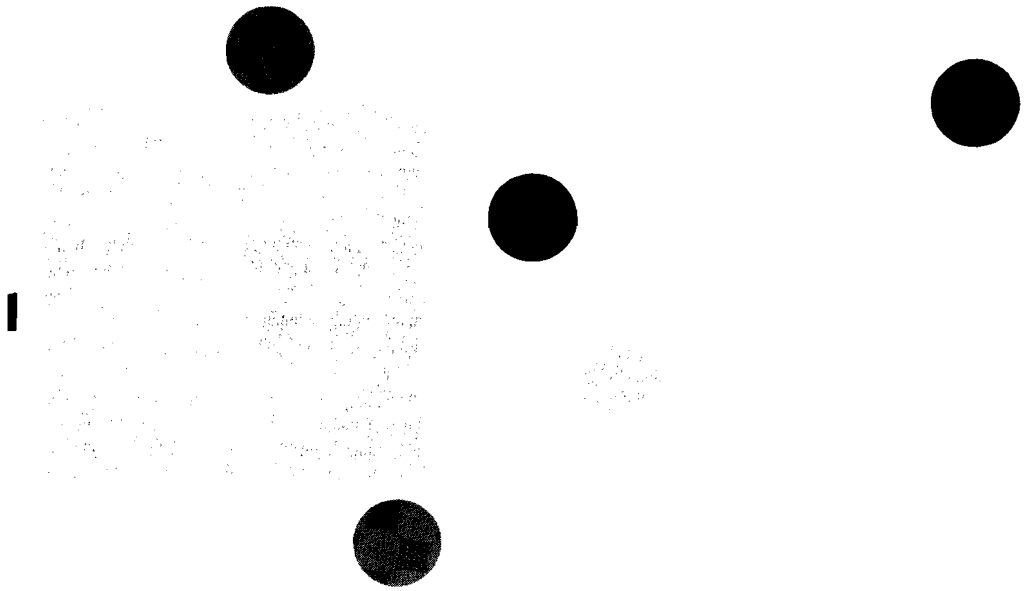
COMMUNICATION AND CHANGE



INTERNATIONAL COOPERATION ADMINISTRATION
Washington 25, D. C.

COMMUNICATION AND CHANGE

Prepared by the staff
of the Michigan State University
ICA Seminars on Communication

Edited by Dr. Huber Ellingsworth
Associate Director, ICA Seminars

International Cooperation Administration
Washington, D. C., 1960

Preface

PROVIDING PARTICIPANTS with effective technical training and encouraging them to utilize this training in their home countries are among the major goals of the International Cooperation Administration. ICA, therefore, has given careful and continuing consideration to communication problems and opportunities of participants. An indication of this concern is the operation of a series of seminars on communication, which has given an orientation in communication to approximately 100 participants each month since the Fall of 1958. These seminars have developed an approach related as closely as possible to the situation in which the participant will find himself on his return to his country. Information, suggestions, and experiences of ICA participants, other officials of the countries they represent, ICA personnel, The National Project in Agricultural Communication, and Michigan State University staff members were utilized in developing the present approach to the kinds of problems a participant is likely to face upon return home.

This booklet has been produced by the seminar staff to present seminar content to those participants who attend and also those unable to be present.

The ICA asked The National Project in Agricultural Communication to develop a seminar which would assist returning participants with the task of successfully adjusting to the home situation and successfully introducing ideas generated through their study in the United States. The request was referred to Michigan State University, on whose campus the Project was located.

Long interested in problems of international education, Michigan State University agreed to undertake the task with the assistance of an interdepartmental

Participants attending the seminars have come from 59 countries.

committee from various areas of study at Michigan State. The present seminars represent not only the efforts of this group, but the continuing evaluation of the seminars by both participants and staff.

This short booklet is not intended as a substitute for actual attendance at the seminars. Rather, it attempts to indicate a few of the major problems with which the seminar is concerned, plus some of the approaches which are used in discussing these problems.

We sincerely hope that you will obtain value from this booklet, and that we may have the pleasure of welcoming you personally at a future seminar.

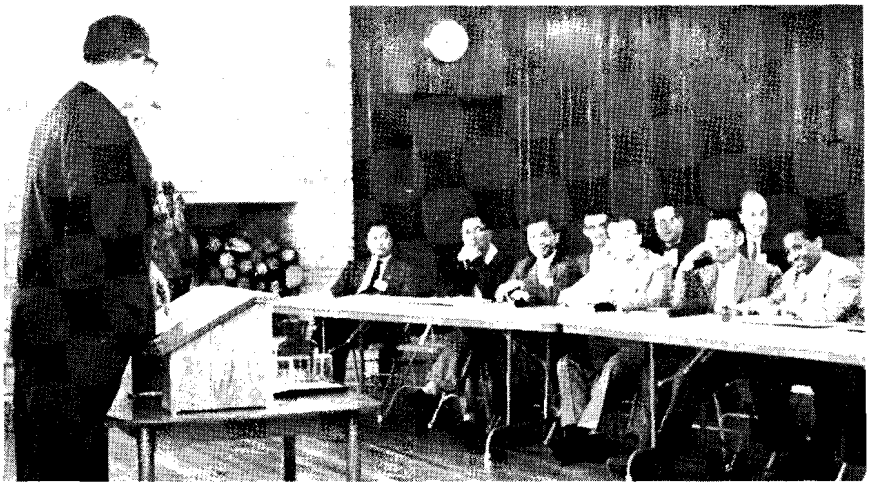
Sincerely,
DAVID K. BERLO, *Director*
ICA Seminars on Communication

P.S. If you have any questions about material presented in this booklet, or the seminars in general, we would be pleased to try to answer them. Please address all correspondence to:

ICA Seminars on Communication
College of Communication Arts
Michigan State University
East Lansing, Michigan
United States of America

The week-long seminars are kept informal. Participants have time to get acquainted with each other.

Seminars from September through June are held at Cacapon Lodge which is located in the beautiful mountains of West Virginia.



Staff members are drawn from educational institutions throughout the United States.

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I The Desire To Be of Service

ONE OF THE MOST universal goals in human society is the desire to be of service. When you came to the United States as an ICA participant, you probably had some ideas of the ways you could be of greater service to your country as a result of your mission. While you have been here, no doubt your experiences have either helped to confirm these expectations, or they have caused you to change or reappraise your meaning for successful service. In either case, it is probably safe to assume that you now have a set of expectations about your success when you return. Unless you are a most unusual person, you sincerely hope to be of service in many ways—to your family, your friends, your organization, and to the overall needs and objectives of your country. Let us explore together some of the most important bases of success.

THE BASES OF SUCCESS

When a participant returns to his own country, his success depends to a great extent upon how well he can analyze and interpret three major factors: the *situation* in relation to his specialty; the *people involved* in the situation; and *himself* with respect to the situation and the people involved. Fortunately, most participants can begin this analysis long before they arrive home—but of course this preliminary analysis must be revised in the days, weeks, and months after return. Let us look at each of these three factors:

A. The Situation

No matter how familiar you are with what has taken place in the past, you will find it profitable to examine the total situation again in some detail on your return home. Your new experiences and knowledge will suggest new things to look for, and you will be able to interpret or explain events in new ways. Experience indicates that the following four activities generally are most important in arriving at a useful analysis of the situation:

1. Try to determine *why conditions are as they are.* Do not be satisfied with surface explanations or excuses. Seek explanations which may lie behind the explanations. This may mean considerable reading, thinking, and discussion.

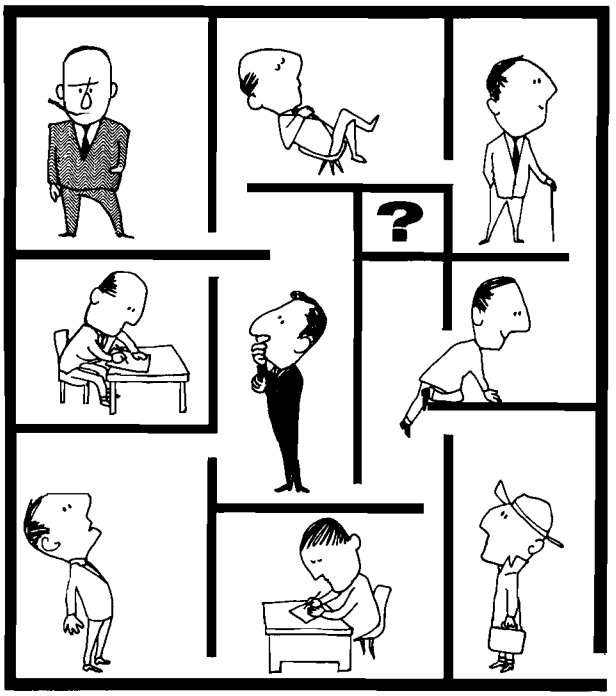
Remember, you seek understanding of causes. It is not your function to criticize, but rather to use the resulting information creatively in furthering your objectives. It is easy in any organization both to give and to accept such an explanation as "insufficient funds" or "untrained personnel." It is more difficult, but more rewarding, to analyze the current utilization of resources and determine whether other courses of action are available.

2. In areas of concern to you and your plans for technical development, *find out how decisions are made* in your organization, *who makes them,* and *what bases are used* for decisions. What is the formal structure of your organization? Is it shaped like a triangle, with a powerful superior at the top and a descending order of power as the structure grows broader toward the base? Are subdivisions of power rigidly observed, so that you may talk only to persons directly above and below you or to those on the same level? Or should your organization be thought of as a square or rectangle, with a diffused power structure and a director at the top who assumes only nominal control? Is there a fixed and inflexible priority for the utilization of personnel and materials which comes from a power center above your organization, or is it possible that your project might be accomplished if its worth can be demonstrated to your immediate supervisor? All these are questions which you probably can answer on the basis of your present knowledge, but the answers will probably require evaluation after your return.

3. Observe the nature, direction, and extent of change that may be taking place in the organization. Learn how this change was initiated, by whom, and with what problems. Perhaps the most obvious cause for a development of this sort is a change in personnel. Perhaps a highly competent person has been removed and his job filled by someone less capable, or the situation may have occurred in reverse. Resources may have been added to, or taken from, the organization. Social, political, or technological changes may have increased or decreased the importance of the organization or specific parts of it. In the presence of this change, what problems and opportunities have arisen which you need to take into account in adjusting your expectations?

4. Examine possible effects of your ideas which you may not have thought about. Weigh in your own mind, and discuss with others, the possible economic, social, political, or cultural consequences of the changes you propose. When a country builds its first steel mill, hundreds of people may face the prospect of working on religious holidays, because technological change often conflicts with other human values. When a country builds its first atomic power plant, concerns about water and air pollution, the health of workmen, and the safety of nearby cities are possible negative factors which have to be avoided or at least contrasted with obvious benefits of atomic power.

You may not be concerned with tasks this broad in scope. The point can be illustrated as well with less sweeping changes, such as a new system of dial

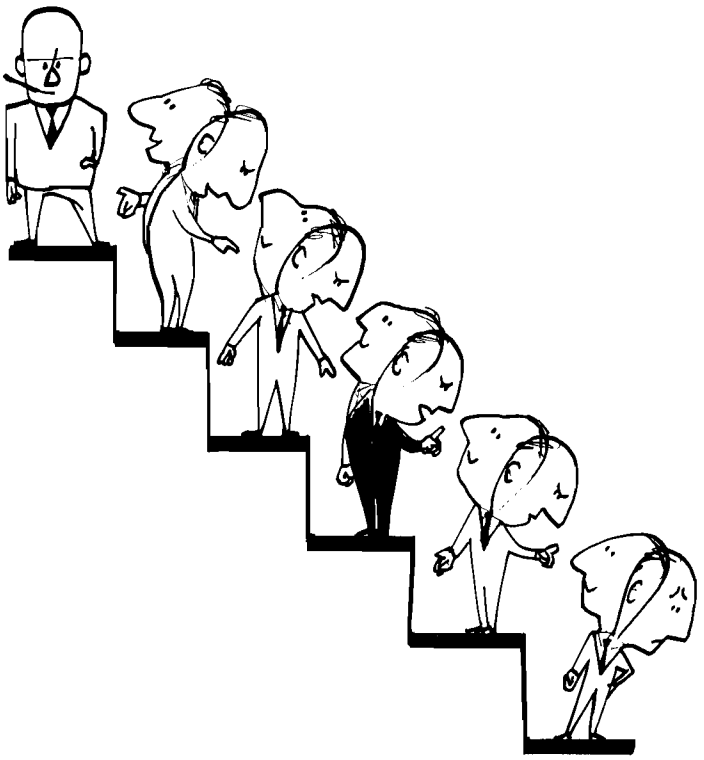


A participant's success may depend on his analysis of the situation, the audience, and himself.

telephones or a shift of office priorities in a building. An inventory of the persons and groups likely to be affected by your plans will enable you to determine in advance how to take advantage of the support available, to alter your plan to avoid some problems, and to deal with objections based on problems you can't avoid.

B. The Audience

Within the system in which you operate, there are specific groups of people with whom you must work if your ideas are to be successful. If you are an aircraft landing technician whose task is to instruct others in the operation of new and more complex equipment, your audience will probably be a relatively small face-to-face group. Or you may be a broadcasting specialist who will succeed only if millions of people improve their standards of health or their agricultural productivity. In some ways the number of people in your audience is not related to the difficulty of your task. Whether your audience is measured



Does your organization have a powerful director and a rigidly descending order of authority?

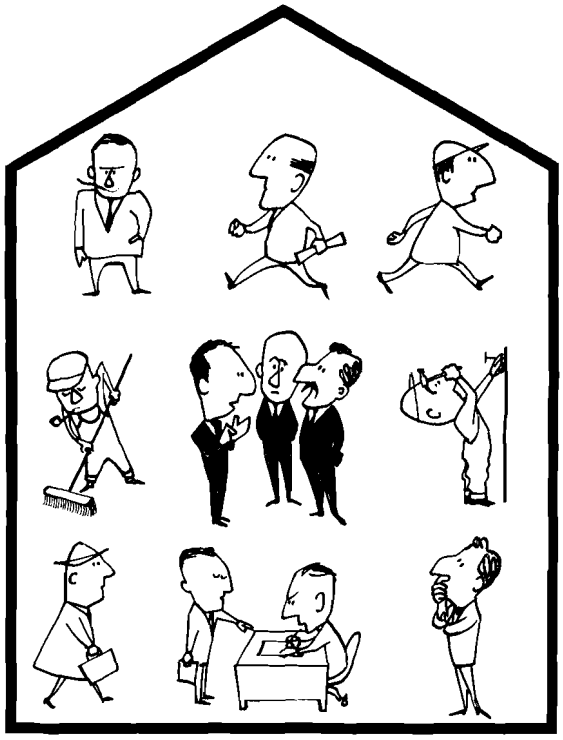
in dozens or millions, it usually is valuable to remember the following suggestions:

1. Proceed slowly. People tend to develop habits, and to resist attempts at breaking established patterns of response. And they tend to reject rapid change even more absolutely.

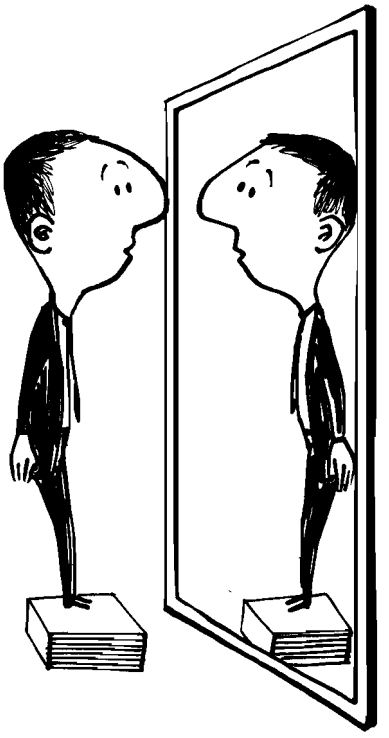
Studies of returned ICA participants contain many striking examples of highly capable participants who returned to their home countries intent on making rapid and sweeping changes and within a few weeks found themselves cut off from their associates and in disfavor with their organization because they attempted to change things "overnight."

People tend to place high value on the knowledge, skills, and beliefs which they have acquired. The idea you propose may seem to attack these values, either by implication or directly. Your colleagues will be willing to accept your idea only if you present it in ways consistent with their values, or if they can substitute new values of a higher order to themselves, to the organization, or to the country.

2. Observe carefully. As we have already noted, whatever your plan, it involves new ways of behaving for your audience. Your listeners will make these changes only as they are ready and able to make them. By careful observation you can determine their readiness to change and the success of what you have already attempted. It may be necessary to break your new idea into many small ideas and to observe carefully what happens before, during, and after each one in order to determine how to proceed. Plans and goals may need to be modified many times as the result of observations which you make.



Does your organization have a relatively informal structure?



One of the most difficult suggestions of all is "Know Yourself."

C. Yourself

One of the most difficult suggestions made in this booklet is "know yourself." No inventory of factors of success is at all complete without an attempt by the agent of change to describe himself. These are some questions which may be helpful: Have you acquired the knowledge and ability to accomplish what you desire, or is a lack of technique likely to betray you once the program is undertaken? Can you place yourself in the role of listener and observer? Do you feel obliged to criticize those who disagree with you rather than to understand their view and reconcile it with yours? Are you aware of the changes which you have undergone as an ICA participant? Do you have an honest picture of how you get along with your associates? Are you prepared to remedy those personal factors which seem to interfere with good relationships between you and those around you?

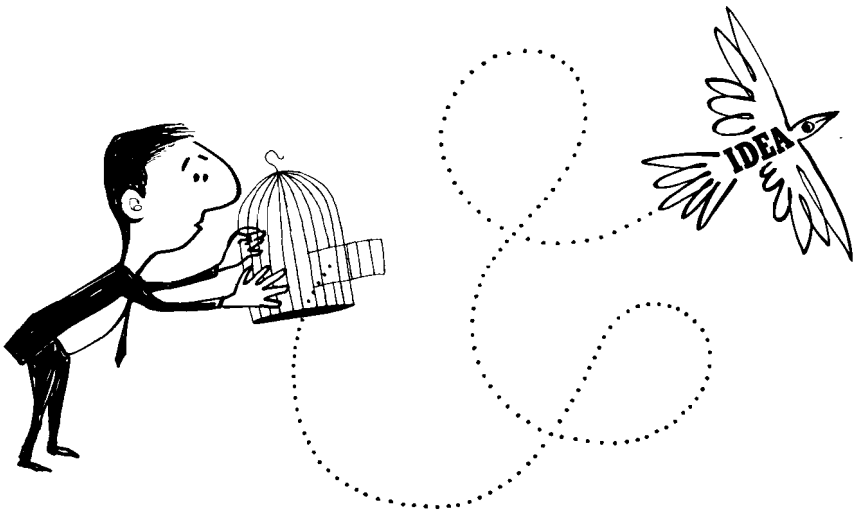
Many of us who desire to introduce new ideas can observe accurately the situation and the audiences with which we must deal. An appraisal of ourselves is much more difficult. The ability to understand and correct our own deficiencies greatly increases our chances of success—helps us be of useful service.

CHANGE AND COMMUNICATION

We have been talking thus far about factors important to the person who desires to introduce new ideas and to change the beliefs, attitudes, and conduct of others. This was done because we wish you to think of change as a *process*—a highly complex set of factors related to one another and possessing no observable beginning or ending. Change cannot be described simply in terms of an ICA participant who returns to his own country with a new idea which he presents for acceptance. All the related events before his return are involved. All the factors in his attempts to change are involved, and once his idea is released he can no longer control it. It becomes a part of the situation and goes on changing and being changed indefinitely.

At this point you might well raise the question "But what has this to do with communication?" The answer is that communication itself is a process of change—that everyone who communicates does so because he wants to affect human behavior.

We have approached communication from the viewpoint of change because you probably see yourself as concerned with change rather than with communication. But all that we have said up to now about change is an outline for discussing the process of communication. The next section of this booklet will deal with some of the communication problems you may encounter when you return home. It is based on testimony of other ICA participants—people like yourself who were eager to return to family, friends, job, and country.



Once an idea has been released, it can no longer be recalled or controlled by the source.

II ICA Participant Returns

LET US NOW ATTEMPT to make this discussion more personal by suggesting that you picture yourself as a communicator-change agent in the hours and days after your return to your home country. Not every comment in the following paragraphs will apply to you; we ask you only to think about them and to relate them to your own life.

YOU AND YOUR FAMILY

Perhaps your dominant emotion upon returning home is affection for your family. If you are like most returning participants, you are hoping and expecting that your family will not have changed. You want things to be just as they were before you left home, or even better. Actually your family has changed in many ways, and so have you.

The large amount of time which your family formerly spent with you was spent in other ways while you were away. All the problems which you solved for your family have had to be disposed of in some other way. Decisions that depended on you have had to be made by others. Children will have grown older, and may have been given more responsibility in the household. Your family will know more; their interest in the United States and in world affairs will have been stimulated by your ICA trip. In these and in countless other ways your family will have changed. (Paradoxically, though, you may be disappointed that they have learned less about the geography, customs, and ideas of countries you have visited than you think they should have. Remember, you've been abroad—not your family.)

You have changed, too—much more, perhaps, than you realize. And it is likely that your family is anticipating even more change than has taken place—for they have heard about the ways other persons have changed during a year abroad. They probably will be looking at everything you do and say to see what changes your actions reflect.

Some of the changes in you will be obvious. You may have an American haircut, American clothing, or American cigarettes and matches. Perhaps you

have purchased new glasses, a new pen, or a new camera. You have learned some American habits of greeting, and even your use of your own language may at first sound somewhat strange because of sound patterns carried over from the use of English. Gestures you picked up in the United States will come automatically to you.

These are mostly superficial evidences of change, but they are the kind of evidence that might make the members of your family say, "If he has changed as much in his thinking and in his basic attitudes as he has in the way he looks and acts, he is a different person." And you *have* changed in your thinking and in your attitudes too, perhaps not so much as your family thinks, perhaps more. You have grown older, and compressed a wide range of experience into a few months. You have become a cosmopolitan person, more a citizen of the world than before, and you can now speak with authority about other people, other ways, other philosophies of life. You can refer in conversation to many of the world's great cities with which you are now familiar.

Your English, if you are not a native speaker of English, has improved significantly. You have acquired "peculiar" ways of saying things—perhaps English idioms, etc. Your religious practices or traditional ways of behaving have very likely been subjected to severe strains, for in many cases it was impossible for you to observe special holidays or to secure special food. And finally, your beliefs have probably changed, perhaps more than it is possible to know.

Having considered your family, let us now talk about your friends—for they, too, have changed during the past year. They have found other things to do with the time they spent with you. They have made new friends. They have developed new interests—experienced things you haven't experienced. You may feel at first that you are an outsider rather than an insider in their conversation. Again, it is likely that you expect them to have changed *less* than they have, and it is likely that they expect you to have changed *more* than you have. Perhaps they are afraid that you will no longer be interested in the same food, drink, and pleasures, or in their conversation. It may be that many of your best friends will think "He may still want to be my friend; he may not. I shall watch very carefully to see."

Thus as you re-enter your country you are at a critical point in pulling together your world so that you may again feel at home. How do you move into a situation such as we have described, the complex situation of re-shaping your personal world in the face of the past change and continuing change? Perhaps we should pause to discuss this question. The question is a healthy one, for the person who is sure he has no problem may close his mind to many dangers. Yet a balance of confidence and of questioning is needed; for *too much questioning can be as dangerous as none at all.*

Some Questions for Consideration. Suppose someone were to make a list of all the things that have changed about you. What would he include? Can you list as many as 40 different changes in your habits, behavior, appearance, beliefs, understanding, etc.? Of these things, which would your family expect? Which would surprise them? Which would your closest friend expect? Which would surprise him? Are there any that surprise you?

How do you think your family and friends have changed? What can you do to find out—without making mistakes which will have to be corrected?

BACK ON THE JOB

After you have been welcomed home by your family and friends, inevitably the hour will come when you will report to your office to begin work again. Many persons will be glad to see you, and your arrival will have caused some interest, for you have been away a long time. It is probable that several of the people who are most closely associated with you will consider your return with mixed feelings.

What of your superior officer, for example? He is probably glad to see you return, and eager to hear what you have to tell him. Yet he has certainly heard of persons who went abroad and changed so much while there that they presented serious administrative problems. Sometimes such persons return to their countries with the feeling that they know more than their superior knows; sometimes they are filled with enthusiasm for a project which the supervisor cannot possibly approve for budgetary or other reasons; sometimes they are unable to operate effectively in an administrative framework which their trip abroad has caused them to consider obsolete. No matter how satisfying the relationship was before, you may find your supervisor thinking now, "I wonder if he will be more critical of me and of this office in the future?"

One of the decisions that you must make relates to the quantity of information that you give your supervisor the first time you see him. Careful observation of his reactions will help you decide how great his interest is in your oral report and what priority to give the various subjects about which you might supply written reports. Your superior officer is a very important receiver; if your plans are to succeed it is essential that your message be so attached to his needs, interests, attitudes, and expectations that he will understand and accept it.

Another person who may view your return with mixed feelings is the man who has taken over your job during your absence. What will he think and how will he feel as you come up to his desk to talk with him about what has happened while you were away? Perhaps he feels that in some ways he has done a better job than you would have done, and wonders whether you will notice this and give him proper credit for a good job. Perhaps he has made some mistakes which he thinks you may not find—if he is careful. Or perhaps

he is suspicious that you will seek to have his work discredited so that your own position will not be threatened. It is even possible, of course, that he has been discrediting your work throughout the year.

The persons who work under you may also view your return with uncertainty. Before your departure they had come to know what to expect of you, how much work you demanded, how to meet your standards, how to win praise and avoid blame. On your return they cannot be sure any more of many of these things. They wonder if they will still meet your expectations, or whether they will have to relearn a number of things about you—and you about them.

The persons with whom you work, colleagues in your own department and associates in other departments, may feel both curious and jealous about your trip to the United States. They will be watching you and listening to the tone of your voice, perhaps more carefully than they have ever done before. They will try to find clues about what sort of person you are going to be to work with now. Although you had become an "insider" before, you may have the sensation of being an "outsider" until you have been taken for granted again as one of the group.

The way you fit into the social system which your office represents is complicated by the fact that no one knows just what role you are now taking. Almost certainly you will not take exactly the same role you took before. Until your superior officer has clarified his concept of your new role, the only way others will have to judge your future status is through your own actions.

Some Questions for Consideration. Suppose you were asked to make a chart showing your relationship to the other persons in the organization in which you work. How complete a chart could you draw from memory? Do you know of any changes in rank or position that have been made since you left your country? Is your relationship going to be the same on your return as it was when you left?

How many of the persons you have identified on the chart will be interested in hearing about your plans? How many of them will need to know what your suggestions are; so that they will be able to do their own jobs more effectively? How many of them will you wish to talk with directly about your plans, and how many indirectly? What channels of communication will you use in reaching each of the persons with whom you need to communicate? Which persons should you communicate with first? Are there persons you have already written to about your plans? Are there others who might profitably work toward the success of your plans if you were to write them from this country?

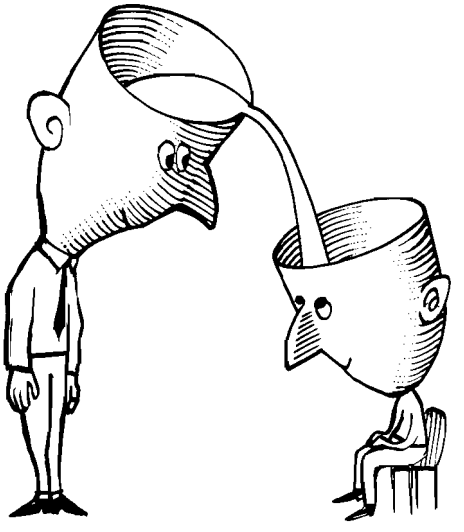
With how many persons superior to him or at his same rank will your supervisor need to communicate about your ideas? Will any of these persons be likely to view your ideas negatively? Why? Are there ways you can help your supervisor meet the possible objections such persons might have?

III Some Elements in the Communication Process

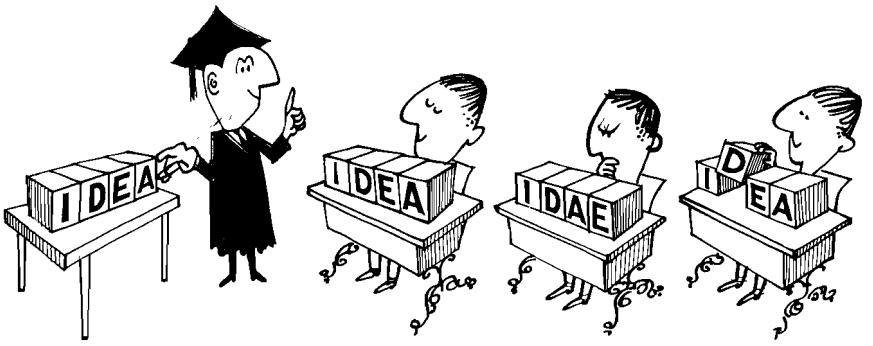
IF THERE IS ONE KEY WORD that applies to what you will be doing as you return to your country and reshape your personal and professional world, that key word is *communication*. How well you communicate may well be as important to your success as the quality of the ideas that you bring home.

A DEFINITION OF COMMUNICATION

As we begin a specific consideration of communication, it is desirable to attempt a description of what we mean. It is easy, though inaccurate, to think of communication in terms of a bucket of meaning which is dipped from one head and poured into another. The educational systems in all our countries tend to support this idea, especially if they emphasize the lecture method of teaching. The lecture method seems to make an assumption something like



It is easy, though inaccurate, to think of communication as transferring a bucket of meaning from one head to another.



Communication is not the act of transferring meaning; it is the act of eliciting meanings already present.

this: Students are ignorant. The professor possesses a great store of knowledge. Therefore, if he tells the students what he knows, communication (and learning) will take place.

Often, this is just what happens. But if it occurs, the reason is not because the teacher knew something which the student did not. It is because the student already had meanings for the words and concepts which the teacher employed. These meanings enabled them to construct ideas substantially like those held by the teacher. Therefore, we may say that communication is not the act of transferring meanings; it is the act of eliciting meanings which are already present. If you read the last sentence and had no meanings for the word "eliciting," no communication took place. If you have a meaning similar to the sender's for "drawing out" and he describes communication as "the drawing out of meaning," then you can receive his intended message. This brings us to a generalization about meaning—*meanings are in people and not in words.*

Most of us are conditioned to believe that there are "right" and "wrong" meanings for words. We may engage in heated arguments with our friends over the "correct" meanings of words. Yet such discussions contribute little if we are really interested in communication. Words do not "mean." Only people "mean." They accumulate meanings through experience. In the previous discussion of communication as a process, the statement was made that communication had no observable beginning. This is true in part because your meanings and those of your receiver were accumulated over your whole lives. They were collected through a variety of experiences, pleasant and unpleasant, helpful and disastrous to your goals.

In our attempt to describe communication thus far, we have said that it is the process of eliciting meaning and that meaning is found in people. If we

forget this we are likely to behave in ways which hinder, rather than help, communication. Just to "tell people" is not enough. We must observe and evaluate their responses continuously in order to determine what sort of communication has taken place. We can label this process of evaluation *feedback*.

We do not have the choice as to whether or not we will communicate. If two people are present in a room and aware of one another, they cannot avoid eliciting meanings in one another. If I pick up a newspaper printed in Chinese or Arabic and do not know the language, the paper nevertheless elicits meanings in me about the unfamiliarity of the lettering system. Therefore, we need to add the values of success and failure to our description of communication and say that successful communication occurs when the source elicits meanings in the receiver which are substantially like those which he intends to draw out.

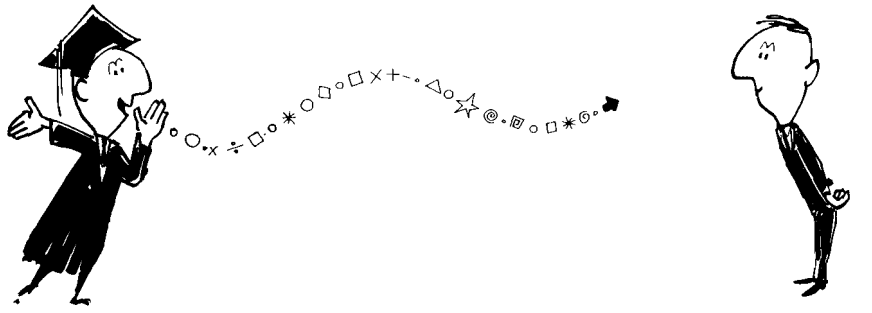
SOME FACTORS IN SUCCESSFUL COMMUNICATION

There are times when you are primarily a source and times when you function as a receiver of communication. Most of the time you will be both source and receiver in turn (or simultaneously) because you will be engaging in the process of evaluation we call feedback.

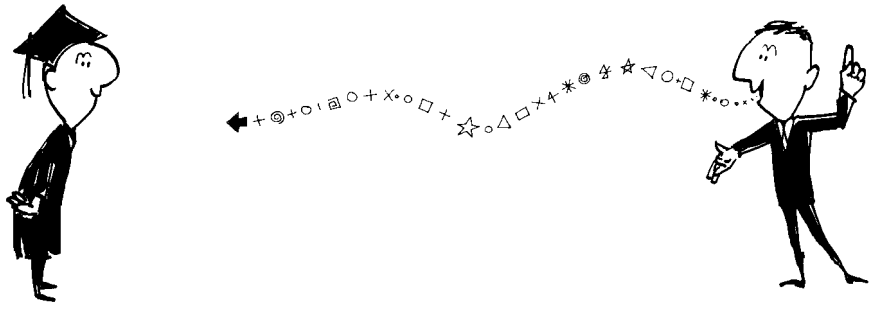
As a receiver, you will need to know about the source in order to evaluate his *attitudes* toward you; toward his subject; perhaps toward his job or his position in the family and community. Understanding attitudes helps us gain meaning not otherwise apparent. Also, we need to know what the source knows about his subject; we need to evaluate his *knowledge* in order to evaluate his communication. It is also helpful to know about the *social systems* and *culture* that have influenced the source. If the statements of the source seem self-contradictory it may be because of conflicting roles he plays in two or more different social systems, such as a family and a church, or a political party and a professional staff.

One thing that we can be certain about is that people change, in attitudes, in knowledge, and in their roles in the social system. As you listen to a source whose attitudes, knowledge, and social roles you were familiar with a year ago, it is important to know what changes have taken place since then in order to understand his message.

As a source, you likewise need to know about the attitudes of the receiver in order to reach him with your message. He may have prejudices or preferences which will significantly affect his response to your message. Also, you need to know the *knowledge* which he already has about your subject, so that you can begin where he is without wasting his time and losing his attention, and so



Source	Message	Channel	Receiver
Communication Skills	Elements	Seeing	Communication Skills
Attitudes	Structure	Hearing	Attitudes
Knowledge	Content	Touching	Knowledge
Social System	Treatment	Smelling	Social System
Culture	Code	Tasting	Culture
Receiver	**Message**	**Channel**	**Source**



A Communication Model

that you do not fail to supply needed background information without which he might not understand your message.

Since people do change, often rapidly and in ways that significantly affect the decisions they make, it is necessary for you as a source to keep up with the changes in your receivers and in the social systems and culture in which they operate.

In direct communication, where the source and receiver can see or hear each other, or both, it is possible for each to observe or sense changes in the other very quickly. Effective use of feedback by the source will often result in his shaping an entirely different message from the one he had originally planned, as he recognizes changes in the attitude of the receiver. If the communication is written or broadcast, the source must attempt to anticipate feedback and "build in" responses in his original message.

COMMUNICATION CHANNELS

Meanings are elicited, of course, when a person receives any stimulus either from outside or within himself. The source who has a message to convey may reach his receiver through any or all of these physical senses: seeing, hearing, touching, smelling, and tasting. Opportunities for using the last two are usually limited, but the source will make extensive use of seeing, hearing, and touching. If we have a message for someone, we often follow the easiest course of sending him a memo or calling him on the telephone. Much successful communication takes place in this way. But in an impressively large number of cases communication is not successful as the result of a single-channel message.

We suggested above that one of the ways of evaluating our communication is to present the message and then wait to see whether it is properly understood. Frequently we are unable to operate this way. We cannot wait, or it is of vital importance that we are understood the first time. Therefore, one way in which we can reinforce our meaning so that it has a better chance of being understood and remembered is through the use *of multiple channels*. If we both explain aloud and present our receiver with a written copy of our message, or if we use both words and pictures, or if we use words and pictures and operating models, we increase the chances of success.

In summary, communication takes place in both time and space. It brings about and is affected by changes in people's knowledge and attitudes. At least two persons with differing backgrounds, ways of thinking, responsibilities, goals, values, and expectations are always involved. Understanding of everything about a single communication situation is impossible. Yet an awareness of the complexity of communication is important to any communicator.

Some Questions for Consideration. General statements about what one ought to do are sometimes less helpful than specific thinking about actual situations. How can you see ways to apply the preceding discussion of the communication process to your own plans?

In listening to your colleagues and to your supervisor immediately after your return to your country, how can you learn their *attitudes* toward you and your ideas? How can you find out what they know about the subjects under discussion, so that you can better evaluate their statements about your plans? Do you think it would be helpful for you to ask questions aimed at securing a better understanding of their knowledge and attitudes? How can you estimate the changes that have taken place in the *social structure* during your absence? How do you decide the extent to which a man's communication is influenced by his place in the social structure, as an administrator or as a person whose status in relation to your status is temporarily uncertain?

IV A Look at Your Plans

WE HAVE TALKED about you and about your relationship to other people in your country with whom you work and to whom you will be describing your plans. We have outlined the nature of communication, the relationship of the message to the source and the receiver and some of the particular sources of danger in communication situations. One thing we have not yet talked about much, however, is the plan itself, or the group of plans with which you are returning to your country.

A person who wishes to be of service to his country needs to be an effective communicator, certainly, to secure the cooperation of others who will be needed to put his plans in operation. Yet if he does not have useful and appropriate plans, it will not be helpful to his country that he is a good communicator; it may even be harmful.

If we apply some of the principles of communication to an evaluation of a plan of social action, two of the first conclusions we will reach are these:

An idea or plan, when it is communicated, will set up a kind of chain reaction of influence. It will affect future events; yet since no two people have identical meanings for a message, it will change each time it is communicated and perceived by another receiver.

An idea or plan cannot be controlled by the source. As first one and then another person receives the plan, the plan becomes a shared plan. Yet the originator of the plan is unable to make certain that the persons who share the plan understand it in the same way that he does. As more and more persons share the plan, it becomes increasingly difficult for the originator of the plan to influence how they use it; it may soon become impossible for the originator to slow down his plan, or change its course, or achieve his original intent.

Thus the originator of a plan has a responsibility to make a careful analysis of its appropriateness in the first place, before presenting it, since the only time he has complete control of his plan is before he communicates it.

One aspect that he needs to consider is the way the plan will affect the balance that exists in his country. Suppose a participant plans to increase

the productivity of his community by mechanizing agriculture, and brings in several tractors to do work previously done by manpower and oxen or camels. There are many potential changes that come along with the change to mechanized farming. Perhaps gasoline will need to be imported into the country; this will make necessary new commercial distribution outlets, and will affect the balance of trade. Repair parts will need to be imported and distributed, and repair stations set up. There will be a disruption of the labor balance; many people may be unemployed as a result of the plan. The oxen or camels formerly used may be no longer profitable to maintain, and thus a new source of fertilizer and perhaps of transportation will have to be found.

Farmers in other communities, not mechanized, will be unable to compete, and the balance of economic forces within the country will be shifted. The landscape will change; there will be larger farms, and persons who were satisfied with small farms will now want more. Education will be affected, since there will be a greater demand for training in technical fields. As the use of tractors increases, there may be local production of some of the parts or supplies needed. In order to protect the development of local industry, the government may then enact tariff laws. So that what begins as a simple technological improvement may end affecting practically every part of the country's educational, social, economic, and political life.

Now, if we may focus our attention again on your specific plans, rather than on generalizations, what are you supposed to *do* about evaluation? To what extent do you need to be aware of side effects that might arise from your plan; to realize the long range as well as short range implications of your plan; to consider the relationship of your plan to the overall balance of your country?

It is likely that this question will be answered differently by different individuals. Some will suggest that the responsibility for evaluation of plans rests largely with superior officers. Yet it is almost certainly true that you yourself are in the best position to observe the idea at work in the United States, and to consider accompanying aspects that seem closely related to the idea. And it is certain that the ICA participant who presents a plan that he later wishes he had never introduced may do his country a real disservice.

V A Last Word

IT WOULD BE GOOD if we could say here that attention to all the concerns mentioned in this booklet, plus continuing awareness of the needs and expectations of others and of the implications of your words and actions would guarantee success in all your enterprises. However, so many factors are involved in success that it would not be possible to name all of them, and of course effectively controlling them is equally impossible.

We can assert that success is more likely to come to the person who knows what he is doing than to the person who does not. A participant who returns to his country should know what he is doing, and should act on the basis of that knowledge when he is listening to others, talking and writing to others, seeking to secure support and cooperation for his plans, undertaking evaluation of his plans in their relationship to his country's needs, or seeking understanding at any level.

We have spent these pages discussing how you can put your experience and knowledge to its most effective use. We have often spoken of matters which your experience has already taught you, and sometimes of things which may apply to some ICA participants but not to others. Our excuse for saying so much is that we sincerely wish you success in reaching your goals and those of your country.