanistic Psychology; The Chaos Network; Institute for Transpersonal Psychology; Pathwork Foundation; International Forum for Child Welfare; Center for the New West; Innovation Associates; Omega Institute.

The Meta Network



Metasystems Design Group, Inc.
2000 North 15th Street, Suite 103
Arlington, Virginia 22201 U.S.A.

E-Mail: info@tmn.com
Modem: 703-243-9696
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The Meta Network (TMN) was started in 1983 with a vision of using information technologies to enhance organizations and empower people -- and in the process, to contribute to ".... *closing the gap between the human condition and the human potential.*"

Because TMN is, literally, a network of networks and networkers, many people refer to TMN simply as *"the metanet."* We also regard TMN as a *virtual community*. As in any community, our behavior is shaped by the values we share. In particular we promote the values of candor, cooperation and creativity in our online communication.

Individual members of The Meta Network represent a wide variety of professions, points of view, experience and education. What we all have in common is the realization that our individual efforts are amplified by the mind-to-mind connections we are able to make and sustain over our network.

Whether you join The Meta Network as an individual member or use TMN as part of a private group, you will have access to the full spectrum of online capabilities that comprise the system. You will receive a copy of the *Guide to The Meta Network* that provides you with an overall familiarity with the structure of the system and instructions for using the features.

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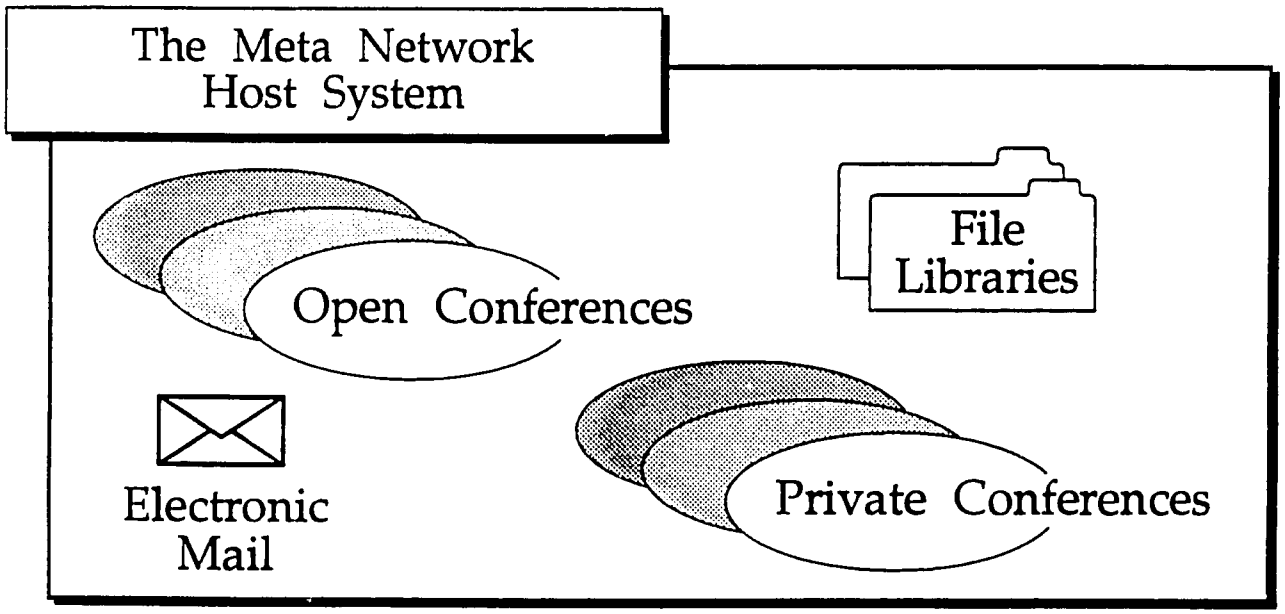

Conferences, E-mail and File Libraries

These pages provide you with an overview of the online environment you enter when you log on.

"The Meta Network" (TMN) is the name of both the community you have joined and the host system. When you log on, you enter *spaces*-- called "conferences" -- which contain group discussions. You also can send private electronic mail (E-mail) messages to one or more other members. And, you can access online databases and file libraries.

The Meta Network system supports a wide variety of different conferences. Some are open to everyone with an account on the system and others are private.

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Caucus is a Copyright and Trademark of Camber-Roth

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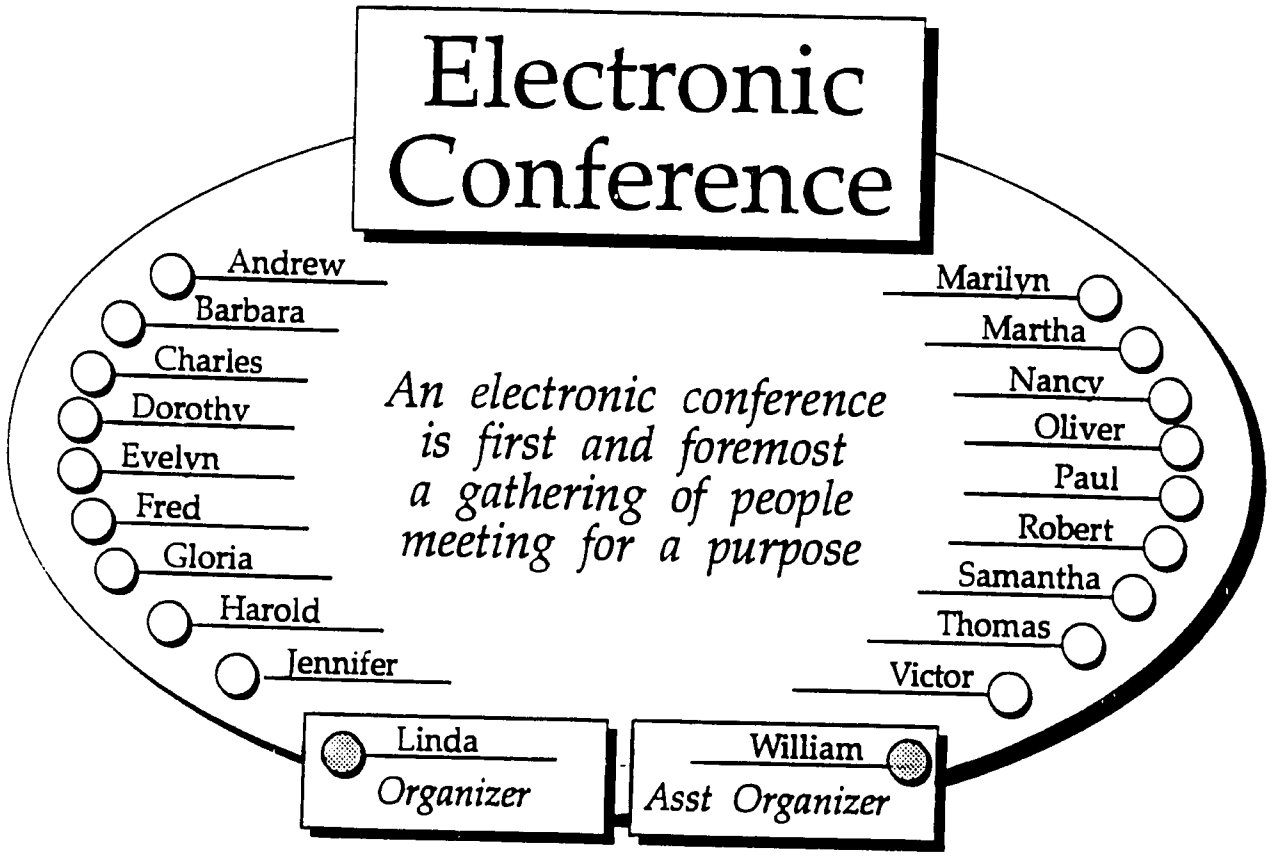
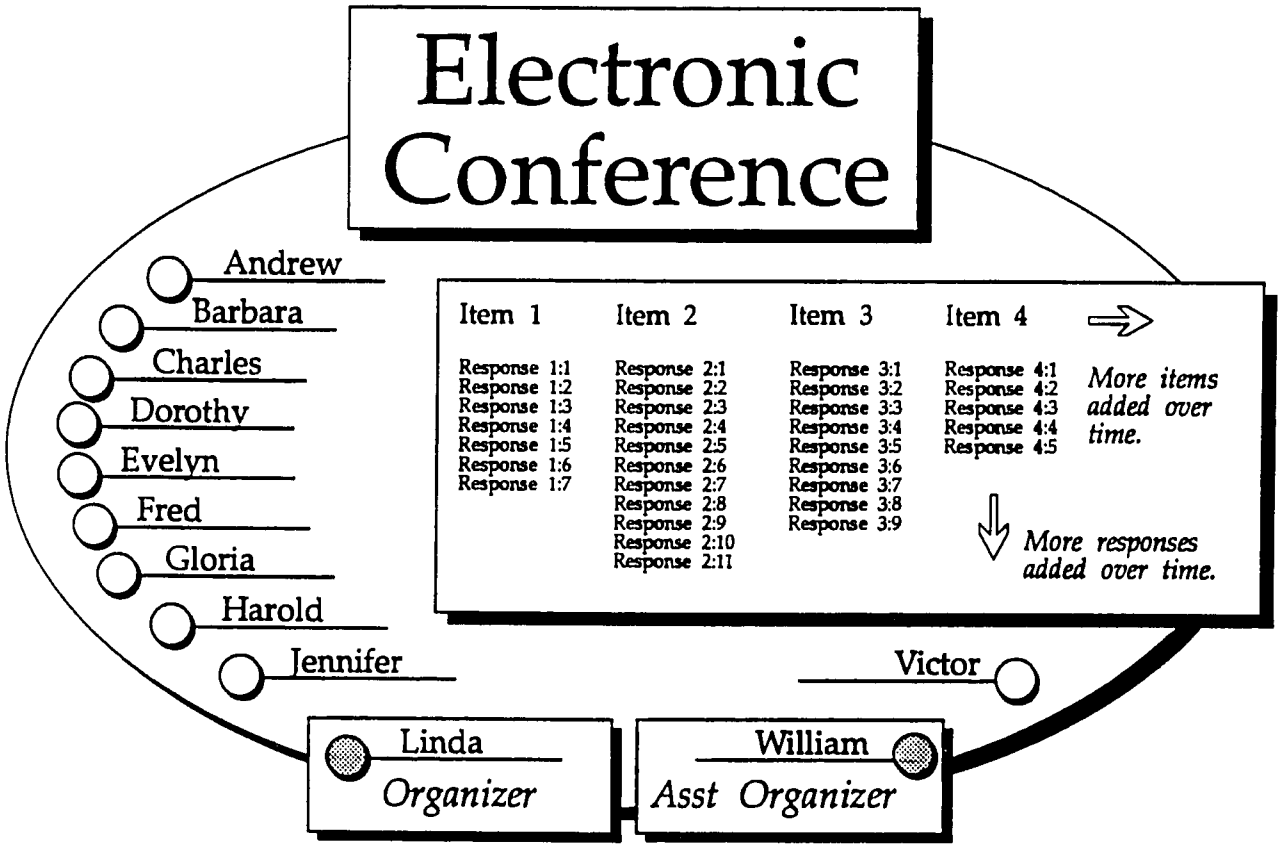


What is a conference

The first prompt you see after you enter your ID and password is "`Join which conference?`" You are always *in* a conference, even when you are sending electronic mail or searching a database or file library.

Conferences are organized for different purposes, which are usually reflected in the name chosen for the conference. Conferences tend to develop different "personalities" – for instance, some are fast-paced with a lot of action and free and open discussion. Others may move more slowly, with members' remarks more deliberate or reflective. Some are working conferences with agendas and a tight focus.

In other words, a conference is shaped by its purpose, its organizer and its members.



Inside a conference

The diagram above depicts the structure of a conference. The group discussions in a computer conference are called "Items." After you read an Item you are prompted for a Response -- and if you add a Response it is appended to that Item.

A conference with a large number of participants can grow over time to contain many Items -- and an Item can grow to have many Responses.

Each Item is given a one-line title by the author of the Item. The name of the author and the date and time the Item was entered are automatically added by the host system software. Items are numbered sequentially.

286

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File Libraries

A conference may have an attached file library for storing lengthy documents, reference materials, or binary files.

Conference Organizers

One or more of the participants in a computer conference are designated as the "organizers" of the conference. Sometimes called "moderators" or "facilitators" -- the organizers are responsible for the management and overall success of a computer conference in much the same way as leaders of *face-to-face* meetings.

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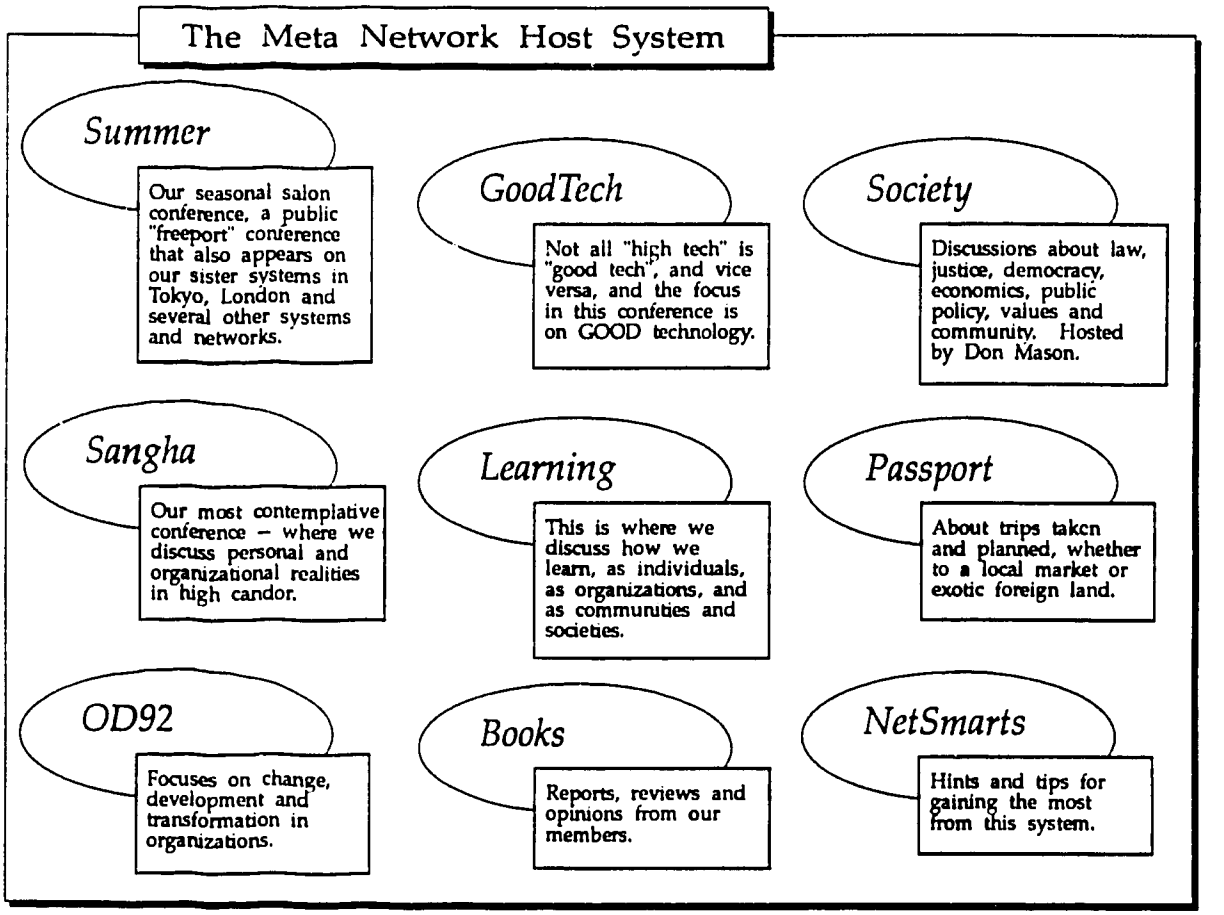

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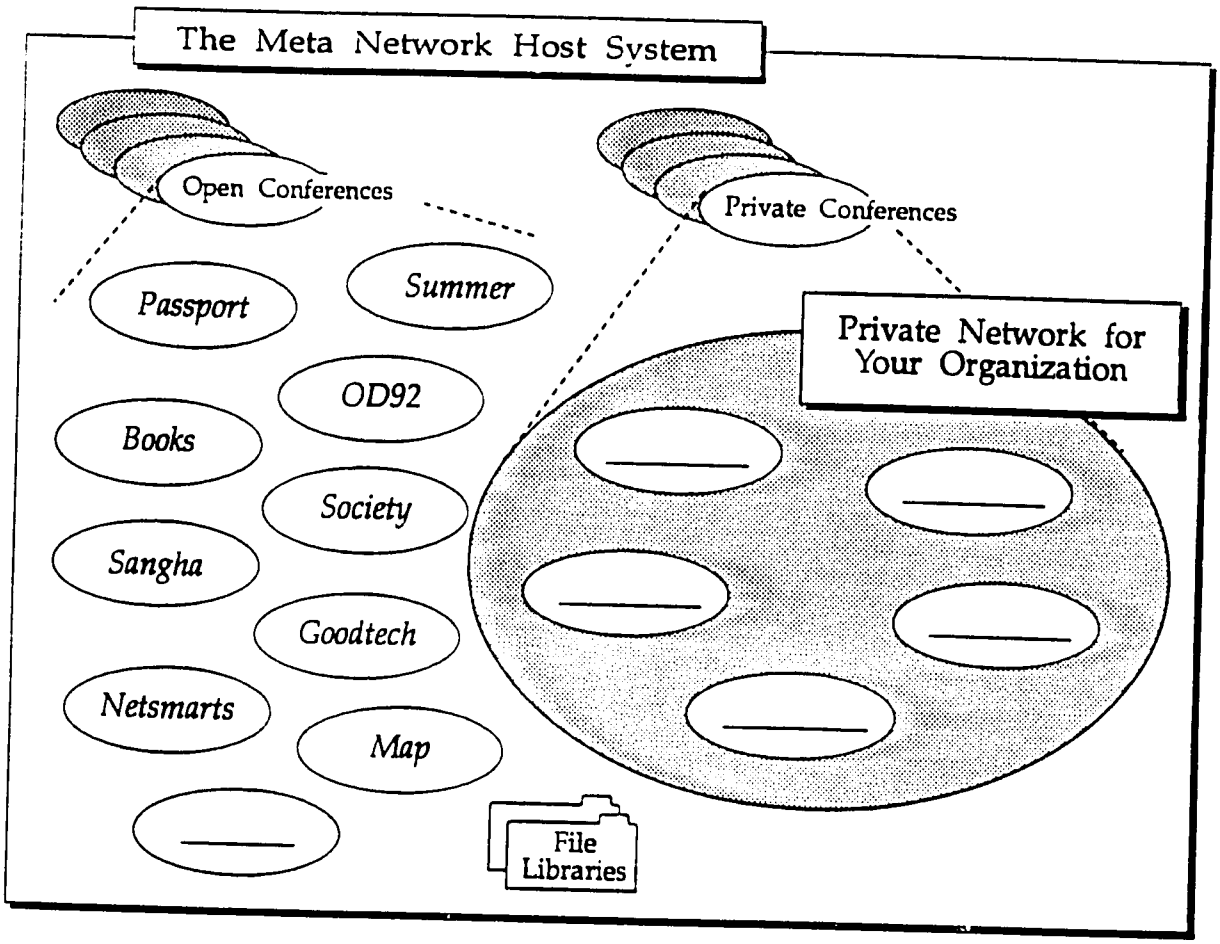

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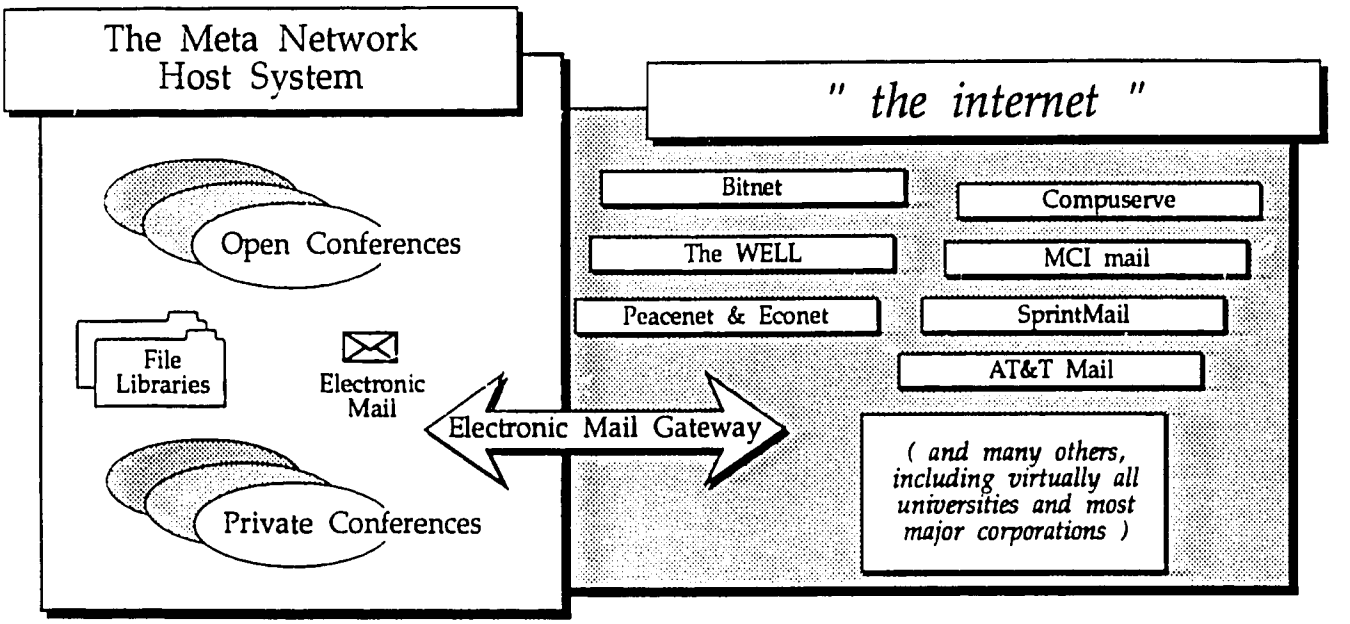

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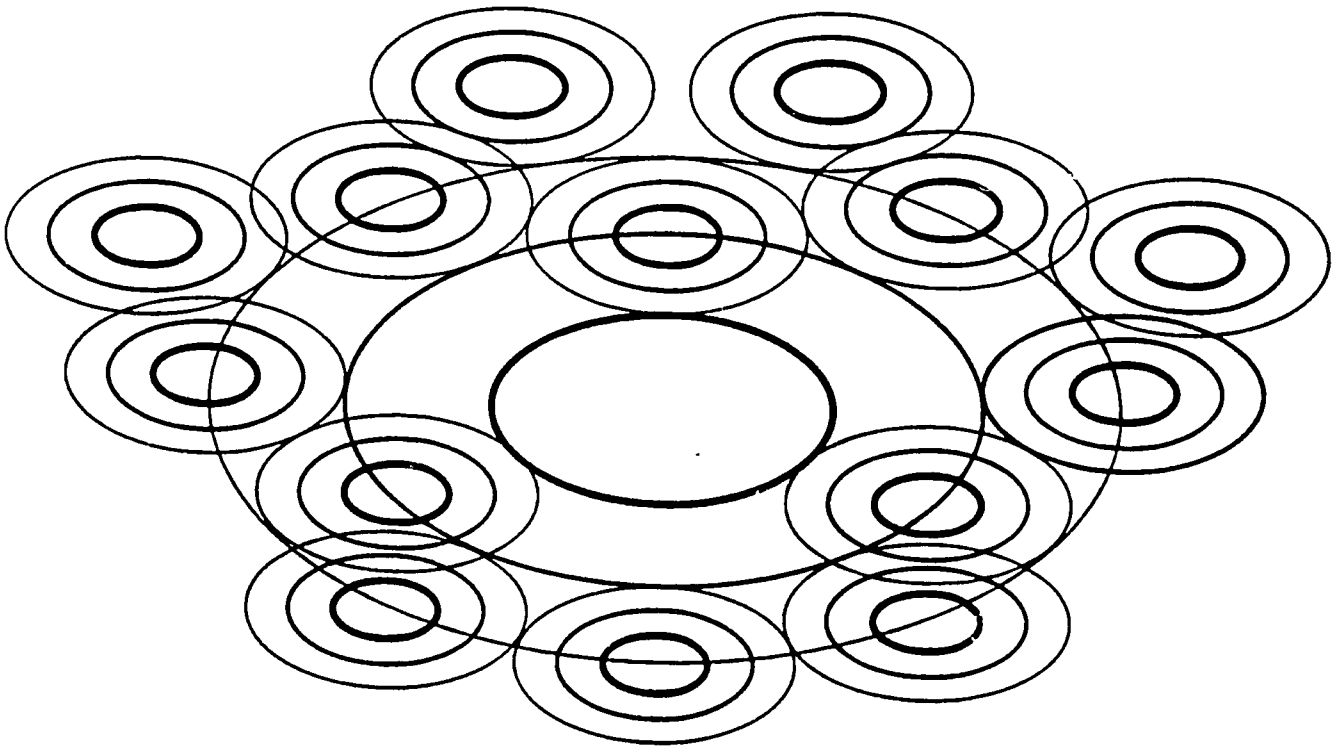

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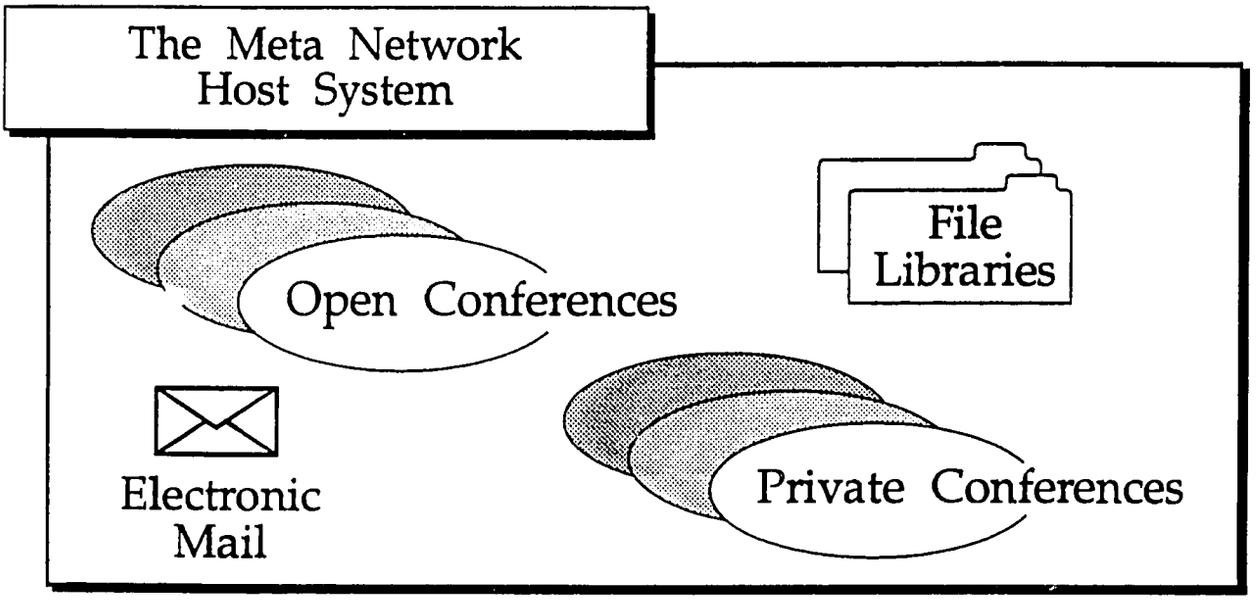

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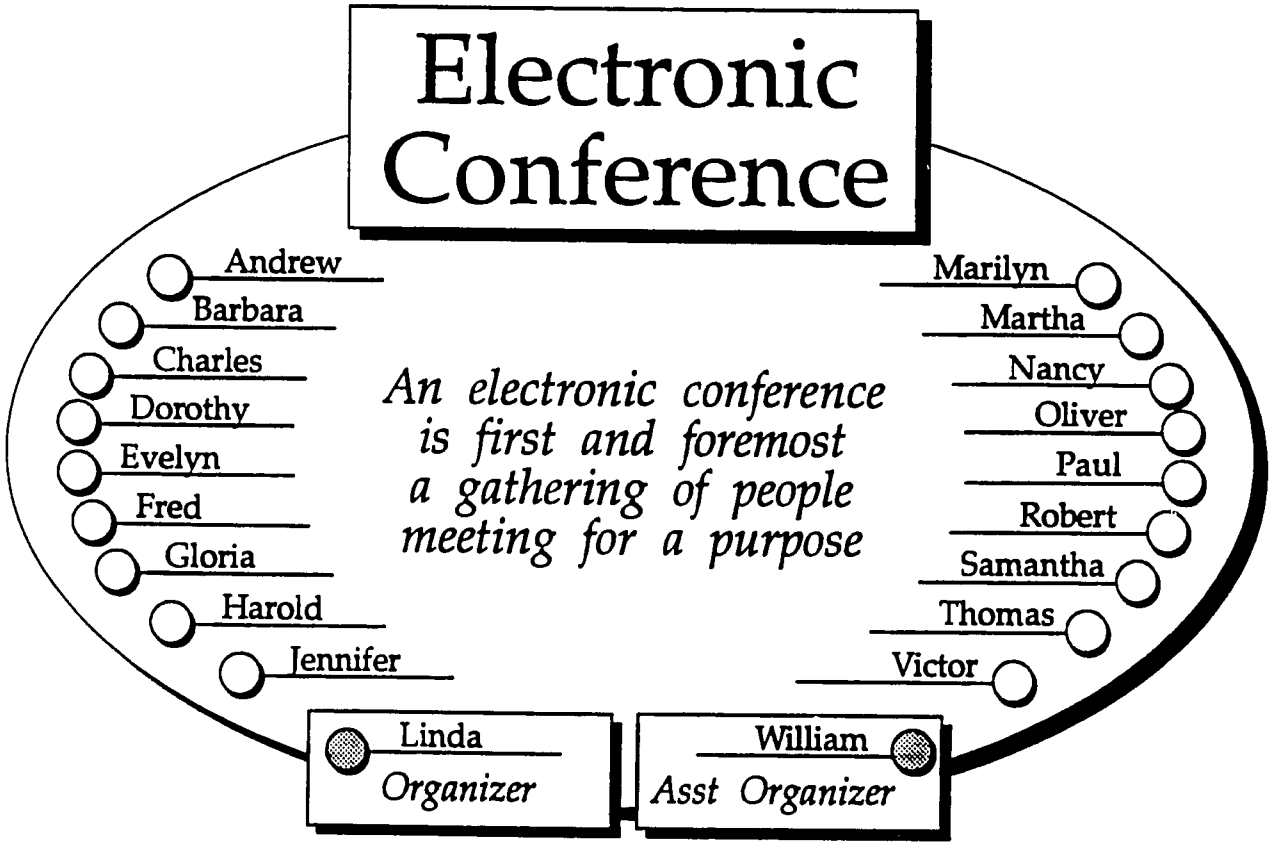

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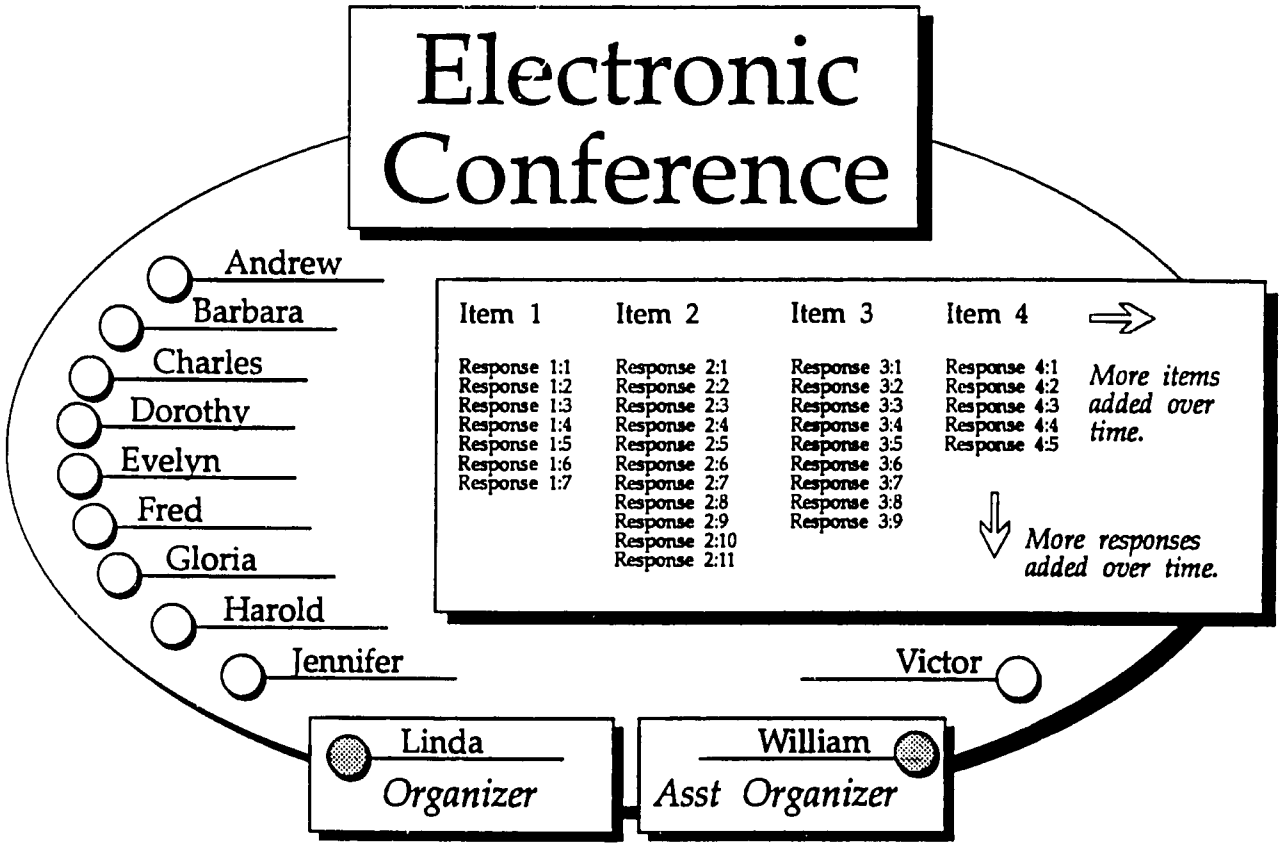

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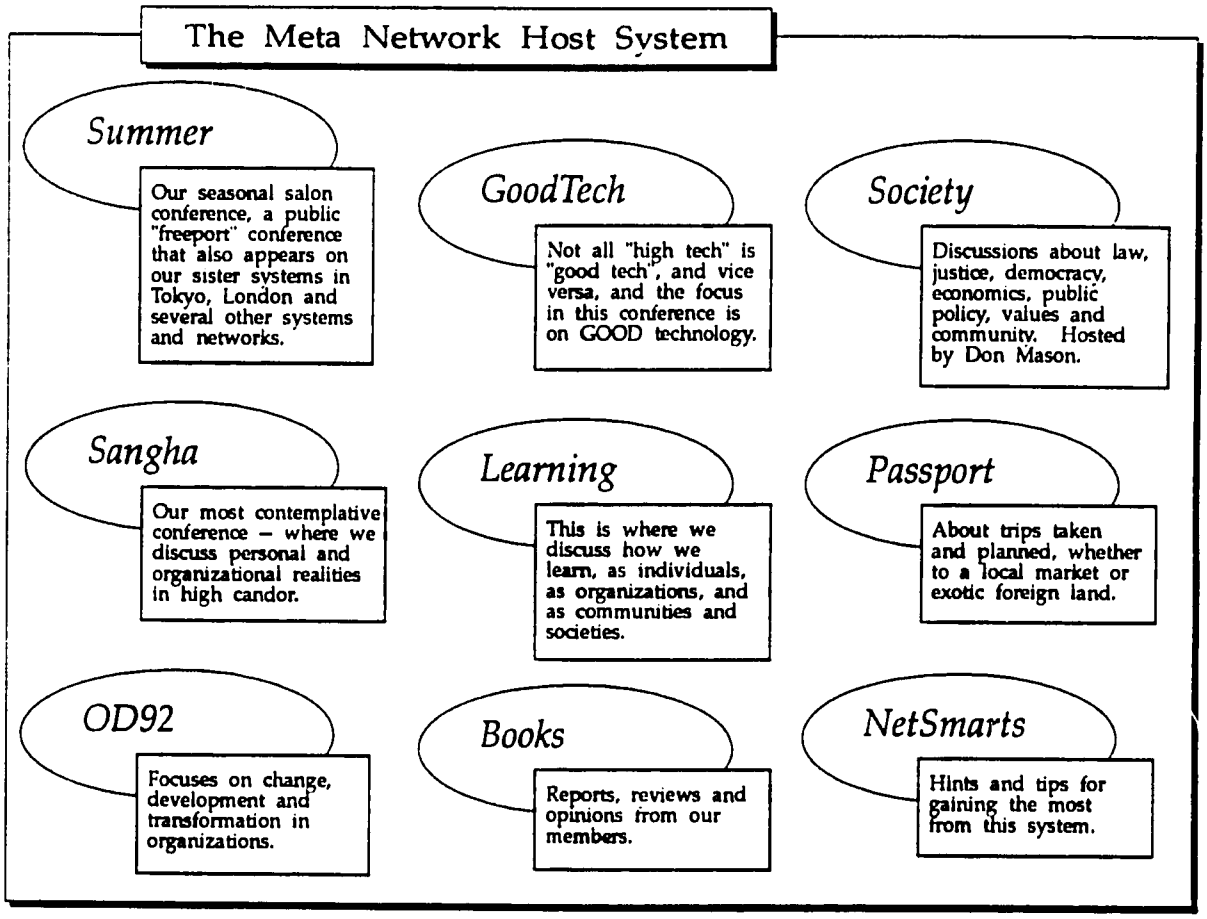

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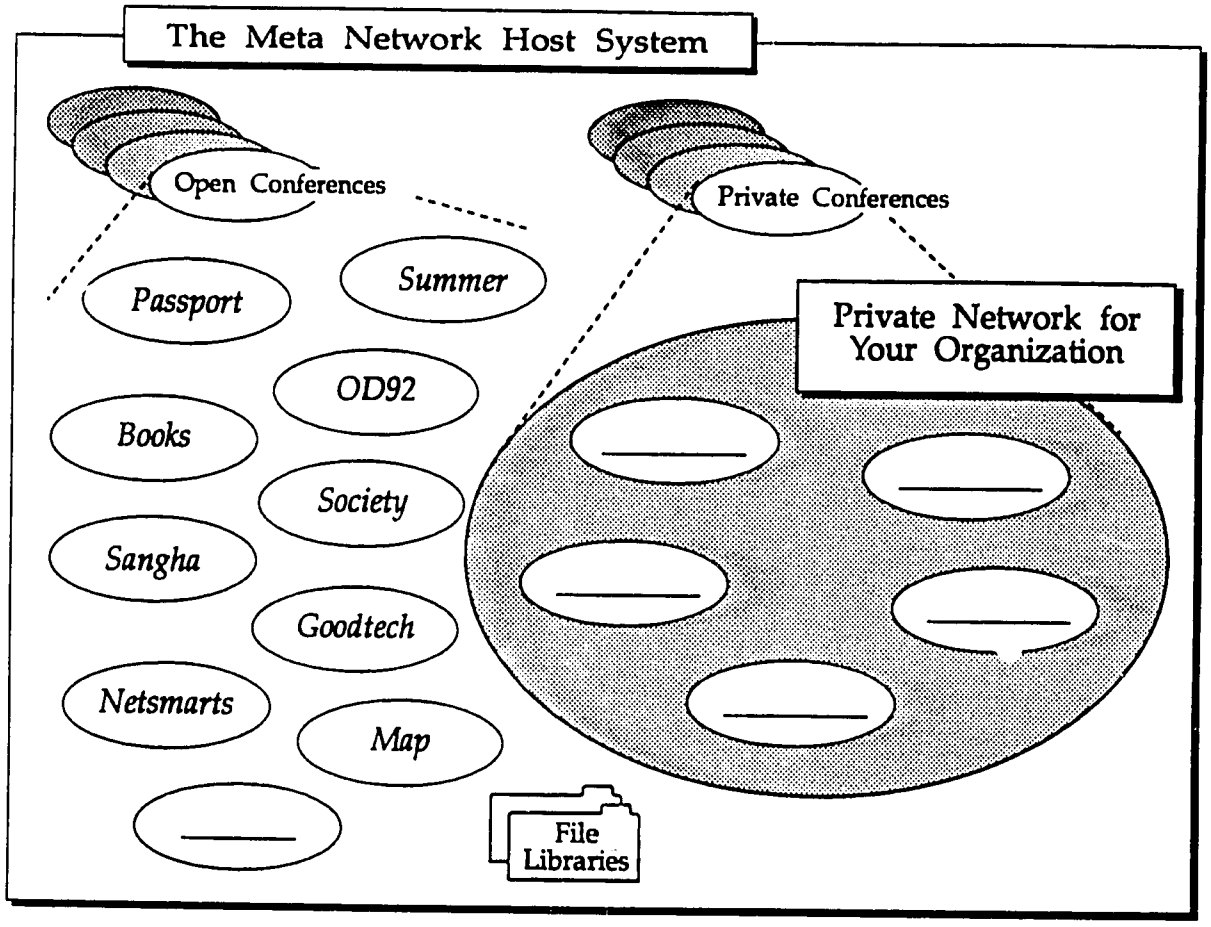

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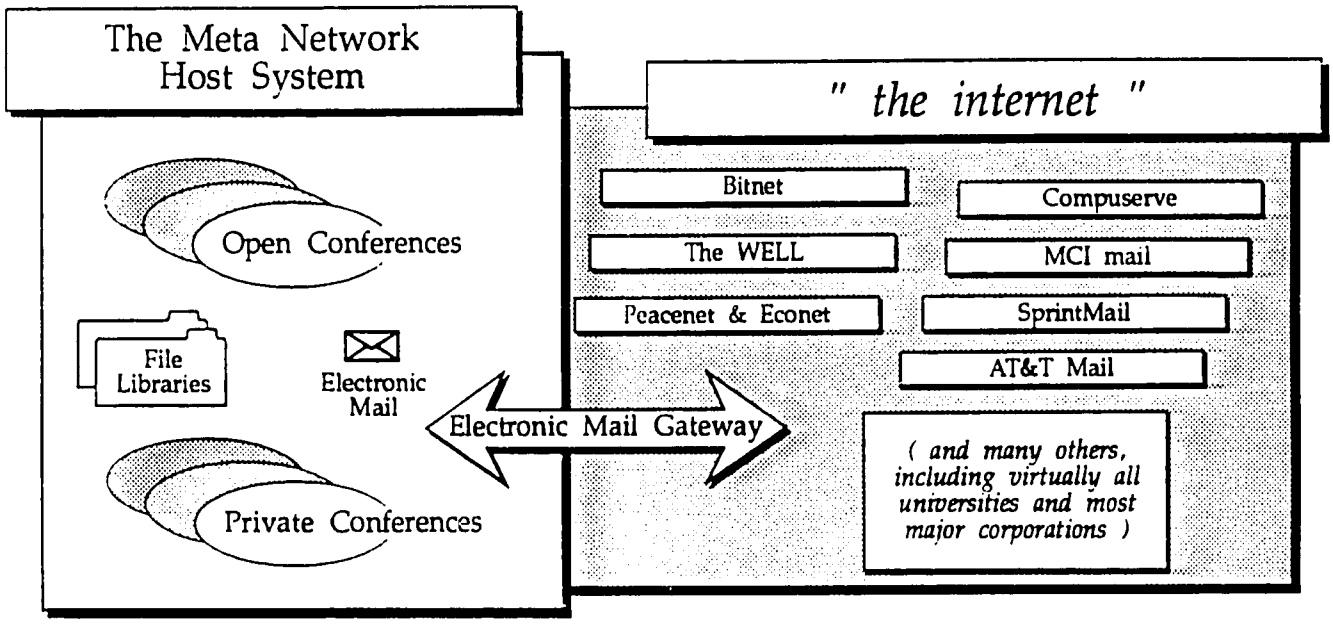

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Arlington, VA 22201

TO:

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APPENDIX H

Quarterly Update Cable to the Field

OUTGOING TELEGRAM

AGENCY FOR INT'L DEV.
TELECOMMUNICATIONS CENTER

PAGE 01 OF 05 STATE 355132 301402Z 3540 032102 AID2394
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APPROVED BY: AID/ASIA/DR/TR:TNICASTRO
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USIA:SBORJA (DRAFT) EDUCATION:SEASTON (INFO)
NSF:MPOATS (INFO) AID/ASIA/DR/TR:KAJONES (DRAFT)
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E.O. 12356: N/A

TAGS:

SUBJECT: UPDATE ON ASIAN PACIFIC ECONOMIC COOPERATION (APEC) PARTNERSHIP FOR EDUCATION

1. PLEASE PASS THIS CABLE TO APPROPRIATE PERSONS/OFFICE IN U.S. EMBASSY AND USIS POSTS. THIS IS AN A.I.D./STATE/USIA APPROVED CABLE.

2. SUMMARY: THE AGENCY FOR INTERNATIONAL DEVELOPMENT (A.I.D.) HAS BEEN THE LEAD USG ORGANIZATION RESPONSIBLE FOR THE APEC PARTNERSHIP FOR EDUCATION SINCE ITS IMPLEMENTATION IN 1991. THE OTHER PARTICIPATING USG AGENCIES INCLUDE THE U.S. INFORMATION AGENCY, THE DEPARTMENT OF EDUCATION AND THE NATIONAL SCIENCE FOUNDATION. THIS CABLE UPDATES THE IMPLEMENTATION OF ACTIVITIES AND OUTLINES FUTURE OR PLANNED ACTIVITIES.

3. THE APEC PARTNERSHIP FOR EDUCATION CONSISTS OF THREE COMPONENTS:

-- UNIVERSITY PARTNERSHIPS: 28 PARTNERSHIPS LINKING U.S. UNIVERSITIES WITH ASEAN AND SOUTH PACIFIC ISLAND UNIVERSITIES IN BUSINESS EDUCATION, SCIENCE AND ENGINEERING.

-- OUTREACH AND COOPERATIVE EDUCATION: PUBLICATION OF THE ASPIRE NEWSLETTER, ESTABLISHMENT OF THREE REGIONAL CENTERS AND THE AWARD OF 28 INCENTIVE GRANTS TO UNIVERSITIES FOR INTEGRATION AND RE-ENTRY ACTIVITIES FOR ASEAN AND SOUTH PACIFIC ISLAND STUDENTS STUDYING IN THE U.S.; REGISTRATION

STATE 355132 301402Z 3540 032102 AID2394

WITH PETERSON'S CONNEXION AT NO COST FOR ASEAN AND SOUTH PACIFIC ISLAND STUDENTS TO IDENTIFY EMPLOYMENT OPPORTUNITIES IN THEIR HOME COUNTRY; AND HOME COUNTRY PLACEMENT OF 52 ASEAN STUDENTS INTO COOPERATIVE EDUCATION INTERNSHIPS WITH THE U.S. PRIVATE SECTOR.

-- PRIVATE SECTOR TRAINING: A.I.D. WILL BE EXPANDING THIS COMPONENT AS A RESULT OF DEVELOPING OPPORTUNITIES AND COLLABORATIVE EFFORTS WITH OTHER USG AGENCIES.

4. THIS UPDATE CABLE WILL BE SENT QUARTERLY TO THE FIELD. ANY COMMENTS OR INPUT ARE HIGHLY APPRECIATED AND SHOULD BE SENT TO RANDY YAMADA, APEC PROJECT COORDINATOR, AID/ASIA/DR/TR. TEL: 202-647-2658, FAX: 202-647-1805. END SUMMARY.

5. THE APEC PARTNERSHIP FOR EDUCATION CONSISTS OF THREE COMPONENTS:

- O UNIVERSITY PARTNERSHIPS (IN THE FIELD OF (1) SCIENCE AND ENGINEERING AND (2) BUSINESS EDUCATION).
- O OUTREACH AND COOPERATIVE EDUCATION.
- O PRIVATE SECTOR TRAINING.

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6. THE APEC UNIVERSITY PARTNERSHIPS ARE TO ESTABLISH SUSTAINABLE LINKAGES BETWEEN U.S. WITH ASEAN AND SOUTH PACIFIC ISLAND UNIVERSITIES TO ENSURE THAT HIGHER EDUCATION AND TRAINING KEEPS PACE WITH TECHNOLOGICAL DEVELOPMENTS IN THE REGION. EACH UNIVERSITY PARTNERSHIP RECEIVES A $100,000 GRANT FOR A 1 - 2 YEAR PERIOD. THE AWARDS WERE AS FOLLOWS:

A. APEC PARTNERSHIPS FOR SCIENCE AND ENGINEERING: SUPPORTED THROUGH THE U.S. NATIONAL SCIENCE FOUNDATION'S ENGINEERING RESEARCH CENTERS AND THE INDUSTRY/UNIVERSITY COOPERATIVE RESEARCH CENTERS. GRANTS WERE AWARDED TO THE PARTNERSHIPS IN THE FOLLOWING FISCAL YEARS:

FISCAL YEAR 1991

-- CARNEGIE MELLON UNIVERSITY WITH THE NATIONAL UNIVERSITY OF SINGAPORE.
TOPIC: DATA STORAGE TECHNOLOGY.

-- THE NEW JERSEY INSTITUTE OF TECHNOLOGY WITH THE UNIVERSITY OF INDONESIA AT JAKARTA.
TOPIC: HAZARDOUS WASTE MANAGEMENT RESEARCH.

-- RUTGERS UNIVERSITY WITH THE INDUSTRIAL RESEARCH INSTITUTE OF MALAYSIA.
TOPIC: RESEARCH RELATED TO ADVANCED CERAMICS, RUBBER, AND PALM OIL PRODUCTS.

-- THE UNIVERSITY OF PITTSBURGH WITH THE UNIVERSITY OF MALAYSIA AND THE NATIONAL UNIVERSITY OF SINGAPORE.
TOPIC: INFORMATION CAPTURE, PROCESSING, STORAGE, AND DELIVERY AND EMPHASIS MULTIMEDIA AND MULTILINGUAL, KNOWLEDGE-BASE SYSTEMS DESIGN.

-- WASHINGTON STATE UNIVERSITY WITH THE UNIVERSITY OF TEKNOLOGI, MALAYSIA.
TOPIC: DESIGN OF ANALOG AND DIGITAL CIRCUITRY

FISCAL YEAR 1992

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-- NORTH CAROLINA STATE UNIVERSITY WITH THE FACULTY OF AGRICULTURAL TECHNOLOGY AND THE INTER-UNIVERSITY CENTER FOR FOOD AND NUTRITION AT THE INSTITUTE PERTANIAN BOGOR (BOGOR AGRICULTURAL UNIVERSITY).
TOPIC: ENGINEERING, PROCESSING, AND SAFETY NEEDS OF ASEPTICALLY PROCESSED AND PACKAGED FOODS.

-- TEXAS A&M UNIVERSITY AND THE UNIVERSITY OF TEXAS AT AUSTIN WITH INSTITUTE TEKNOLGI BANDUNG, INDONESIA.
TOPIC: ESTABLISHMENT OF AN INDUSTRY/UNIVERSITY COOPERATIVE RESEARCH CENTER IN OFFSHORE TECHNOLOGY.

-- STATE UNIVERSITY OF NEW YORK AT BUFFALO WITH THE UNIVERSITY OF INDONESIA AT JAKARTA.
TOPIC: DEVELOPMENT OF POLYMER TECHNOLOGY.

-- TEXAS A&M UNIVERSITY AND THE UNIVERSITY OF TEXAS AT AUSTIN WITH THE INSTITUTE OF TECHNOLOGY IN PAPAU NEW GUINEA.
TOPIC: ESTABLISHMENT OF AN INDUSTRY/UNIVERSITY COOPERATIVE RESEARCH CENTER IN OFFSHORE TECHNOLOGY.

-- NEW JERSEY INSTITUTE OF TECHNOLOGY WITH THE UNIVERSITY OF THE PHILIPPINES AT DILIMAN.
TOPIC: HAZARDOUS WASTER MANAGEMENT RESEARCH.

B. APEC PARTNERSHIPS FOR BUSINESS EDUCATION: SUPPORTED THROUGH THE U.S. DEPARTMENT OF EDUCATION'S CENTER FOR INTERNATIONAL BUSINESS EDUCATION AND RESEARCH. GRANTS WERE AWARDED TO THE PARTNERSHIPS IN THE FOLLOWING FISCAL YEARS:

FISCAL YEAR 1991

-- BENTLEY COLLEGE AND THE FLETCHER SCHOOL OF LAW AND DIPLOMACY AT TUFTS UNIVERSITY WITH THE NATIONAL UNIVERSITY OF MALAYSIA AND ATENEO DE MANILA UNIVERSITY IN THE PHILIPPINES.
TOPIC: TECHNOLOGY MANAGEMENT, NEGOTIATIONS, BUSINESS ETHICS, AND ENVIRONMENT.

-- MEMPHIS STATE UNIVERSITY AND SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE WITH THE UNIVERSITI UTARA MALAYSIA.
TOPIC: INTERNATIONAL BUSINESS MANAGEMENT.

-- THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES WITH THE SCHOOL OF BUSINESS ADMINISTRATION AT THE NATIONAL UNIVERSITY OF SINGAPORE.
TOPIC: FINANCIAL RISK MANAGEMENT.

-- THE UNIVERSITY OF MICHIGAN WITH THE ASEAN CHAMBERS OF COMMERCE AND INDUSTRY (FEDERATION OF CHAMBERS OF COMMERCE AND INDUSTRY.
TOPIC: DEVELOPMENT OF CASE STUDIES.

-- THE UNIVERSITY OF MICHIGAN WITH THE ASEAN CHAMBERS OF COMMERCE AND INDUSTRY (FEDERATION OF CHAMBERS OF COMMERCE AND TRADE ASSOCIATIONS).
TOPIC: MANAGEMENT EDUCATION.

-- TEXAS A&M UNIVERSITY AND THE UNIVERSITY OF TEXAS AT AUSTIN WITH THE UNIVERSITY OF INDONESIA
TOPIC: DEVELOPMENT OF CASE STUDIES.

-- THE UNIVERSITY OF SOUTHERN CALIFORNIA AND THE MBA/BANDUNG INSTITUTE IN JAKARTA INDONESIA.
TOPIC: TELECOMMUNICATIONS MANAGEMENT ISSUES.

-- THE UNIVERSITY OF SOUTHERN CALIFORNIA AND THE INSTITUTE FOR MANAGEMENT EDUCATION AND DEVELOPMENT IN JAKARTA, INDONESIA.
TOPIC: DEVELOPMENT OF CASE STUDIES AND TEACHING MATERIALS.

FISCAL YEAR 1992

-- THE UNIVERSITY OF MARYLAND AT COLLEGE PARK WITH THE INSTITUTE PENGEMBANGAN MANAJEMEN INDONESIA.
TOPIC: MANAGEMENT EDUCATION.

-- MICHIGAN STATE UNIVERSITY WITH DE LA SALLE UNIVERSITY IN MANILA, PHILIPPINES.

TOPIC: BUSINESS EDUCATION PROGRAMS.

C. THE APEC OUTREACH AND COOPERATIVE EDUCATION COMPONENTS CONSIST OF PUBLICATION OF THE ASPIRE NEWSLETTER; ESTABLISHMENT OF THREE REGIONAL CENTERS AND THE AWARD OF 22 INCENTIVE GRANTS TO UNIVERSITIES FOR INTEGRATION AND RE-ENTRY ACTIVITIES FOR ASEAN AND SOUTH PACIFIC ISLAND STUDENTS STUDYING IN THE U.S.; REGISTRATION WITH PETERSON'S CONNEXION AT NO COST FOR ASEAN AND SOUTH PACIFIC ISLAND STUDENTS TO IDENTIFY EMPLOYMENT OPPORTUNITIES IN THEIR HOME COUNTRY; AND HOME COUNTRY PLACEMENT OF 52 ASEAN STUDENTS INTO COOPERATIVE EDUCATION INTERNSHIPS WITH THE U.S. PRIVATE SECTOR.

A. PROJECT ASPIRE: THROUGH THE UNITED STATES INFORMATION AGENCY (USIA), THE PROJECT ASPIRE PROGRAM IS CONDUCTED BY NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS. PROJECT ASPIRE INCLUDES ACTIVITIES CONDUCTED THROUGH REGIONAL OUTREACH CENTERS, SMALL GRANTS ACTIVITIES, PETERSON'S CONNEXION DATABASE, AND QUARTERLY NEWSLETTERS. IT ASSISTS ASEAN AND SOUTH PACIFIC ISLAND STUDENTS STUDYING IN THE U.S. AS THEY ADDRESS THE RETURN TO THEIR HOME COUNTRIES AND EMPLOYMENT ISSUES.

B). THREE ASPIRE REGIONAL CENTER GRANTS WERE AWARDED. THIS FUNDING HAS BEEN USED TO ESTABLISH THREE REGIONAL CENTERS FOR REENTRY WORKSHOPS AND SEMINARS FOR CAMPUSES AND COMMUNITY ORGANIZATIONS. THE GRANT DURATION IS 5 YEARS. THE THREE REGIONAL CENTERS ARE:

A). METRO INTERNATIONAL, NEW YORK. ONGOING ACTIVITIES INCLUDE: DISTRIBUTION OF ASPIRE NEWSLETTER TO 65 INSTITUTIONS IN NEW YORK AREA; STUDENT REENTRY WORKSHOPS; AND OUTREACH THROUGH CAMPUS CLUSTERS.

B). BALL STATE UNIVERSITY, INDIANA. ONGOING ACTIVITIES INCLUDE: REENTRY WORKSHOPS AND SEMINARS; PRIVATE SECTOR CONTACT; ELECTRONIC MAIL OUTREACH; AND TELIPON-LINK FOR CONFERENCE CALLS AMONG U.S. UNIVERSITIES.

C). UNIVERSITY OF SOUTHERN CALIFORNIA AND THE SOUTHERN CALIFORNIA INTERNATIONAL CAREERS CONSORTIUM. ONGOING ACTIVITIES INCLUDE: ALUMNI NETWORKS; BUSINESS CONTACTS, REENTRY WORKSHOPS AND SEMINARS; AND STUDENT ASSOCIATIONS.

C). TWENTY PROJECT ASPIRE INCENTIVE GRANTS WERE AWARDED. THE PURPOSE OF THESE GRANTS IS TO AID U.S. CAMPUSES AND COMMUNITY ORGANIZATIONS IN DEVELOPING REENTRY PROGRAMS FOR ASEAN AND SOUTH PACIFIC ISLAND STUDENTS. THE DURATION OF EACH GRANT IS ONE YEAR. FOR EXAMPLE, UPCOMING INCENTIVE

GRANT ACTIVITIES THIS YEAR INCLUDE:

-- THE EAST WEST CENTER IN HONOLULU, HAWAII WILL ESTABLISH A RESOURCE CENTER AND PRESENT A SERIES OF WORKSHOPS ON PROFESSIONAL REINTEGRATION AND REENTRY; AND WILL DEVELOP AN ALUMNI RESOURCE DATA BASE TO IDENTIFY ALUMNI IN EACH OF THE ASEAN AND PACIFIC ISLAND COUNTRIES WHO ARE INTERESTED IN ASSISTING STUDENTS AND RECENT GRADUATES WITH REENTRY AND JOB NETWORKING.

-- IOWA STATE UNIVERSITY WILL PRESENT SEMINARS AND WORKSHOPS TO HONE JOB SEEKING SKILLS FOR ASEAN STUDENTS; WILL BRING EMPLOYERS TO CAMPUS TO INTERVIEW THESE STUDENTS FOR EMPLOYMENT IN ASEAN COUNTRIES; AND WILL DEVELOP INTERNSHIP OPPORTUNITIES TO PROVIDE PRACTICAL WORK EXPERIENCE TO MAKE THEM MORE ATTRACTIVE TO PROSPECTIVE EMPLOYERS.

-- AMERICAN UNIVERSITY IN WASHINGTON DC IS PLANNING AN INTERNATIONAL CAREERS DAY WITH A COMPONENT SPECIALLY DEDICATED FOR ASEAN STUDENTS. STUDENTS WILL HAVE THE OPPORTUNITY TO MEET WITH CORPORATE RECRUITERS WITH BUSINESS INTERESTS IN THE ASEAN AND PACIFIC ISLAND REGION.

3). APPROXIMATELY 90 000 COPIES OF THE FIRST TWO ASPIRE NEWSLETTERS WERE DISTRIBUTED TO OVER 1,000 CAMPUSES, STUDENT ORGANIZATIONS, EMBASSIES, AND BUSINESSES ACROSS THE UNITED STATES. THIS A.I.D./USIA FUNDED QUARTERLY NEWSLETTER HAS BEEN DISTRIBUTED TO ASEAN AND PACIFIC ISLAND USIS POSTS OVERSEAS. THE ASPIRE NEWSLETTER IS EXPECTED TO BECOME A SUSTAINABLE PUBLICATION.

-- THE FIRST ASPIRE NEWSLETTER WAS PUBLISHED AND DISTRIBUTED IN THE FALL OF 1991. ARTICLES RANGED FROM

DESCRIBING THE U.S. APEC PARTNERSHIP FOR EDUCATION AND DISCUSSION OF PROJECT ASPIRE ACTIVITIES TO PRACTICAL TIPS FOR JOB HUNTING AND REVERSE CULTURE SHOCK.

-- THE SECOND ASPIRE NEWSLETTER WAS PUBLISHED AND DISTRIBUTED IN THE SPRING OF 1992. ARTICLES RANGED FROM

GUIDELINES ON DRAFTING A COVER LETTER FOR A RESUME TO DEVELOPING PEOPLE SKILLS AND IDENTIFYING AN EMPLOYMENT SEEKING NETWORK OPERATED BY PETERSON'S CONNEXION.

-- THE THIRD ASPIRE NEWSLETTER HAS BEEN PUBLISHED AND DISTRIBUTED MID-SEPTEMBER 1992 WITH ARTICLES RANGING FROM ANNOUNCEMENT OF INTERNATIONAL JOB FAIRS TO HOME COUNTRY COOPERATIVE EDUCATION.

4) PROJECT ASPIRE OFFERS ASEAN AND SOUTH PACIFIC ISLAND STUDENTS AN OPPORTUNITY TO REGISTER WITH PETERSON'S CONNEXION AT NO COST. THE PETERSON'S CONNEXION LINKS STUDENTS AND PROSPECTIVE EMPLOYERS FOR POSSIBLE EMPLOYMENT AND INTERNSHIP OPPORTUNITIES IN THEIR HOME COUNTRIES. IN ADDITION, PARTICIPANTS ARE KEPT INFORMED OF UPCOMING CAREER WORKSHOPS, INTERNSHIPS, CORPORATE ROUNDTABLES, AND ENRICHMENT PROGRAMS. THIS RECRUITING NETWORK HAS REGISTERED ABOUT 800 ASEAN AND SOUTH PACIFIC ISLAND STUDENTS TO DATE.

B. THE NORTHEASTERN UNIVERSITY COOPERATIVE EDUCATION PROGRAM: THIS PROGRAM ENCOURAGES THE DEVELOPMENT OF TECHNICAL JOB SKILLS OF UNDERGRADUATE AND GRADUATE ASEAN AND SOUTH PACIFIC ISLAND STUDENTS BY PLACING THEM IN INTERNSHIPS WITH AMERICAN PRIVATE SECTOR COMPANIES LOCATED IN THE UNITED STATES AND/OR IN THEIR HOME COUNTRIES. NORTHEASTERN UNIVERSITY WORKS CLOSELY WITH THE AMERICAN

CHAMBERS OF COMMERCE IN THE ASEAN REGION AS WELL AS INDIVIDUAL U.S. COMPANIES TO DEVELOP THE APPROPRIATE PLACEMENTS FOR STUDENTS.

1) THE ASEAN AND SOUTH PACIFIC ISLAND STUDENTS ENROLLED IN U.S. INSTITUTIONS HAVE THE OPPORTUNITY TO RETURN TO THEIR HOME COUNTRIES TO WORK FOR U.S. COMPANIES AS PART OF THE NORTHEASTERN UNIVERSITY NETWORK HOME COUNTRY CO-OP PLACEMENT PROJECT.

2). NORTHEASTERN UNIVERSITY HEADS A CONSORTIUM OF SEVEN LEADING U.S. COOPERATIVE EDUCATION INSTITUTIONS:

-- AMERICAN UNIVERSITY, WASHINGTON D.C.
-- CALIFORNIA STATE UNIVERSITY AT FULLERTON
-- DREXEL UNIVERSITY, PHILADELPHIA, PENNSYLVANIA
-- GEORGIA STATE UNIVERSITY INTERNATIONAL CONSORTIUM, ATLANTA, GEORGIA
-- PURDUE UNIVERSITY, LAFAYETTE, INDIANA
-- ROCHESTER INSTITUTE OF TECHNOLOGY, ROCHESTER, NEW YORK
-- VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, BLACKSBURG, VIRGINIA

3). THE NORTHEASTERN UNIVERSITY NETWORK HAS BEEN ABLE TO MAKE THE FOLLOWING STUDENT PLACEMENTS IN U.S. COMPANIES FROM SEPTEMBER 1, 1991 THROUGH AUGUST 31, 1992 (NOTE: INTERNSHIP PLACEMENTS IN THE USA ARE WITHIN THE INTERNATIONAL DIVISION OF THE U.S. COMPANY FOR POTENTIAL HIRING IN THE HOME COUNTRY):

U.S. COMPANY	NUMBER	COUNTRY
-- AMERICAN EXPRESS	2	INDONESIA
-- ABB COMBUSTION ENGINEERING	1	USA
-- ALLISON GAS TURBINE (DIVISION OF GENERAL MOTORS)	1	USA
-- PT AMERINDO (MOTOROLA)	1	INDONESIA
-- AT&T NETWORK SYSTEMS CO.	2	USA
-- BANK OF AMERICA	1	MALAYSIA
-- BELL ATLANTIC INTERNATIONAL	[illegible]	USA
-- CALTEX (ASIA)	1	SINGAPORE
-- CIGNA WORLDWIDE	2	USA
-- FREEPORT MCMORAN	11	INDO (2), USA (9)
-- GAS VENTURE ADVISORS	1	USA
-- GENERAL ELECTRIC	1	USA
-- PT HARVEST INTERNATIONAL	1	INDONESIA
-- HILL & KNOWLTON	1	USA
-- HYATT INTERNATIONAL, JAKARTA	1	INDONESIA
-- IBM INDONESIA	1	INDONESIA
-- PT INDO-AD	1	INDONESIA
-- INTEL	1	MALAYSIA
-- JOHNSON AND JOHNSON MEDICAL	1	MALAYSIA
-- MALAYSIAN SHIPPING (INT'L)	1	MALAYSIA
-- MOTOROLA	1	USA
-- NYNEX NETWORK SYSTEMS CO.	5	MALAY (1), INDO (1), SINGA (1) USA (2)
-- SEARS BUYING SERVICES	1	SINGAPORE
-- SALOMON BROTHERS	1	USA
-- PT SIEMENS/SIEMENS E&A	3	INDO (2), USA (1)
-- WARNER LAMBERT	1	INDONESIA

TOTAL 52

4) EXAMPLES OF PENDING HOME COUNTRY PLACEMENTS WHERE U.S. COMPANIES HAVE ACCEPTED STUDENTS THROUGH 1992 AND 1993:

- BADGER	1	USA
-- BRISTOL MYERS	1	INDONESIA
-- PT CORELAB	2	INDONESIA
-- PT CHICAGO BRIDGE & IRON	2	INDONESIA
-- FREEPORT INDONESIA	2	INDONESIA
-- INGERSOLL-RAND	3	INDO (1), MALAY (1), SING (1)
-- MOTOROLA INT'L CELLULAR	2	USA

C. APEC UNIVERSITY-INDUSTRY PARTNERSHIPS: USIA'S OFFICE OF CITIZEN EXCHANGES DEVELOPED THIS PROJECT WHICH FOCUSES ON THE ROLE OF INDUSTRIES AND UNIVERSITIES IN THE DEVELOPMENT OF A VIABLE WORK FORCE. TEN PARTICIPANTS FROM INDONESIA THAILAND, MALAYSIA, AND THE PHILIPPINES TOURED VARIOUS CITIES IN THE UNITED STATES IN MAY 1992 TO SPECIFICALLY OBSERVE HOW VARIOUS INDUSTRIES AND UNIVERSITIES INTERACT TO BENEFIT SOCIETY AS A WHOLE. A FOLLOW-UP CONFERENCE IS PLANNED IN ASIA FOR EARLY 1993. THE PARTICIPANTS INCLUDED UNIVERSITY DEANS AND PROFESSORS OF BUSINESS ADMINISTRATION AND MANAGEMENT. THE SITES AND AGENDA FOR THE PARTICIPANTS TWO WEEK TOUR INCLUDED:

-- LAWRENCE, KANSAS WHERE THEY VISITED THE UNIVERSITY OF KANSAS, SPRINT, MIDWEST RESEARCH INSTITUTE AND MARION LABS, DREAD LABS, THE INSTITUTE OF PUBLIC POLICY AND RESEARCH, THE SMALL BUSINESS DEVELOPMENT INSTITUTE, AND THE GEOLOGICAL SURVEY. THE UNIVERSITY OF KANSAS WILL CONTINUE LINKAGES WITH THE INSTITUTIONS REPRESENTED THROUGH NEWSLETTERS.

-- ANN ARBOR, MICHIGAN WHERE THEY PARTICIPATED IN A SERIES OF THREE SOUTHEAST ASIA BUSINESS SEMINAR SERIES FOCUSED ON "BUSINESS IN INDONESIA", "BUSINESS IN SOUTHEAST ASIA: A FACULTY SEMINAR" AND "THIRD BIENNIAL SOUTHEAST ASIA BUSINESS RESEARCH CONFERENCE" AND

-- WASHINGTON D.C. WHERE THEY VISITED THE UNIVERSITY OF MARYLAND AT COLLEGE PARK, GEORGE MASON UNIVERSITY AND THE ASSOCIATION OF AMERICAN COLLEGES.

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6. THE APEC PRIVATE SECTOR TRAINING COMPONENT IS INTENDED TO INVOLVE PRIVATE ENTERPRISE IN HELPING TO MOBILIZE ECONOMIC GROWTH IN THE APEC REGION:

A. A.I.D. WILL EXPAND THIS COMPONENT BASED UPON DEVELOPING OPPORTUNITIES AND COLLABORATIVE EFFORTS WITH OTHER USG AGENCIES INVOLVED WITH APEC. THE ABOVE NORTHEASTERN COOPERATIVE EDUCATION PROGRAM IS AN EXAMPLE OF PRIVATE SECTOR TRAINING INTERNSHIPS. ALSO, THE UNIVERSITY PARTNERSHIPS ARE INVOLVED WITH CONDUCTING WORKSHOPS, SEMINARS AND COURSES FOR AND WITH THE PRIVATE SECTOR. A MORE DETAILED ACCOUNT OF THESE ACTIVITIES SUCH AS A LIST OF FIRMS INVOLVED AND EXTENT OF THEIR PARTICIPATION WILL BE THE SUBJECT OF THE NEXT UPDATE CABLE.

9. THERE ARE SEVERAL OTHER USG APPROPRIATED PROGRAMS WHICH ARE DIRECTLY RELATED TO THE APEC PARTNERSHIP FOR

EDUCATION. ALTHOUGH THESE BILATERAL AND REGIONAL PROGRAMS HAVE BEEN IN EXISTENCE YEARS BEFORE THE INCEPTION OF APEC, THEIR NOTABLE ATTRIBUTIONS STILL MERIT MENTIONING. FOR EXAMPLE:

A. THE USAID MISSIONS IN INDONESIA, PHILIPPINES AND THE SOUTH PACIFIC CONDUCTED TRAINING FOR PRIVATE SECTOR FOREIGN NATIONALS IN THE UNITED STATES. IN FISCAL YEAR 1992, THE TOTAL NUMBER OF ACADEMIC DEGREE SEEKING AND TECHNICAL TRAINING ATTENDEES FROM THESE COUNTRIES FOR EACH SUBJECT AREA IS OUTLINED BELOW:

SUMMARY TOTAL

	ACADEMIC PHD	ACADEMIC MASTERS	TECHNICAL
PRIVATE U.S. INSTITUTIONS:			
SCIENCE (NON-AGRIC)	0	1	
MANAGEMENT	0	3	1
ENGINEERING	0	3	0
BUSINESS	1	9	56
PUBLIC U.S. INSTITUTIONS:			
SCIENCE (NON-AGRIC)	0		
MANAGEMENT	0		
ENGINEERING	0	3	0
BUSINESS	0	2	0

B. THE ABOVE REPRESENTS A TOTAL PRIVATE SECTOR TRAINING INVESTMENT COST FROM THE USAID MISSIONS IN INDONESIA, THE PHILIPPINES, AND THE SOUTH PACIFIC OF APPROXIMATELY $3,7,000 IN FY92.

C. UNIVERSITY-AFFILIATIONS PROGRAM: THE U.S. INFORMATION AGENCY SPONSORS THE UNIVERSITY-AFFILIATIONS PROGRAM TO PROMOTE UNIVERSITY LINKAGES BETWEEN THE UNITED STATES WITH ASIAN AND THE SOUTH PACIFIC INSTITUTIONS. THE GRANTS ARE AWARDED FOR THREE YEARS. AT PRESENT, USIA HAS 7 UNIVERSITY AFFILIATIONS OR LINKAGE PROJECTS CONSISTENT WITH APEC HRD GOALS.

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10. APEC FUTURE OR PLANNED ACTIVITIES INCLUDE:

A. DECEMBER 1992 WORKSHOP: AN APEC PARTNERSHIP FOR EDUCATION WORKSHOP IS BEING HELD IN WASHINGTON DC FROM DECEMBER 8-10, 1992 FOR ALL U.S. ENTITIES INVOLVED. ITEMS FOR DISCUSSION RANGE FROM SUSTAINABILITY ISSUES TO LESSONS LEARNED AND INTEGRATION OF ACTIVITIES TO FUTURE DIRECTIONS, CHALLENGES AND OPPORTUNITIES.

B. SUMMER 1993 WORKSHOP: A.I.D. IS EXPLORING THE POSSIBILITY OF HOSTING AN INTERNATIONAL APEC PARTNERSHIP FOR EDUCATION WORKSHOP ON THE WEST COAST IN THE SUMMER OF 1993. THE PLAN IS TO INVITE THE ASEAN AND SOUTH PACIFIC ISLAND COUNTERPARTS TO SHARE AND EXCHANGE IDEAS AND PROGRESS WITH THE U.S. PARTICIPANTS.

C. NOVEMBER 1992 UPDATE/PRELIMINARY EVALUATION REPORT: A CONTRACTOR WILL SUBMIT AN UPDATE/PRELIMINARY EVALUATION

OUTGOING
TELEGRAM

AGENCY FOR INT'L DEV.
TELECOMMUNICATIONS CENTER

REPORT OF ALL ACTIVITIES ON THE APEC PARTNERSHIP FOR EDUCATION THIS NOVEMBER. THIS REPORT ALONG WITH THE DECEMBER 1992 WORKSHOP RESULTS SHOULD PROVIDE AN IDEA OF THE IMPACT AND DIRECTION BEING MADE BY THE APEC PARTNERSHIP FOR EDUCATION.

D. FALL 1993 EVALUATION: IN THE SUMMER/FALL OF 1993 A FORMAL MID-TERM EVALUATION WILL BE CONDUCTED BY A TEAM OF CONSULTANTS TO EXAMINE IN DETAIL ALL THE ACTIVITIES IN THE APEC PARTNERSHIP FOR EDUCATION.

E. THIS UPDATE CABLE ON THE APEC PARTNERSHIP FOR EDUCATION WILL BE SENT QUARTERLY TO THE FIELD. PLANS ARE BEING DISCUSSED TO EXPLORE BETTER COMMUNICATIONS AND COORDINATION OF ALL ACTIVITIES BETWEEN AND WITHIN THE U.S. AND ASIAN/SOUTH PACIFIC PARTICIPANTS. ANY COMMENTS OR INPUT ARE HIGHLY APPRECIATED AND SHOULD BE SENT TO RANDY YAMADA, APEC PROJECT COORDINATOR, AID/ASIA/DR/TR, TEL:

(202) 647-2650, FAX: (202) 647-1805. REGARDS. KANTER

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