

PN/AAS-902

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TRAINING INSTITUTION PROFILE REPORT  
SPECIAL PARTICIPANTS AT  
INTERNATIONAL MANAGEMENT  
DEVELOPMENT DEPARTMENT  
SYRACUSE UNIVERSITY

June 1972

The American University  
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE  
2139 Wisconsin Avenue, N.W.  
Washington, D.C. 20007

## PREFACE

The Development Education and Training Research Institute<sup>1</sup> (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Special program participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Special program participants enrolled in all training institutions.

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1. See Appendix II.

When responses given by the participants at your training institution differ significantly<sup>2</sup> from those of all other Special program participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are three appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of these data. Appendix II, The Glossary, defines Academic and Special program participants, explains the scaling technique, and provides some information about DETRI. Appendix III, References, is an annotated bibliography of relevant DETRI publications.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

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2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

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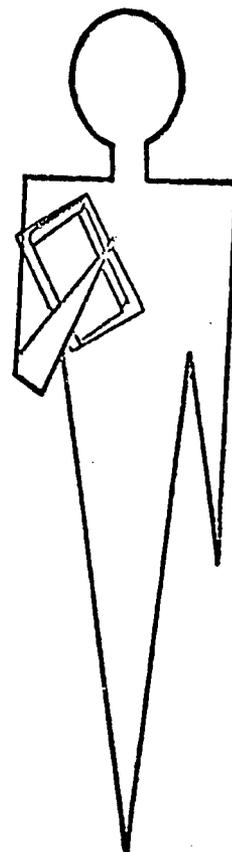
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## SECTION 1

### NARRATIVE

We would like you to meet "Aidre," our hypothetical A.I.D. participant who received special training in the International Management Development Department (IMDD) of Syracuse University. His opinions and evaluations on any given issue are those of most of the Special participants on that particular issue. When important differences occur on given items between Aidre, as the typical respondent, and his fellow participants they will be mentioned. All quotes are taken from the participants' own accounts of their experiences.

Aidre represents 112 participants who completed the classroom phase of their special training programs at Syracuse University and who took part in the DETRI exit interviews between July 1967 and February 1972. Aidre came from the Far East to study public administration and business management principles and procedures, and was assigned to begin his training in the IMDD at Syracuse University. The other participants came in much smaller numbers from Near East-South Asia, Africa, and Latin America. Some of them studied business administration, and a few had special industrial, agricultural, and education management courses at Syracuse..

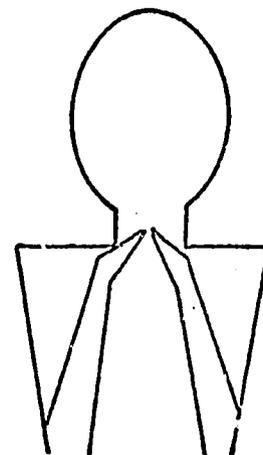


Aidre had had more than 15 years of education and some management experience in his home country prior to beginning his special training program. After his selection as a participant, Aidre had received advance information about his training program from officials in his government and the USAID. He knew that he would begin his program in the IMDD of Syracuse University. He was in general agreement with the final plan of his total training program as it was discussed with him at A.I.D. in Washington upon his arrival. His program at IMDD was followed by a shorter period in the field to observe management methods and procedures in industrial and public offices.

Aidre indicated he had not received help from a Foreign Student (or Job Trainee) Advisor. Many of his fellow participants said they had called upon the IMDD Coordinator, whom most of them found always ready to assist them with housing, transportation, and other problems, and felt he "did a good job." On a scale which ranges from "1" (extremely useful) to "7" (not at all useful), most of the participants who had received help from the Coordinator rated its usefulness at "1" or "2." A few participants reported, however, that personnel in the Coordinator's office were "not helpful" when he was absent.

Aidre considered a list of difficulties which A.I.D. Special participants have sometimes had with the classroom phase of their training programs. He found that the only one that applied in his own case was that there had been too much assigned reading. He attributed this mainly to two factors: (1) his English reading ability "was not fast enough to keep up," and (2) the "condensed program required too much reading in a short time."

Many of Aidre's fellow participants indicated that they had also had difficulty with the many different subjects

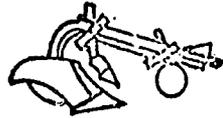
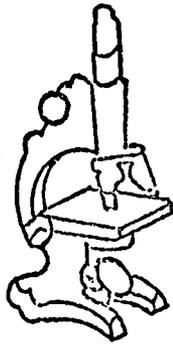


presented, and with the general and advanced nature of some of the presentations. Some would have preferred to have concentrated on the "two or three most useful subjects" to them, "instead of spreading out over 10 or 12 subjects." Others said they had come to learn management of a specific industry and found "too many general management ideas confusing" or "sometimes too far over my head."

Aidre did not have these difficulties. He felt there was a good balance between lecturing and discussion in his classes, and that the subject matter was at the right level.

Aidre and his fellow participants varied in the ratings they gave to the usefulness of their studies at Syracuse. On the 7-point scale Aidre gave a rating of "2," while his associates were about equally divided in giving "1" and "3" ratings. Aidre felt that the "program was good and the professors taught me some new ideas," but "the time was too short to get all that I wanted." His fellow participants who have ratings of "1" expressed their feelings in comments such as: "I got many new ideas from our discussions of organizations and was amazed at the system for allowing young men to replace their elders," and "I enjoyed the training [at Syracuse] enormously and found it very useful. This is the sort of experience I would like to live over." Others found the courses less useful because: "Only half of the seminar discussions had to do with what I was interested in. . . Most of them were too advanced for me." Some of Aidre's fellow participants from India, who heard lectures for 4 weeks on pesticide production at the Syracuse University Research Corporation, felt that "the program was better suited for chemical engineers than for training administrators like us." A lengthy field trip followed which, in some cases, compensated for irrelevant lectures.

Aidre reported that no instruments and equipment were used during his training program. Most of his fellow participants who did have course work in which instruments and equipment were used said they were similar to those available in their home countries.



When asked to assess the suitability of technical training to home country conditions, Aidre and most of the other participants gave ratings in 1 of the top 3 positions on the 7-point scale. Some said they had "learned many new techniques that can be applied in the home country company" for which they worked. Others, including Aidre, felt that while they had "learned a lot at Syracuse from good professors," it would have been more suitable for later use at home if they could have

had "more time to read and prepare for what was needed to better understand U.S. techniques" observed in visits to industry. A few participants who gave low suitability ratings expressed their attitudes in comments such as: "The Seminar had too many participants from one country who talked too much about their country's needs," "I did not get what I came for," or "I'll try to make the best of it, but I'm sorry it was not in my field."

Aidre and his fellow participants were generally satisfied with their personal and social experiences at Syracuse. They said, "Professors were easy to approach," "Relations between students and teachers were very good." Housing in the foreign student apartments was "comfortable and convenient." Some participants who wanted to learn English "moved to a dormitory on campus to be with Americans." One general complaint was that the book allowance (\$35) was not adequate for course and other technical requirements.

One participant gave the following assessment of the program at Syracuse: "The program was very interesting and I was impressed with it. We were a very interesting international group [30, in his case]. Many did not speak too good English.

There was a great difference in background which was interesting, but also a problem. . . I think the staff had a hard job putting everything together, but they were successful. They invited us to parties and were very friendly and helpful to all of us. I hope to come back to Syracuse some time."

SECTION 2

STATISTICS

Table 1

Q. What regions of the world were the participants from?

REGION	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 112	ALL SPECIAL PARTICIPANTS % of 4102
Near East- South Asia	14.3	34.6
Far East	71.4	33.7
Latin America	4.5	11.0
Africa	9.8	20.7

Table 2

Q. In which fields did the participants receive their education and training?

FIELD OF TRAINING	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 89	ALL SPECIAL PARTICIPANTS % of 2677
Agriculture	6.7	27.6
Industry & Mining	22.5	12.2
Transportation	1.1	12.7
Health & Sanitation	0.0	18.2
Education	5.6	6.5
Public Administration	64.0	22.8

Table 3

Q. How much education did the participants have prior to beginning their A.I.D. training programs? (Item 169)

YEARS OF EDUCATION	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 111	ALL SPECIAL PARTICIPANTS % of 4075
7-11	0.9	6.2
12	10.8	8.8
13-15	20.7	24.9
16	17.1	21.0
17-18	34.3	23.3
19 and over	16.2	15.8

Table 4

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 90	ALL SPECIAL PARTICIPANTS % of 2947
No	88.9	92.0
Yes	11.1	8.0

Table 5

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 90	ALL SPECIAL PARTICIPANTS % of 2947
No	88.9	92.5
Yes	11.1	7.5

Table 6

Q. What difficulties did the participants have with their classroom and related training? (Item 61)

DIFFICULTY	SYRACUSE UNIVERSITY 110 PARTICIPANTS			3207 SPECIAL PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	50.0	36.4	13.6	66.7	23.6	9.7
Subject matter too general	61.8	30.9	7.3	65.5	26.8	7.7
Subject matter too detailed	81.7	16.5	1.8	77.4	17.4	4.8
Too many different subjects presented	63.3	23.9	12.8	73.6	19.0	7.4
Too much duplication in subject matter presented	75.9	21.3	2.8	70.2	24.3	5.5
Too little discussion	70.6	22.0	7.4	75.5	18.6	5.9
Too little lecturing	80.6	14.8	4.6	79.9	14.6	5.5
Courses or presentations too simple	71.8	24.6	3.6	69.4	25.0	5.6
Courses or presentations too advanced	62.3	34.9	2.8	75.3	21.7	3.0

\* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

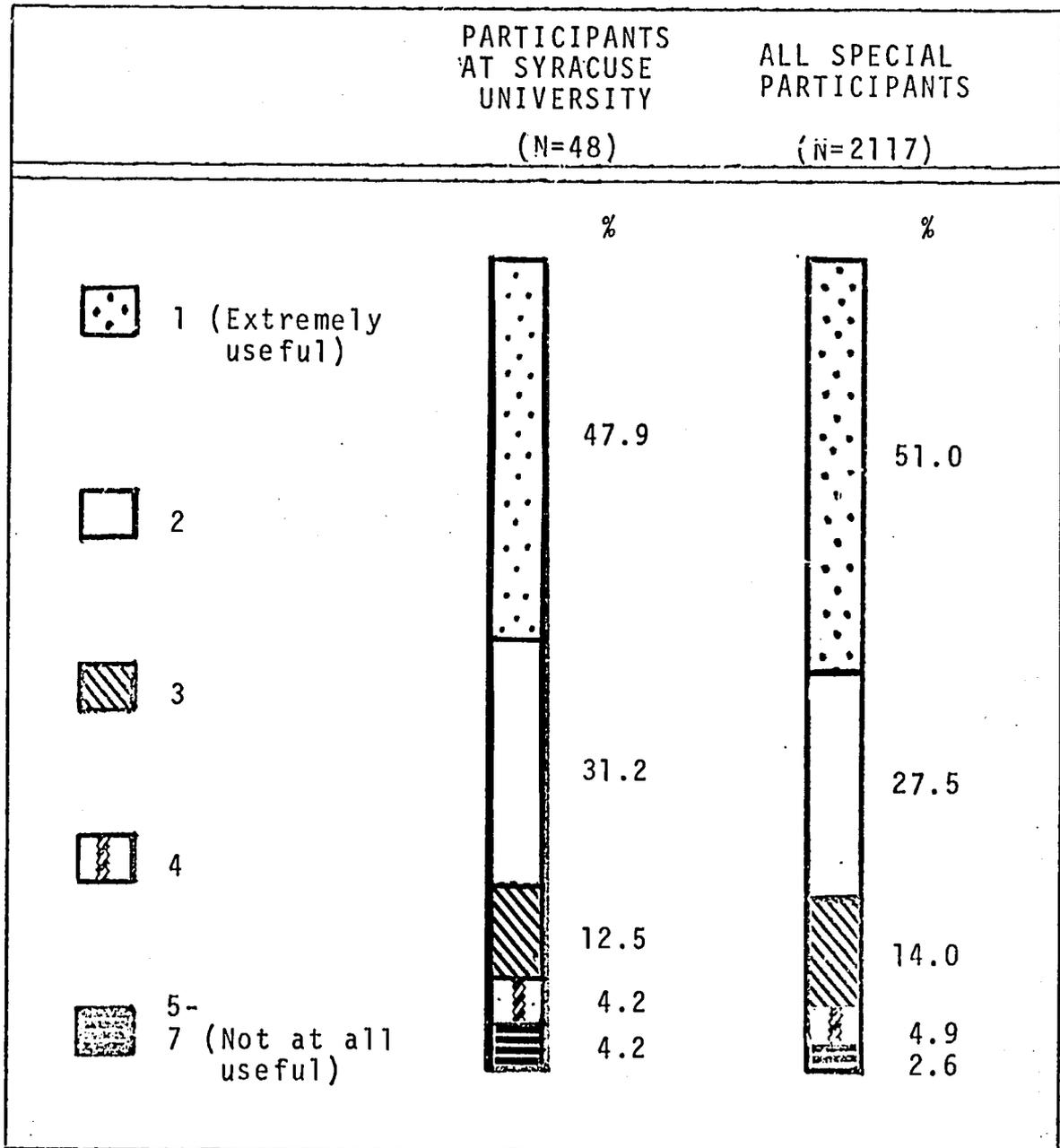
Table 7

Q. Did the participants receive help from a Foreign Student Advisor or Job Trainee Advisor at their training institution? (Item 136)

HELPED BY FSA OR JTA	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 112	ALL SPECIAL PARTICIPANTS % of 4086
No	57.1	47.4
Yes	42.9	52.6
IF YES:		
Q. How often was the above Advisor available? (Item 137)		
	<u>% of 47</u>	<u>% of 2144</u>
Always	61.7	59.7
Usually	21.3	27.0
Sometimes	17.0	13.3

Table 8

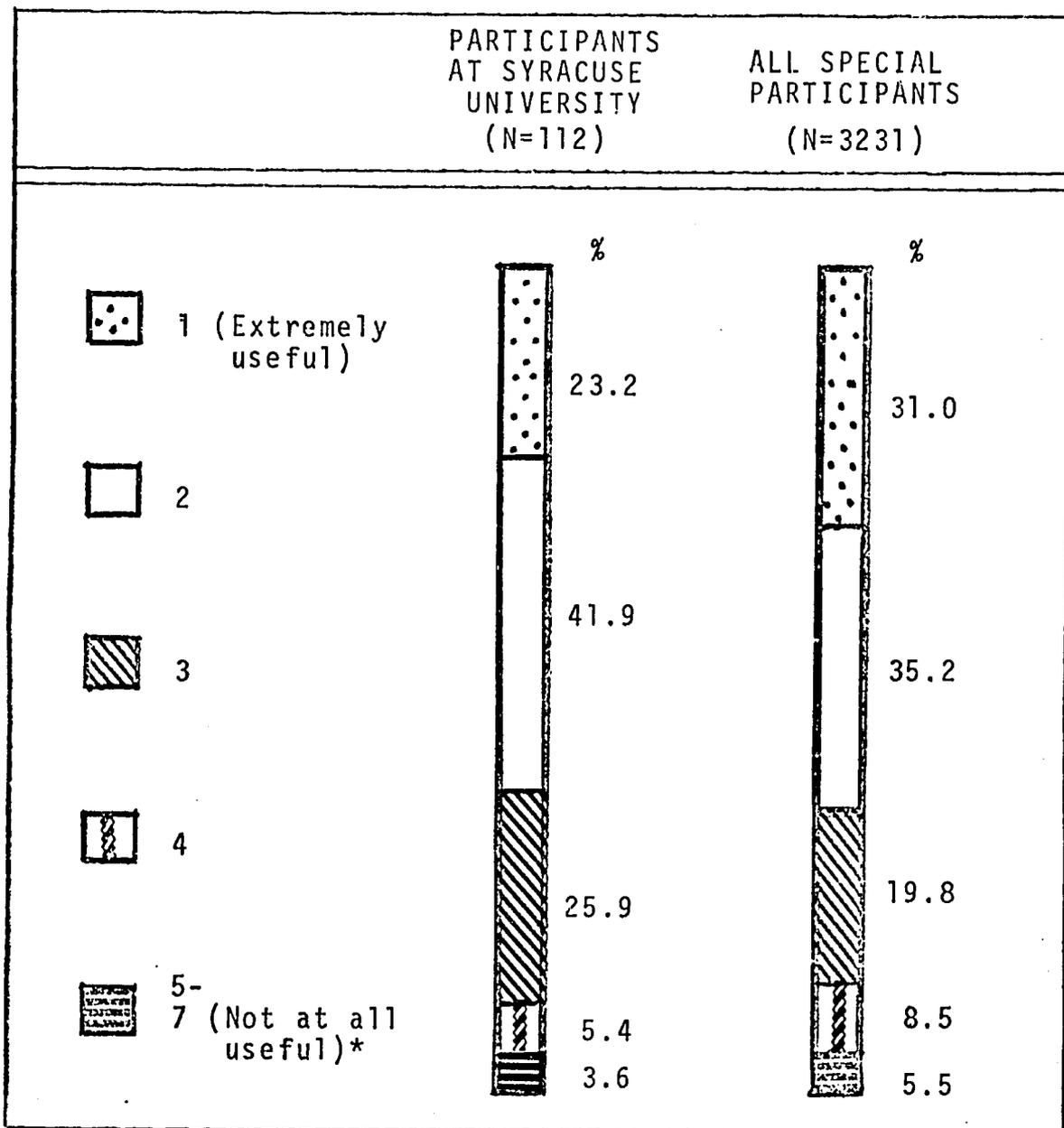
Q. How useful did the participants find the help they received from a Foreign Student Advisor or Job Trainee Advisor? (Item 138)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 9

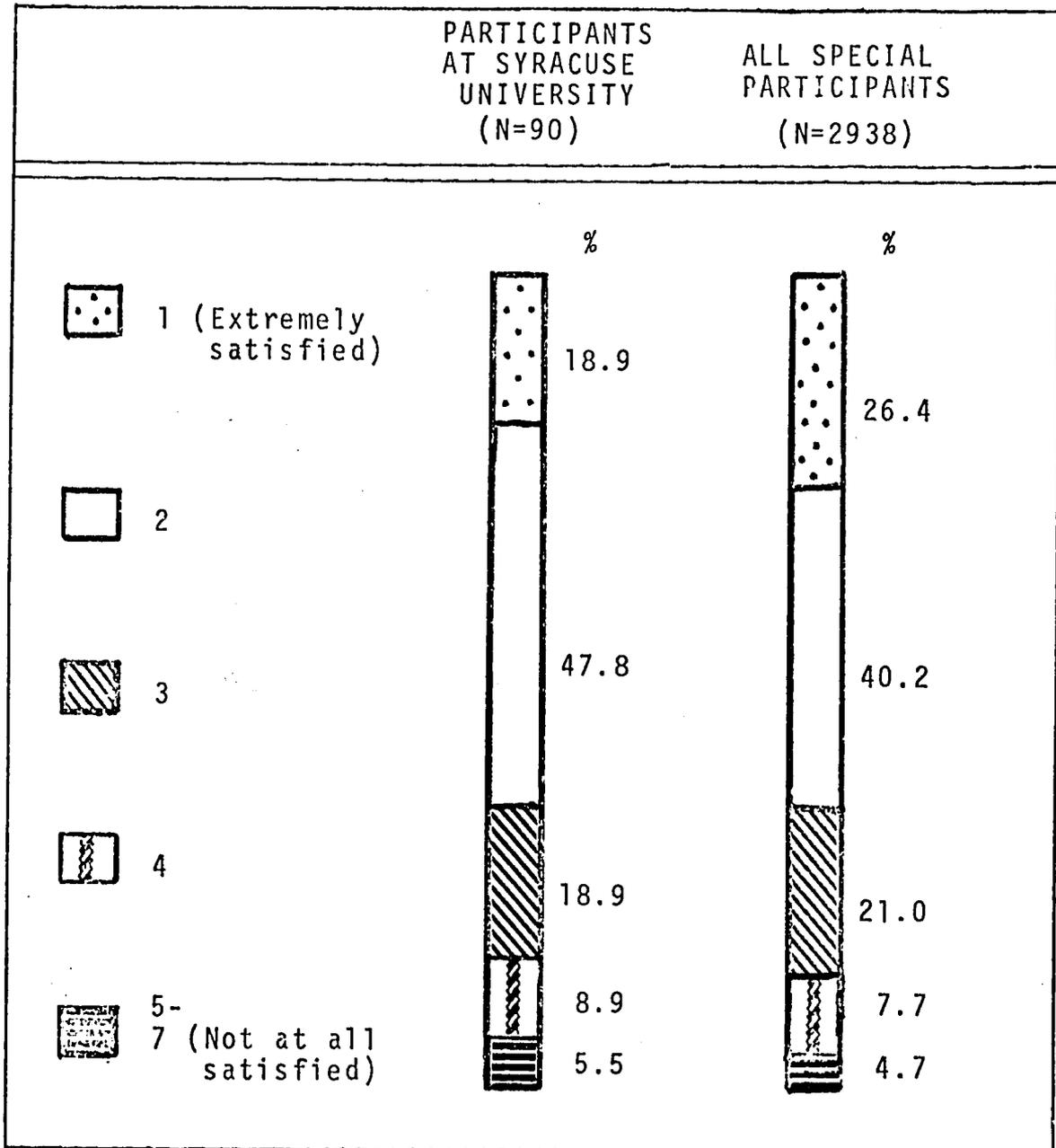
Q. How useful did the participants find their classroom and related training? (Item 62)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 10

Q. How satisfied were the participants with their total technical training? (Item 81)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

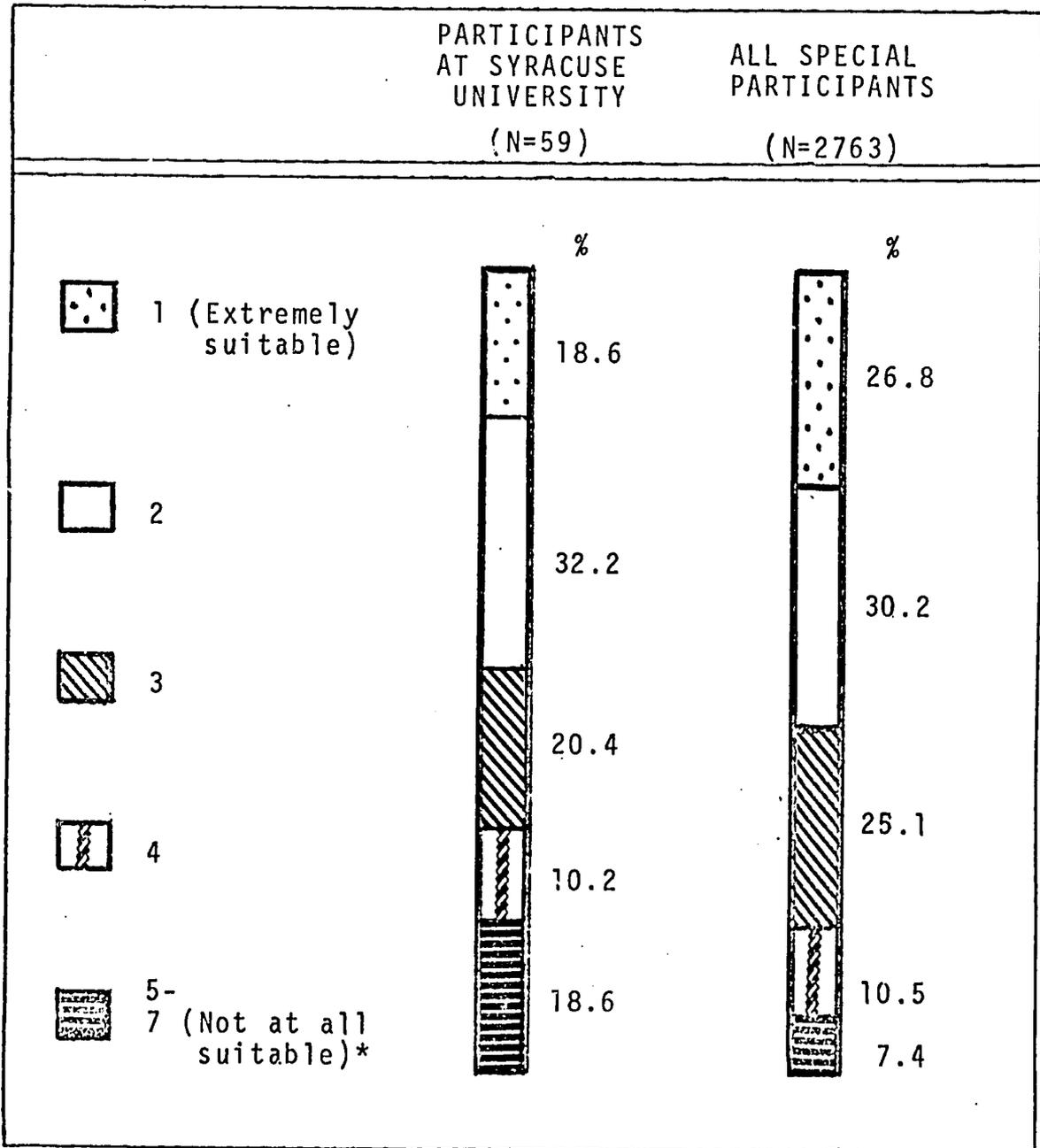
Table 11

Q. Did the participants have training in which instruments and equipment were used? (Item 77)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT SYRACUSE UNIVERSITY % of 110	ALL SPECIAL PARTICIPANTS % of 3869
No	66.4	40.4
Yes	33.6	59.6
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 78)		
	<u>% of 40</u>	<u>% of 2320</u>
No	22.5	17.5
Yes	77.5	82.5

Table 12

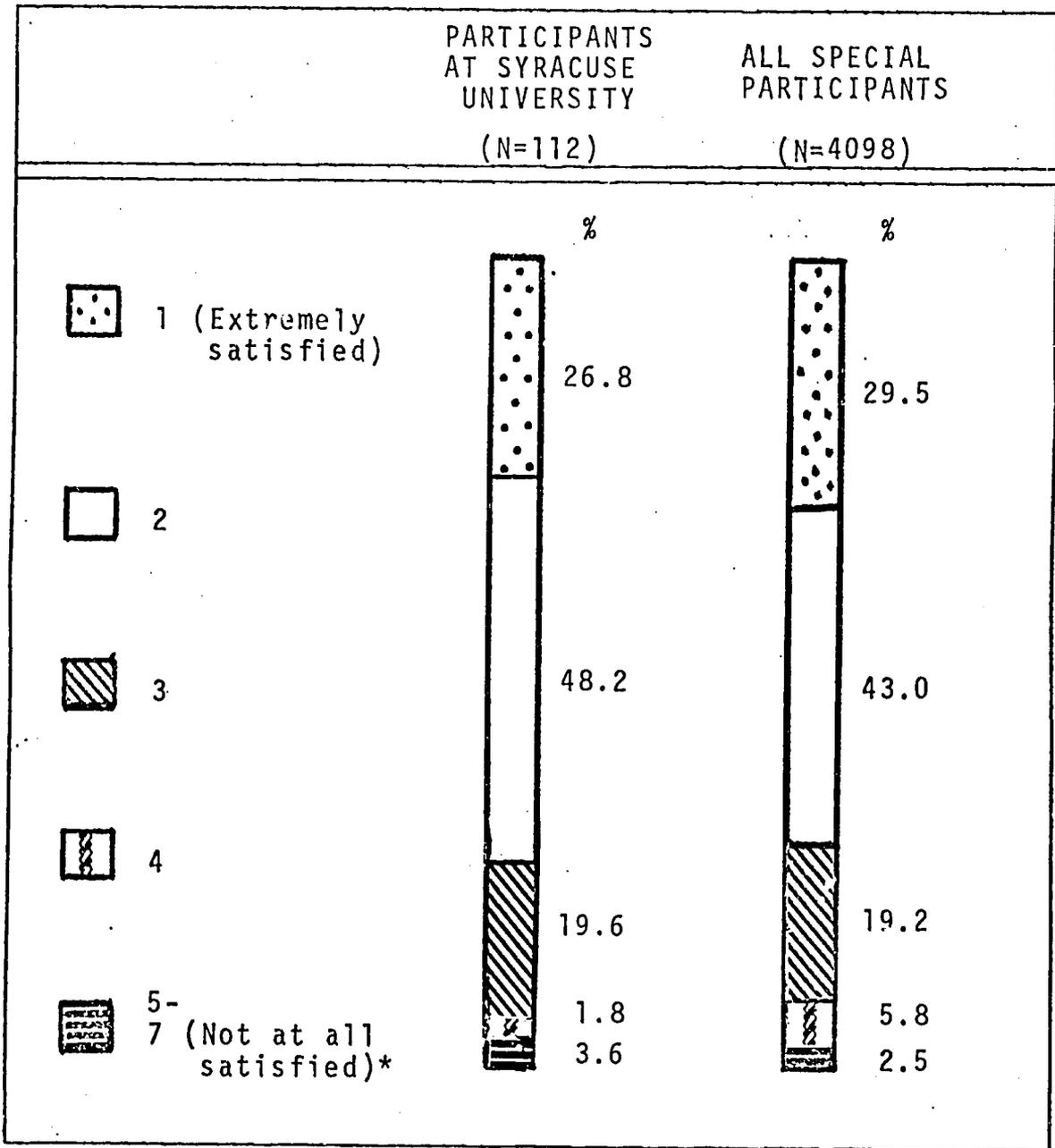
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 80b)



\* Data for ratings of 5, 6, 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 13

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

## SECTION 3

### NOTEWORTHY COMPARISONS

The purpose of this section of the report is to compare aspects of A.I.D. participants' experiences in the special programs at Syracuse University with the same aspects reported on by participants in all other A.I.D. special programs for which we have data. The tables and graphs in Section 2 list the aspects and show percentage comparisons. Here we will note only those items on which the Syracuse participants differ significantly, either positively or negatively, from all other Special participants. It is not possible to account for these significant differences statistically, as the size and composition of the groups of participants vary greatly in these training programs.

A higher percentage of Syracuse participants reported they had had difficulty with too much assigned reading than did all other Special participants. Similarly, a larger proportion of Syracuse participants had some difficulty with courses or presentations being too advanced than did Special participants at other training institutions (Table 6).

There were proportionately fewer Syracuse participants who reported they had received help from a Foreign Student (or Job Trainee) Advisor than in all other special training programs (Table 7).

A lower percentage (26% less) of participants used instruments and equipment in their training programs than did all other Special participants in their programs (Table 11).

In assessing the suitability of their technical training program to home country conditions (Table 12), a higher percentage of Syracuse participants gave ratings below "4" on the 7-point scale than did all other Special participants.

## APPENDIX I

### DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

## APPENDIX II

### GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiation factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

## APPENDIX III

### REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC\* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

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\* A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:  
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:  
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Cut of print)