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## CRITICAL INCIDENTS WITH HETERO-CULTURAL INTERACTIONS

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Communication, Cooperation, and Negotiation in Culturally Heterogeneous Groups
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# Critical Incidents with Heterocultural Interactions

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## ABSTRACT

How to train individuals for heterocultural interactions is an important unsolved problem. A plan was formulated for the preparation of self-instructional materials toward the end of developing a sound training procedure that permitted the objective study of its effectiveness. The primary objective of these materials is to develop sensitivity to cultural differences: the materials must teach individuals from interpersonal interaction differences to discriminate between their own culture and that of others. The specific discriminations are less important with this purpose than the ability to recognize that a cultural difference exists.

Critical incidents of heterocultural interactions represent an important "raw material" for the development of self-instructional materials. They are examples of situations which led the reporter of the incident to a change in attitude toward a member of another culture. Consequently, this type of critical incident has the requisite information for teaching discriminations of the type that conceivably could transfer to the learner's own future experiences.

The critical incidents that are attached were collected by different agencies and come from a variety of respondents. They are the "raw materials" for the development of the episodes used in the self-instructional programs called culture assimilators.

These incidents have code numbers on them, and the code description is in Table 1. The incidents are grouped for convenient use and to aid in their location.

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# Critical Incidents with Heterocultural Interactions

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The training of individuals for heterocultural interactions is an important unsolved problem. Toward the end of developing a sound training procedure that permitted the objective study of its effectiveness, a plan was formulated for the preparation of self-instructional materials. The primary objective of these materials is to develop sensitivity to cultural differences. This means that the materials must teach individuals to discriminate from interpersonal interaction differences between their own culture and that of others. With this purpose the specific discriminations are less important than the ability to recognize that a cultural difference existed.

Critical incidents of heterocultural interactions represent an important "raw material" for the development of self-instructional materials. They are examples of situations which led the reporter of the incident to a change in attitude toward a member of another culture. Consequently, this type of critical incident has the requisite information for teaching discrimination of the type that conceivably could transfer to the learner's own future experiences.

The critical incidents that are attached were collected by different agencies and come from a variety of respondents. They are "raw materials" for the development of the episodes used in the self-instructional programs called culture assimilators.

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# Code for the Classification of Critical Incidents

OA American
OB Non-American

01 Customs and Values
- A. 01.100 Authority Concept and formalism based on:
  - 01.110 Age
  - 01.120 Position
  - 01.130 Sex
  - 01.140 Education
  - 01.150 Wealth
  - 01.160 Family
  - 01.170 Attitude toward authority
- B. 01.200 Cultural Norms
  - 01.201 Individual importance:
    - 01.2011 Recognition of individual importance
    - 01.2012 Attitude toward criticisms
    - 01.2013 Concept of obligation
  - 01.202 Role differentiation in terms of age, position, sex, education, wealth, family
  - 01.203 Status differentiation in terms of age, position, sex, education, wealth, family
  - 01.210 Feasting
  - 01.211 Generosity
  - 01.212 Gift giving
  - 01.213 Greetings
  - 01.214 Hospitality
  - 01.215 Meal time
  - 01.216 Sharing
  - 01.217 Visiting

  - 01.220 Ethics
  - 01.221 Etiquette
  - 01.222 Food taboos
  - 01.223 Modesty
  - 01.224 Mythology

  - 01.230 Birth customs
  - 01.231 Weaning
  - 01.232 Child rearing
  - 01.233 Childhood
  - 01.234 Puberty customs
  - 01.235 Courtship
  - 01.236 Marriage
  - 01.237 Mourning

  - 01.240 Division of labor
  - 01.241 Trade
  - 01.242 Wage earning
  - 01.243 Work performance: attitudes toward work time oriented, and task oriented

  - 01.250 Body adornment
  - 01.251 Clothing
  - 01.252 Fad
  - 01.253 Hygiene

Classification Code (cont.)

01.260 Athletic sports
01.261 Dancing
01.262 Joking
01.263 Music
01.264 Recreational organization

01.270 Laws
01.271 Property rights
01.272 Inheritance rules

01.280 Medicine
C. 01.300 Ethnocentrism
D. 01.400 Communication

02 Education and Socialization Process
02.100 Education-cultural emphasis, purpose, style
02.101 Child rearing
02.102 Cooking
02.103 Etiquette
02.104 Ethics
02.105 Cleanliness
02.106 Incest taboos
02.107 Marriage
02.108 Medicine
02.109 Attitude concerning sex and other natural functions
02.110 Music
02.111 Pre- and post-natal cares
02.112 Tool making
02.113 Weaning

03 Religion
A. 03.100 Religious Practices
03.101 Rites of passages-birth, death, puberty, marriage, courtship
03.102 Magic
03.103 Faith healing
03.104 Education
03.105 Penal sanction
03.106 Etiquette-hospitality, greetings, gift giving, offering, visiting
03.107 Food taboos
03.108 Family restriction
03.109 Community organization
03.110 Worship
B. 03.200 Religious Beliefs
03.201 Eschatology
03.210 Philosophy: predestination, free will, Niravana, etc.
03.220 Incest taboos
03.230 Ethics
03.240 Superstition:
03.241 Reincarnation
03.242 Spirits and animism
03.243 Soul concept
03.244 Dream interpretation
03.245 Propitiation and luck
03.246 Magic
03.247 Faith healing

Classification Code (cont.)

03.250 Divination

04 Social Organization

A. 04.100 Individuation-ascribtion of status and role on the basis of customs

B. 04.200 Family
- 04.201 Nuclear family
- 04.202 Extended family
- 04.203 Marriage rules
- 04.204 Rules of descent
- 04.205 Residence rules
- 04.206 Function of family

C. 04.300 Kinship
- 04.301 Lineages
- 04.302 Kin obligations
- 04.303 Fictive kins

D. 04.400 Groups
- 04.401 Ascribed
- 04.402 Volitional

E. 04.500 Community
- 04.501 Social functions
- 04.502 Economic functions
- 04.503 Religious functions

05 Culture Change

A. 05.100 Urbanization

B. 05.200 Innovation

GROUP 1

OA
OB
01 01.212, 01.243

Major USAF

One of the Thai fighter squadrons had been getting very poor utilization of aircraft for several months. Although they had modern aircraft, 25 qualified pilots, and a full compartment of fuel, ammunition, and maintenance personnel, they were not motivated and had not been motivated to fly over 150 hours per month. After working closely with the squadron and actually eating, flying, working and living with them, I could not seem to get them into the spirit of flying and training.

On the first day of one month I asked the squadron to call all the pilots, the maintenance and armament officers together for a meeting. At the meeting I said I would give a bottle of scotch to the Squadron Commander, the Maintenance Officer, the Armament Officer, and four of the crew chiefs whose aircraft flew the most and if the squadron flew 600 hours that month.

That month the squadron flew over 900 hours and flew well over 500 hours per month for the next six months. A bottle of scotch represented almost a month's pay to most of the pilots and other personnel. Although I never gave these people an incentive of their motive after this, they were motivated to try to fly the most hours of any squadron in the RTAF after they found that they could do it.

OA
OB
01 01.120, 01.2012

A tank battalion was completely immobilized because the indigenous Commander insisted that he had been given the wrong transmission oil for crank case oil and consequently all his vehicles would be ruined if allowed to move. The situation had been thus for several months.

The commander had political friends and his superiors would not intervene. Although it had been proven that he had proper oil, he could not be swayed. A few months later the battalion had a new advisor. I apprised the new advisor of the situation and asked that he go out of the way to be cooperative and friendly with the Commander but do nothing to try to get him to use the vehicles. After a time, seeing that there was no pressure but lots of cooperation from the new advisor, the Commander started using his vehicles.

I feel the indigenous Commander had become resentful of the high pressure Americans and he had chosen this method to show his independence.

OA
OB
01 01.201, 01.2012

An American advisor in Thailand had to negotiate a business with a local man. Since he could not speak the local language, he hired a Thai interpreter. He complained that the interpreters did not seem to give interpretations of the intended meanings in conversation, especially when one became angry and used harsh words, but insisted on interjecting their own comments.

He later learned that in Thailand, in business matters, men are reluctant to confront each other; they prefer an intermediary who plays an active part in reaching an agreement between the two parties, sparing the feelings of the principals and saving face for all concerned. The interpreter's behavior was consonant with the third-party role found in Thai culture, but some Americans viewed it as a demonstration of deficiency and incompetence.

OA
OB
01 01.201, 01.260

In casual conversation while playing golf with a Chief of Armed Forces, I mentioned certain things we were doing in our Signal Corps without asking him to do this or suggesting he accomplish the same in his Army.

In general, I found that direct advice was less effective than planting ideas and letting the counterpart come up with it.

OA
OB
01 01.100, 02.201

Sanitary Engineer

The situation is one that is repeated often. I call upon a city official to obtain information about the operation of the water system. They almost never say "I don't know". They will give you an answer, right or wrong.

I always accept the answer given and then later try to ask other questions to cross check. This does not always get to the true answer, but you can usually tell if the information you do have is correct or incorrect. The official is usually not aware of your check if you handle the situation carefully.

OA
OB
01 01.2012

Lt. Colonel

I was concerned with an exercise training. I monitored the plan and pointed out short comings in the plan that would run into big problems during the exercise.

The individuals preparing the plan felt this was a criticism of their deficiencies and were afraid to do anything about it in view of losing face with their boss. As a result the plan was implemented as it stood and at the exercise the boss pointed out the weakness and that action saved the planner from making the blunders.

OA
OB
01 01.241, 01.243

Supply Advisor

Importers of commodities and equipment financed by the U. S. are required to specify the goods in terms of U.S. standards. Since they are not familiar with U. S. standards they require assistance of the USOM.

When the importers visited my office with the specifications, I would review them, suggest changes, or approve them on the spot while the importers waited. This saved me and the importer time and correspondence.

After the above simple routine had been in effect for a few months, a visitor said, "We in the trade are all very much impressed with your American efficiency. These matters could never be handled so quickly by my own government. The papers would have to be deposited in some ministry for an appropriate period of time." He then added, "Besides, for an official of my government to act so promptly would cause others to think he was being corrupted."

OA
OB
01 01.2012
05 05.200

General Services Officer

Services which ordinarily would be taken for granted in the States are problems in underdeveloped countries because of the local ignorance of modern equipment and unfamiliarity with our pace of life.

There have been many cases where Americans employed in missions have criticized and abused local personnel who were employed by me when they believed they were not receiving the proper attention.

In every such case brought to my attention, I quietly requested each American to see me personally and state his complaints, as it was my responsibility, not the local employee, and that no abuse of my employees would be tolerated.

I tried to explain to them that native employees were trying to understand modern problems, which we have been working on for more than 100 years, and we cannot expect them to immediately understand, that we must have above all things, patience.

I believe my action was effective as complaints became less and less, and many Americans took the time to think first before speaking.

OA
OB
01.215 01.222
03.107

Program Officer

I was on a trip with several Hindus. I carried a package of sandwiches made up by my cook. During lunch time, one of the Indians asked if he could try one. I handed him one. He opened it, took a big bite and remarked that it was very good. He then asked "What kind of meat is it?" I looked and saw that it was roast beef.

I told him that I wasn't sure what it was and that he would have to ask the cook the next time he came to my house.

The man would have become sick had he known the meat was beef. He forgot all about it and did not ask my cook.

I should have made sure that I was not carrying beef on a trip with Hindus.

OB
01.170

My wife and I were trying to drive from Santiago, the capital city, to a small village over poorly marked roads. I made a stop to ask which was the right road. The local people would engage me in a lengthy conversation and try to find which road I thought would be better. They would then tell me that was the right road.

OB
01.300

Student

I went to see the Director of Registrar of Foreigners, Mexican Department of Immigration because I needed some statistics and other information for my research project on "Americans in Mexico".

On my first visit I could detect at once that the Director of the Immigration was anti-U.S. and he was not willing to make any information available.

Afterwards, I paid him several visits discussing anything but the subject, concentrating especially on Mexican history, and I let him work off steam with some remarks about the U. S. which indicated antagonism.

After he saw that I was not going to press him or to react to his anti-U.S. remarks, and after he had observed my understanding of his culture, he became very friendly and gave me useful information.

OA
OB
01 01.170

Technician

I was planning a project of fairly long duration. First I presented the idea for approval, or disapproval, or discussion, with understanding that whatever the "chief" decided was perfectly satisfactory to me. Second, I outlined the idea in English and had it translated into Thai in detail and in simple terms. Third, I waited for the response from the Chief of the Division.

The Chief liked the idea, accepted it and made it his own, asking for my further aid. From this position I was doing something for the Chief of the Division and not for myself or USOM.

OA
OB
01 01.203, 01.204, 01.243

Secretary

In the absence of the boy messenger (the lowliest position in the office) it was necessary to have one of the typists take over his duties. This, however, would make her "lose face" by doing a lowly task.

Therefore, I did the first messenger run myself, and the second time took the typist with me, and the third time sent her alone. She and the others on our staff, saw that an American was willing to do the chore and, instead of "losing face", the typist ended up rather enjoying the change in duties.

OA
OB
01 01.201, 01.2012

Deputy Chief, UNRRA Program

I was assigned to the supply office of UNRRA, met the Chief of that office and my accounting counterpart. I was given a nice desk, an errand boy, plus a car with a chauffeur, all the privileges of a local official of similar rank.

In spite of the agreement to accept program personnel, the local officials resented the charge of inefficiency and resented so-called foreign expertness. Many of the UNRRA personnel began to advise and instruct at the very first moment.

I decided this approach was too direct and would only cause more resentment. Therefore, I decided to sit tight. For three months during the hot summer both my secretary and I reported to work. Nobody came near us in the sense of work. Yet, we both were invited to all their feasts.

Finally, one day in September, the Chief Accountant brought me some documents and quietly asked how I would record them. I gave him the best advice I could. However, again, days of desk-sitting went on. Yet, with time passing, more and more of my advice was sought. By waiting and giving quiet advice, they accepted me as a qualified person who was not there to throw his weight around.

The officials accepted me completely and made me one of them.

OA
01 01.20, 01.2012

John Cannon is a research assistant in the anthropology department of a large university. Part of his job is being a participant in weekly conferences with his boss and several other research assistants and professors. The discussions which take place are usually centered around whatever project the anthropology department is involved in at the time. Usually research design is a main topic. At one such meeting, John's boss presented an idea for a research design which seemed to John to be faulty in two particular areas. He listened carefully then tactfully pointed out the two troublesome areas, offering suggestions for change. John's boss was very pleased with his astute comments and on his future projects he seemed more and more eager to hear John's opinions.

OA
OB
01 01.100, 01.204

Larry Burroughs, a farm advisor located in a good-sized village in a foreign country, noticed that the younger, often brighter local men were very careful not to correct or disagree with any of the older men. This was true even when Larry knew that their ideas were in direct conflict, and the younger man was positive of the validity of his position.

OA
OB
01 01.204, 01.2011

An American military officer serving in a foreign country feels that he owes his success to the fact that his native counterpart helped him by explaining that the people of his country did not always say what they meant, especially to people in superior positions. Often the indigenous officer explained double meanings to the American and he helped him to understand what the natives really meant and what they were thinking, even though they did not speak these thoughts aloud.

GROUP 2

OA
OB
01 01.120, 01.140

An American expert-advisor working in a foreign country was, shortly after his arrival there, asked a question about a certain aspect of his work. He told the trainee who had asked the question that he did not know the answer, even though it related to his area of specialization.

When the questioner had left the office, the native interpreter for the expert explained to him that his answer had not been appropriate to his position. He informed the expert that he should never admit to his subordinates that there was anything that he did not know about his work.

OA
01 01.2012

A team of five young American architects were working on the plans for a shopping center. Each of them was supposed to design one part of the shopping center as he wished, but in conformity with the already accepted master plan for the center as a whole.

At one of their staff meetings, Henry Andrews presented his drawings for comment and criticism. When he had finished, Marty Johnson, who was also his close friend, talked for nearly half an hour about faults in Henry Andrews' proposal and how they could and should be avoided. After the other three had expressed their views briefly, the meeting was concluded.

As the group separated, Marty and Henry headed for the coffee shop together, as they usually did after staff meetings.

OA
OB
01 01.242, 01.2011

At an American refinery, A., a native workman in a foreign country, carelessly lit a cigarette near a can of gasoline which he had just drawn from a barrel of gasoline. The fumes burst into flame and the can exploded, but none of the nearby workmen were hurt and the fire was quickly put out.

A. was badly frightened and he expected to be scolded or, perhaps, even fired. But his American supervisor, Mr. Bell, did neither, figuring that A. had already learned his lesson. After this experience A. became the supervisor's most careful employee, and he tried much harder to please than he ever had before. In fact, the general attitude and caution of all the local workers improved after this event.

OA
OB
01 01.201, 01.2012
03 03.100

Major USAF Operations and Training Advisor

This incident took place at the Combat Crew Training School of the RTAF at an airbase in Thailand. I, myself, and two other USAF Majors were teaching the first class in the flying training school. The students of this class would become, upon graduation, the instructors for succeeding classes.

One American advisor who was a dynamic and effective Air Force Officer by USAF standards, was leading a flight of three Thai officers on a routine formation mission. One of the Thai officers, was doing a very poor job of flying formation. After several radio transmissions, the American Major leading the flight became angry and told the Captain that he could not fly an airplane and to go back to the base and land immediately. The Thai Captain landed the aircraft and was nowhere to be found when the rest of the flight landed. It was learned later that the Thai Captain had joined the priesthood for three months which is a custom that is allowed in the Thai Air Force.

It is believed that if this officer had been more thoroughly briefed on the sensitivity of these people to criticism, he could have done a much more effective job.

OA
OB
01 01.201

Major USAF

The situation involved an indigenous aircraft maintenance officer who covered a deficiency of a U.S. technician. Upon learning that a U. S. technician violated the written policy of the Air Force, I approached the indigenous officer to support the fact. It was a blunt approach on my part. The indigenous officer deferred from committing himself on anything but on an honorable basis. The indigenous custom and culture forbid officers to "lose face".

OA
OB
01 01.201

Community Development Advisor

On one occasion I prepared a community development project plan without previously discussing the project with my counterpart.

Failure to discuss the project with my counterpart before writing it down on paper had the effect of arousing his opposition to it.

Host government officials like to be included in planning. They like to give counsel and advice, and failure to recognize their contributions causes them to "lose face".

OA
OB
01 01.220, 01.201

Technician

An American technician developed a program for improving potato cultivation. His counterpart discovered a draft of the proposed program, and was so convinced of its merit that he included it in a long memo to his superior.

At the same time the American went home and wrote a paper on the same subject. When he found his counterpart would get credit for the development of the program he was highly incensed. This led to strained relations with the counterpart, and finally the government requested that the American technician leave.

OA
OB
01 01.243, 01.264

Lt. Colonel

A battalion was conducting a field exercise. About dark all the officers congregated for a party. The tactical situation was forgotten, positions were not manned, there was no light discipline.

I attempted to get the exercise back on the track. The Battalion Commanding Officer wanted no part of it.

I should have foreseen this situation and suggested some sort of a plan or schedule that would have permitted time for the inevitable party.

OA
OB
01 01.221, 01.400

Industrial Officer

At a meeting with several counterparts and private business men, I spoke at length about the industrial center program, speaking in the manner I would address an American group, very informally.

I used many American slang expressions and occasional standard swear words.

The foreign audience did not understand much of what I was talking about and seemed repelled by my manner.

OA
OB
01 01.201, 01.2012

I was trying to motivate a junior officer to start the preparation and planning for a material contract division in the Air Force. The officer was stubborn and after about an hour of bickering I lost my patience. I told the interpreter to tell the officer he did not have the proper mental attitude to work with a modern AF.

At that time he "lost face" but later,on my departure from the country, he expressed thanks for my being a bit rough with him.

OB
01 01.2012

An American military staff officer visited a native fighter squadron and flew one of the aircraft furnished by the host country. This American officer had been a maintenance officer for a long time.

After he landed at the airfield the national airmen asked him how he liked the aircraft. He said it was dirty and the worst he had ever seen.

The indigenous airmen were indignant and reacted negatively. It took them six months after the incident occurred before they could be persuaded to clean the aircraft.

OA
OB
01 01.400
05 05.200

Highway Engineer Advisor

I was a Materials Engineer Advisor to the Public Works Department. I was trying to teach and show the local engineers how to use heavy construction equipment and American methods of building and maintaining their highways and was the only field engineer in the mission.

I first tried telling them and showing the engineer just exactly what to do, including the drawing of pictures on a blackboard. I would spend all day giving them explicit instructions on what to accomplish during the interim period when I would be away checking other projects. When I returned I found that my instructions were not carried out and after this happened a number of times I became annoyed and spoke to my interpreter in a rather loud voice, trying to get him to get an explanation for me. After giving this problem much thought and my interpreter telling me that the local engineers' construction foremen thought I was angry with them, I changed my tactics immediately and exercised more patience and spent more time with them on the project, and the results improved.

OA
OB
01 01.221, 01.2012, 01.400

Teacher

I would like to note that in general many Americans make a bad impression on the people because of a patronizing attitude toward the native, loud talking, drinking, improper dress, and a spirit of criticism which is sometimes wrongly labeled frankness.

GROUP 8

OA
OB
01 01.204, 01.243
05 05.200

According to the philosophy of the people, it is believed that working with one's hands is for the lower class.

This was one of the main obstacles when trying to introduce training in their public school systems.

OA
OB
01 01.204, 01.201
05 05.200

Chief of Party

One of the men was working with the Province livestock station to teach them the best way to put bedding down in the barn. The American insisted that the Chief of the Station take a fork and show him that he understood how to do the job, with all the men and coolies looking on. As this man was one of the government officials it made him lose face with the men to be the student to the American.

The American was doing his teaching like we do in the USA which will not work in this case with a mixed group. He can teach the officials but he should have made it seem that he and the Chief were on an equal basis.

OA
OB
01 01.203

American professors were teaching young architects and other potential urban planners new science of city and regional planning. First-hand knowledge of materials was believed by the staff to be an important part of the training, and students were asked to mix mortar, lay bricks, and otherwise engage in manual labor.

The work part of the curriculum was not successful in the early stages. Then someone suggested the idea of supplying white laboratory coats to the students, with their names embroidered over the pocket. In the new and acceptable professional status of laboratory technicians they now happily went about the chores they formerly had resisted.

OA
OB
01 01.170, 01.203
05 05.200

Agriculture Agent

One day the head of the Provincial Agriculture Service took his shoes off, rolled up his pants legs and got down into the mud of the rice paddies and demonstrated. He got his men into that same paddy and demonstrated how to plant rice.

It was shocking to the field workers that the "second man" in the province would get down in the mud to work like that.

Training the Provincial staff to do this was difficult in a land where the purpose of education is that you don't have to work.

It is difficult for him to understand that education has the real purpose of making the work more effective.

GROUP 4

OA
OB
01 01.216, 01.221, 01.400

Student

I was eating supper with a group of students in the hotel where I lived. As the dishes were being passed around, the local students took most of the food. I was a little angry at this and said something to a neighbor like "those pigs are taking all the food down there". They thought I was entirely serious in calling them "pigs". A pig is one of the lowest and disgraceful forms of life to a Middle-Easterner, and they were not friendly to me for several days but gradually our friendly relations returned.

OA
OB
01 01.400

Communication Media Officer

I was assigned as a traffic consultant. There was a need for some posters to begin a traffic control program. The first one our shop painted was simple, direct and reasonably forceful; at least I thought it was. It had one illustration and these words, "A Safe Driver is a Good Driver".

These posters were painted in several hundred copies and put on display. In making our evaluations it was found that the posters had no effect on driving habits.

We interviewed a number of people trying to discover the reason the posters were being ignored. All of the people we talked to were evasive about the answers and most answered that they did not know. After much searching I finally cornered one of the locals who had become a close friend. He said, "If you would change the words A SAFE DRIVER IS A GOOD DRIVER to A SAFE DRIVER IS NOT A COWARD you may have some success."

We did, and the posters were well accepted.

OA
OB
01 01.400

AFS Student

In Thailand, when things cannot be done, we would tell an American, "Never mind", meaning 'take it easy'. But an American would be angry because he thinks that we mean stop working and drop the work.

In the U. S. they would try harder to work.

OA
01 01.214

A Thai student expressed his confusion that when he first came to the United States some Americans he met in the student lounge or dining room would show great friendliness only to be ignored by these same people the next day when they passed in the hall.

OA
OB
01 01.262

The American acted "informally" in the presence of natives, joking and teasing in the American style. One of his gestures to indicate he was a "good Joe" was to put his arm around the shoulders of ranking native men while laughingly tousling the hair on their heads.

This proved ineffective and upset the natives who regarded head a "high" zone.

OA
OB
01 01.400, 01.262

I had a bad habit of using the slang term, "You're crazy" when joking with the groups. I said this one day to one of the men in the office who had made a humorous remark. This man was hurt very deeply and showed that he was embarrassed.

I discovered later that this was the worst thing I could have said because these people apparently worried about going insane and this was not a joke.

When I found out what I had caused, I apologized to him before his friends and told him of the usage of such slang phrases in the U.S. The situation was fine thereafter.

GROUP 5

OA
OB
01 01.201, 01.214

The head of the village in which we lived invited a U.S. government representative and myself to dinner at his house. Then the government representative did not feel well and when a messenger came to inform us that dinner was ready, we both decided not to go. The village headman sent the food to our house for us to eat. I realized later that our action showed a lack of respect and appreciation of his hospitality.

OA
OB
01 01.236

My wife and I lived in a small village. One day we were invited to go to the wedding celebration of one of the friends of our employee. The next day after the party I was asked by the head of the village why I had attended such an affair as this. I told him I didn't know there was anything wrong with it, and it didn't seem illegal. I was told that it was not the kind of celebration that was looked upon as respectable. I should have checked with either the head of the village or with some of my school teacher friends who could have advised me on this.

OA
OB
01 01.110
04 04.100

Student

Two of us American students were invited to spend a weekend at the home of our Indian friends in a nearby village. We found ourselves something of a spectacle. Many of the people had never seen an American.

As we were watching the activity around the village well, an old man came alone to draw water. The well was deep and it was necessary for him to walk with the end of the rope about 25 yards to draw up the water. Then he would have to lay the rope on the ground and walk on it all the way back to the well to get water.

Seeing the laborious process and intending to be friendly we stepped up and helped pull the rope and fill his container. Instead of a smile or other friendly gesture, we were greeted with a hostile manner.

The old man must have felt insulted by our action of rather obvious paternalism and immediately poured the water we had drawn back into the well and drew up a new one himself.

OA
OB
01 01.216, 01.233

Program Officer

My wife and I were sitting on our garden terrace, which overlooked the street. We were eating candy. Three children showed up on the street and watched us. We offered each child a piece of candy. Five minutes later 20 children were screaming at us for candy. We gave them until the box was exhausted, but the crowd grew and grew and so did the clamor.

All the children were mad at us. Those who had already received and eaten their candy screamed the loudest that they hadn't received any and that we were cheating them out of their share. We had to go inside the house to put an end to this demonstration.

OB
01 01.216

Mobile Medical Training Team

We distributed medical equipment to the Army hospitals as part of the technical assistance program. However, we later realized that other armed services' hospitals needed some items of medical equipment also.

I recommended the redistribution of equipment to all three armed services after inspection of facilities and available medical personnel. The Army would not share with other services and rejected initial recommendations.

OA
OB
01 01.216, 01.233

Community Development Advisor

At a picnic in a small village some miles from the city, I failed to realize that the youth were extremely self-assertive. While eating I gave a cracker or other small bits of food to a couple of youngsters, and more and more demanded food -- not because they were hungry, so much as all wanted to participate.

Some of the other Americans were angered by the insistence of the demanding youngsters.

OA
OB
01 01.204, 01.220

Industrial Specialist

There was an automobile accident involving a person obviously well-to-do and a peasant driving a cart.

I identified the peasant to the police as being blameless in spite of the initial reaction of the police to place the blame on the peasant. I felt that my action impressed both the police and the peasant as an example of American justice.

OA
OB
01 01.110, 01.120, 01.204, 01.2011

An American selected construction foremen according to their qualifications, and technical competence. This proved to be a mistake.

The American completely disregarded the social hierarchy which figures so importantly in the local society. The problem was finally solved by allowing the internees to choose their own leaders from among those who had the proper status. It matters little that these honored old men spoke no English or knew less about engineering. They promptly picked young engineers as their advisors.

OA
OB
01 01.100, 01.204, 01.260

Teacher

There were no recreational facilities for the children. I, therefore, encouraged and participated in many of their activities on the week ends. I organized basketball and baseball teams.

I failed to maintain a barrier between the children and myself. This lack of barrier on the week ends carried over into the classroom. It, therefore, made discipline more difficult.

OA
OB
01 01.170, 01.211, 01.264

Assistant Supervisor

The Americans had planned a picnic for the local employees and had made arrangements for the use of a bus, and plans had been made for the food and games to be played.

I requested a bus for our use and the request was denied. I learned later that we requested the day before a new rule went into effect that buses would not be provided for any recreational purposes.

The morale of the locals and also of the Americans went down and as some of the other offices had made similar arrangements prior to the new regulation and their request had not been denied, they thought our office was not liked as much or that someone in the executives did not like them. I had a very hard time explaining that to my employees.

OA
OB
01 01.241

I bought a boat ticket from a ticket agent. I did not bargain with him and hence paid too much for the ticket.

I felt that I had built up the image of Americans as being stupid.

OA
OB
02 02.100
05 05.200

Teacher

We taught in a school that had been administered inefficiently for many years. The students were not serious about their studies; they had bad study habits and were not accustomed to discipline.

When we saw the laxity on the part of both teachers and students, we set about to establish firm discipline immediately.

The teachers and students were both antagonized. The teachers did not cooperate with enforcing regulations, not because of ill will, but because they had never studied under disciplined conditions and couldn't see the need. The students did not respond and for a few years the students transferred to other schools that did not enforce discipline.

OA
OB
01 01.201, 01.214

Lt. Colonel

After watching a training exercise, I accepted a ride back to town offered by the senior of two Generals present. The junior General had invited me to this exercise. He felt that my going back to town with the senior General was a snub, and because of his strong political ties, he was able to adversely influence my relations with many indigenous officers with whom I worked.

After the incident, he treated me politely, but was not too friendly and did not come to me for advice or opinion.

OA
OB
01 01.300

I was sightseeing in a local market place. I took a picture of a native open air soup-kitchen and the proprieter appeared and threw hot soup on me. I lost my temper, hollered at him and called a police officer. The officer quietly spoke to the proprietor and courteously persuaded me to leave.

There should have been common courtesy on my part in introducing myself to the proprietor and asking permission to take the picture.

OA
OB
01 01.220

An ICA participant from abroad was not too careful in handling his money and it was stolen. In reponse to the inquiry, he stated that he saw no need for the same precautions he exercised at home since all Americans in the USA are so very honest because the newstands are left unattended and everybody pays for the newspaper he takes.

OA
OB
01 01.170
02 02.100

Some students are discussing their future plans upon obtaining their Graduate degrees. The Thai student states that she will have no choice about her job upon return to her country since the government supported her education. She only hopes that she will work in some job related to her training. The Americans ask if placement in position irrelevant to training is common and if this occurred to her certainly she could protest. The Thai replies quietly that the decision about her placement does not concern her and she will not be able to do anything about it.

OA
OB
01 01.212, 01.261

A Thai student was very fond of his American roommate and one day spontaneously gave him an expensive gift. The roommate accepted the gift but the relationship seemed strained afterwards. A few days later the Thai wanted to share the roommate's car on a trip out of town. The roommate connected this request with the gift given; the Thai was very hurt.

OA
OB
01 01.211, 01.170

Clerk

I gave the servants days off in the afternoon on Saturday and all day on Sunday. They thought we were not strict enough so they lost respect for us. They began to leave at any time they chose.

OA
OB
01 01.214, 01.215, 01.204

Teacher

We had invited the boys from a neighboring country school with their teacher to come to our town for a ball game. We also served them lunch. As we looked on the whole affair as a picnic, we served the teachers with the boys, using paper plates and the same service for the teacher as for the boys.

We found out later that some teachers were offended. We did not know it at the time that in this country they look upon it as an insult to them if you serve them right along with the children. They deduce from this that you do not have much regard for them, i.e., you are trying to lower them socially. As the result the ballgame was a very strained affair.

OA
OB
01 01.221, 01.251

Head of Mission

I had gone on a distribution of foods in a village with some subordinates. We knew it was to be a rough trip and I, therefore, wore no tie or coat. There were plans later in the day for a rather important school distribution in the city. We had given ourselves almost four hours leeway which we considered more than sufficient. Unfortunately, our car had flat tires and a fuel pump failure. We, therefore, were forced to spend a great deal of extra time in the field. There was no other alternative but to go direct to the very important distribution directly, clothed as we were.

The ceremony was attended by the Minister of Welfare and other top officials as well as the U. S. Government press. We looked like a bunch of tramps.

I should have been ready for the emergency since this country considered appearance so important at functions.

OA
OB
03 03.200

Colonel

At Christmas time, Americans were wishing each other a Merry Christmas. One officer unthinkingly wished a very Merry Christmas to an indigenous officer. The latter obviously was not flattered.

Before the two principals departed, I intervened and made an apology to the indigenous officer. The U. S. officer, realizing his error, also expressed his regrets.

OA
OB
01 01.203

Chief of Party

We had a general handiman who cooked and washed for the team. Men in this country do not wash women's clothes. One day he refused to wash a woman's undergarments and the owner slapped his face.

I returned her to the States. My action pleased many people because they felt that I recognized their own way of life.

OA
OB
01 01.223, 01.300

I was complaining to a well educated national because they continued to follow silly and impractical tradition. I, being American, said anything that was not good economics was not good and should be replaced.

The national said that I would not follow my own preaching, and that I too had unnecessary traditions. He pointed out that it was wasted effort of me to hunt for a toilet. He insisted that I should relieve myself right where we were on the basis that any native people would do it.

Of course, I would not break a tradition of hiding myself, although the national thought it a foolish tradition.

OA
OB
01 01.215, 01.214

It was dinner time at our work camp. The fish was cut into small pieces. We all lined up at the big pot to receive our portion.

When my turn came, the cook carefully hunted around until she found the fish head which she then gave me. It was an honor, the head being the most popular piece, reserved for guests.

I took it with internal misgivings, but outward appreciation for the honor. But I couldn't eat it! They couldn't understand why I was not eating the best piece of fish.

I did not observe local custom at this point.

OA
OB
01 01.243

Village Dev. Advisor

We had ordered a generator through a company to supply electricity for our work in the village. Months passed without results.

We wrote the company many times about this matter and even visited the office when we were near the office of the company. It seems that the more a person tried to push to get something done, the less we got done. Their custom was simply not to rush.

I should have accepted the fact that the pace of living is not everywhere like it is in America.

OA
OB
01 01.100

Home Economist

A local home economist from the national capital came to visit me and as a result of the meeting proposed sending some health and home economist trainees up to work with me. "We can teach them, but we do not know how to work with people as you do," she said to me.

I readily agreed, suggesting that I take just two at a time at the start. She returned to the capital and I heard no result from her.

Later I learned that her superior felt she was overstepping and refused to agree to the plan.

Perhaps if I had put a request through proper channels, the work would have been permitted to go forward.

OA
OB
03 03.106

Fraternal Minister

An American minister was preaching one Sunday evening in a local church in Scotland. Following the service, the American minister urged the host pastor to go to the door so that they might greet the people as they left the church. The pastor seemed reluctant, but then he politely agreed.

The American minister later found that in Scotland the greeting of the people after the service was not a normal situation. The minister felt that he had taken advantage of his host's kindness when it was their custom that the pastor retired to his study following the service.

OA
OB
01 01.242

My companion and I just purchased deck passage to Greece aboard a ship. A porter had carried our bags from ticket office to loading room. The boat was getting ready to sail, but he was not putting our bags aboard. We discovered that the interpreter who had, as part of his paid job, helped us buy our tickets had asked for his tip. We thanked him for helping us but told him we were sorry we had no tip money for him. He was resentful and as a result was not going to load our luggage out of spite. A friendly policeman, who had lived in Milwaukee for a time, learned of the situation and made the porter put the bags on board.

Later I felt we should have been prepared to observe local tipping customs.

OA
OB
01 01.210, 01.213

ICA Representative to Ecuador

I was a guest at a small dinner of key officials. I was called on to make a speech. I made a brief talk for perhaps four or five minutes. Later I realized that I should have talked for an hour or at least a half hour.

In the tradition of the country, a short talk is unusual, probably impolite, possibly rude.

OA
OB
01 01.202, 01.240
04 04.100

Engineer Officer

I was responsible for moving the Engineering records from Headquarters to the freight cars within a specified time limit.

I requested earlier the labor contractor to provide me 10 laborers or coolies at my office at seven AM to start moving. The laborers were not in my office at the appointed time so I went outside into the hall and saw several men standing around. I then gestured to them to follow me and made them pick up the boxes and load the truck.

They protested and kept saying "sweeper" which I paid no attention to.

Later on I discovered that I had used the floor sweepers instead of laborers or coolies. Thus I was degrading the caste of sweepers below their station in society.

OA
OB
01 01.202, 01.240
04 04.100

Supply Advisor

My secretary had the habit of placing the mail for the other members of our office in his out basket and leaving it for the people to deliver it to other offices across the hall. It seemed to me that, in order to speed up distribution of mail, he should carry the mail since the distance involved was very short. I requested him to do so. He did not object, but after a day or two he stopped doing it. I repeated my request with the same result.

My secretary was a Brahmin, a high caste Indian. It hurt his morale to be requested to do what he regarded as peon's work. I would have been more considerate of his feelings if I had been more aware of the fine points of customs of the country.

OB
01 01.202, 01.203, 01.240

Village Dev. Advisor

I noticed a bit of scrap paper had collected outside the center of our agriculture training location. I had told some of the office boys to pick it up. The paper laid on the ground a long while before it was picked up finally by the sweeper man. I soon discovered that this was the job for the outcaste and not the office worker.

OB
01 01.216

Social Worker

I had been invited by some Eskimo fishermen to join them in a fishing expedition. I had caught a sizable batch of fish.

In my eagerness to relish this treat, I took my catch and brought it to my cabin where I started to store some of the fish and to cook some for the day.

Later I heard some comments like, "Why you no remember the sick? You no care?" Apparently I had miserably failed to remember the widows and the sick of the community.

It is their custom for fishermen to divide part of their catch with the community.

OB
01 01.100, 01.400

In working closely with the nationals on all levels, I found something quite foreign to Americans. It was the high degree of formality in personal relationships among the nationals.

Some Americans imposed the system of American informality on the German staff, such as calling them by their first names rather quickly, and using the familiar "you".

To the nationals this can happen after long and close association, and often doesn't occur between colleagues in the same office for years.

OA
OB
01 01.217, 01.221

Lutheran Representative

My wife and I were invited to an important home for a social evening. We both thoroughly embarrassed ourselves, and our hosts too, in not observing the simple courtesy, regarded as a most important custom of the country, of bringing a bouquet of flowers which was to be presented by me to the hostess of the house, as did the other guests.

OA
OB
01 01.213, 01.221

Lt. Colonel

At a cocktail party, there were assorted German, French and English guests. I adopted the custom of hand-kissing from my German counterparts, being careful to restrict my activities to married women as was their custom.

A German lady, whose opinion I esteemed, advised against this on the grounds that Americans were expected to act like Americans and not to "go native".

OA
OB
01 01.213

My local friends and I were bicycling in a countryside and I was in the lead when we passed some local people who were walking toward us. I greeted them briefly in the native language, and waved, American-style.

My native friends explained to me that if someone wanted to greet other people, it would be more courteous in Africa to stop, get off the bicycle, and walk when passing. A greeting is considered rude if it is too hurried.

OA
OB
01 01.211, 01.216
02 02.100

Outside a classroom during a ten-minute break, several Americans and a foreign student were exchanging ideas about a project on which they were working. When they had first come out for the break, most of the Americans took out their cigarettes and lit them. The foreign student watched them; then, hesitantly he finally took out his pack of cigarettes and lit one. After the break had ended and they returned to their project work, the foreign student was very quiet, and he seemed slightly hostile when he did speak.

OA
01 01.100, 01.204

Howard Hall, the newly elected junior senator from a central state, is vigorously going about his duties through the first few months of his term in Washington. He is eager to fulfill his campaign promises to his constituents and to fill their requests. Likewise, the new Senator Hall, has many ideas about reforms in committee procedures that would improve efficienc in government.

Within just his first few months he has been very busy, introducing four major pieces of legislation as well as making a major speech criticizing the outmoded procedures of the powerful Rules Committee.

However, instead of being successful, most of Senator Hall's bills are being unduly detained in committees, and he is having a difficult time getting cooperation from other senators, including the members of his own party, which is in the majority.

OA
OB
01 01.100, 01.2012

Charles Hughes, an American professor of agronomy, is sent by the United States government to a foreign village, where he is to hold meetings with the local villagers on the subject of improving the crops of the area. Each evening, Professor Hughes holds discussion sessions, during which the villagers present their ideas for improvements.

At the first session, Professor Hughes informs the local people that since time is limited it will be possible to discuss only the ideas which seem to him to be most likely to help most of the group. To save time, all other ideas will be dropped without discussion. At the first few meetings, the village men offer many ideas. The unfruitful ones are promptly ruled out by Professor Hughes, but there are plenty of others offered which are good and these are discussed.

After the first few nights, Professor Hughes notices that his meetings are getting smaller and smaller, and fewer and fewer ideas are being offered by the men who do attend. Professor Hughes wonders about the reason for this decline in the seminar attendance and participation.

OA
OB
01 01.213, 01.214

Two American field workers had just arrived in a foreign country where they were assigned to help with a community improvement project the village had requested. They were formally and politely greeted by the village elders and a crowd of villagers. The official village headman, wishing to give a reception, invited the Americans to stay in the village guest house. The two American field workers did not want to trouble the villager so they refused the invitation. The villagers were rather displeased. Later, in their work, the Americans got less cooperation from the headman and villagers than they had expected in the light of the cordial greeting they had received.

OA
OB
01 01.215, 01.211

A foreign graduate student asked his co-workers on his lab assistantship if they wanted to go to lunch with him at the Student Union. They agreed, adding that it was time to eat, and they all chatted as they went to the union where they got in line at the cafeteria. When they reached the cashier's station, the foreign student who was first in line, paid for all of them. When the group got to their table, his two co-workers insisted on giving him the money for their lunches. He refused it, but the Americans insisted; and the one sitting beside him swept the money off the table and dumped it into the foreign student's jacket pocket. Later, the Americans commented that the foreign student had been unusually quiet and reserved while he ate his lunch.

OA
OB
01 01.210, 01.214, 01.201, 01.212, 01.242

Three American military emissaries were sent to a foreign country. Their job was to establish a favorable working relationship with the natives in a particular rural area where an American military base was to be located in the near future.

The high military officials of the foreign country suggested that the Americans go into the rural areas and talk to the villagers.

When the Americans arrived in the village with their native interpreter and native liaison officer, they were immediately invited to dinner and conversation with the headman of the village after they had presented their credentials to him. They readily accepted the invitations and were pleased with their progress. During dinner, the conversation drifted to the plans for the new base and the possibility of the villagers helping in the construction of the necessary buildings.

The head villager made several suggestions concerning the recruitment of native laborers. However, the ranking American officer disagreed with him and said that his suggestions could not be accepted because they would be in violation of the policies set for and followed by the American armed forces. The village headman made no further suggestions and for the remainder of the dinner conversation consisted of general questions about the area, its people, and the nationally famous pottery which the villagers make.

As the three Americans were taking leave at the end of the evening, one of the women of the headman's house appeared and handed the host several beautiful and apparently expensive plates and vases made by local potters. The headman offered them to the Americans as a gift of welcome, but the Americans made several excuses for refusing them and they left without the ceramic ware.

The village members proved to be somewhat hostile to the personnel of the new base when it was being built and after it began operations. It was often difficult for the Americans to find villagers to work on the base in the jobs that were available, and it was necessary to raise the local employee payroll to the maximum that the military scale permitted for each of the job classifications filled by native personnel.

OA
OB
01 01.2012

H., a foreign exchange student, was working on a class project with several American students at a meeting of the project staff. The foreign student was asked to give his suggestions concerning the way the project should be carried out. Immediately after he finished talking, Jim, one of the American associates, raised his hand and said in a clear voice that he disagreed with H's proposals. Then he pointed out a number of specific difficulties that H's approach would incur for the project as a whole and its staff.

After the meeting H told Jim and another student on the project that he would not be able to go to the movies with them as they had planned because he had just remembered that he had to get a book out of the library to prepare for a class the next day. When the two boys expressed disappointment and suggested that they could go the next evening, H politely told them that he already had another appointment for the next evening.

OA
OB
01 01.242, 01.211

The young wife of a foreign student used to babysit for an American family. Every afternoon, when the foreign husband came to get his wife, the foreign couple chatted with the parents of the baby for a little while before they left.

During the two years that the wife babysat for the American parents, the foreign couple was offered tea only once; and never coffee. Although both couples smoked and the foreign couple shared their cigarettes with the baby's parents from time to time, they were never offered any in return at other times.

OA
01 01.217, 01.215, 01.214

Mr. and Mrs. Robinson received unexpected company at their home in Forrest Heights one Sunday afternoon. As time passed and the dinner hour approached, Mrs. Robinson asked her visitors if they would like to stay for dinner. The company politely thanked her but refused, saying that they really must be going. They almost immediately got up and left.

After they had gone Mrs. Robinson said to her husband, "I am certainly glad they didn't stay for dinner. We don't have anything special and I just don't feel like having company. I only asked them to stay hoping they would get the hint and leave."

GROUP 6

OA
OB
01 01.221

It was a school holiday and the boys of our school invited us to go with them on an excursion for the day. We joined the boys in the back of a truck, joked and sang with them. We walked hand in hand with them as is the custom of men in Arab countries who are good friends.

It seemed very awkward to go down the main street arm in arm with a boy or man, but we found that we gained friends and acceptance by doing so.

OB
01 01.271, 01.160

USOM Advisor

I set up a meeting of the best rural Taiwan experts with the Public Health Officers in charge of an anti-venereal campaign to determine why the rural Taiwanese were refusing to give blood samples.

The rural experts told the Public Health officials that the rural people objected to giving blood samples because these people believe that blood is family, and not an individual property.

The American Public Health officers were advised to figure out ways of getting the needed blood samples by working through the heads of the families.

OB
01 01.210, 01.270

Agricultural Advisor

My driver was driving a USOM car and accidentally killed a boy about 14 years old. The boy's family was going to kill my driver but he was protected by being placed in jail.

I got the driver out of jail, then went to the boy's family and helped him make a settlement and prepared a peace feast. The driver was very poor so I helped finance the feast but was repaid later little by little. The USOM also helped to compensate the boy's parents.

OA
OB
01 01.202, 01.240

Work Camper

I and the other foreign campers were constructing by hand a building for a Youth Center. We let the older boys and men -- the natives, slack off and look at us work and sing, as they preferred, without getting angry at them or commanding them to work. We let them be slow and do little. Let little boys of the community join our work as they desired.

In this community little boys and women are accustomed to working manually in the field, whereas older boys and men kept in politics, some shops, and did not do manual work.

OA
OB
01 01.100
05 05.200

We were constructing a street in a "slum" area of the city, having also two engineering students in our group. There was a representative of the city to assist us in laying it out. The city representative used primitive and inaccurate methods. He advocated procedures that made for much unnecessary work.

We followed his leadership, even though the finished job was not as good as it could have been and even though we did almost twice as much work. We had to accept his leadership in order to be accepted ourselves. Once this was done, we were able to tactfully show him new methods.

OA
OB
01 01.214

Teacher Trainer

A teacher in the local Technical School invited four of us to his home for dinner while we were doing some work in his town. I knew how little he earned and that such a party would cost him almost half a month's salary. I informed him that we were occupied every evening while in town, but that we would be happy to come for Sunday afternoon tea.

We thus satisfied his desire to extend hospitality without it costing him a sum beyond his ability to spend.

OA
OB
01 01.217

Agriculturist

All of our team members often visit the villagers in their homes.

One day as we were visiting, my friend said, "One reason we have confidence in you is that you show us that you are sincerely interested in us as people. Many times other foreigners came to look at our homes or our costumes, but they would not share tea or visit with us."

OA
OB
01 01.243
05 05.200

Danish farmers had adopted many more improved dairy practices than Polish farmers. The Danish farmers had been accustomed to dairy farming in their own country. They had healthy respect for intellectual pursuits and freedom of choice for individuals.

Polish farmers, having been accustomed to oppressive restrictions and economic deprivation in their homeland, placed a high premium on security and primary group conformity. Sons were expected fo farm as their fathers did, and not to make decisions independent of them. Owning a farm free of debt was a symbol of security highly cherished by old and young alike. All numbers of the family were expected to work to that end. Deviation from proved and accepted ways of farming was regarded as a threat to this control objective that cound not be tolerated.

OA
OB
01 01.170

Lt. Colonel

It was not the practice in Thailand for staff officers to visit units in the field.

I told my counterpart that there was a particular restaurant up country that I would like to try and asked him if he would join me in a trip to this town and be my guest at dinner, particularly so he could order my food, since I spoke none of the language. It just so happened that one of the indigenous army units was holding a maneuver in the area and we just happened to visit them while in the area. My counterpart appreciated the fact that I ate in an indigenous restaurant and seemed to want to please me as a result.

After that I would "suggest" that he visit a unit in the field by asking him if he was going up-country"to eat.

OA
OB
01 01.120, 01.140, 01.170

Deputy Chief, UNRRA

I recruited a staff of about 40 local personnel to handle bookkeeping, control records, etc. From the minute I hired them, according to their customs, I was responsible for them almost in the sense a parent is for a child. Over a period of years they looked to me for all sorts of direction and help.

When UNRRA was closing down, I accepted a position with ECA. My employees, naturally, looked to me to take care of them as in the past. That I did exactly. I requested the Government to employ them in other governmental agencies, although not all could be replaced.

The point I am making is that, at least in the East, there is a difference between the relation of an employer to an employee than there is in Western culture. In many lands, the employee is one of the family and expects you to do more than merely pay his wages. The employer is their social security number and their god parent.

OA
OB
01 01.212
02 02.100

Teacher

Our school was poor and we had to use many books sent to us as gifts from the States. Our programs were often based on American themes with a great deal of emphasis on customs that were foreign to the people with whom we worked.

We realized that our students and the townspeople as a whole were not getting the benefit from the studies and programs because they were almost completely centered on customs and values that were foreign to them.

Therefore, we helped preparing special texts adapted to the country's customs.

OA
OB
01 01.241

Worker Camper

A very new concept that was difficult to adjust to was the custom of heatedly bargaining before transacting any business deal.

A group of us wished to hire a taxi. The natives in the group were doing the bargaining and succeeded in using 45 minutes of our precious time to save only a few cents on the deal. It was the temptation of the efficient Americans in the group to step in and take over. After all it seemed much more practical to us to spend a little more money and save a lot of time. However, we held our tongues and let them take care of the deal.

To have stepped in and taken over would have been an overt mark of our feeling of American superiority.

OA
OB
01 01.217, 01.212

Major

On a field trip lasting several days, I stayed overnight at the home of a host. I carried small American "junk" of little cost of which I usually gave to the children or wife upon leaving. Giving of small gifts is a local custom.

They particularly desired something American not for actual value, but because it was American and seemed particularly desired. They were most grateful and in many instances I heard of their appreciation through other sources.

This should be used with care as too costly an item or the wrong item would cause a loss of pride among the people.

OA
OB
01 01.2013, 01.214

Captain

My counterparts were constantly offering me "bribes of a sort" by throwing parties they could ill afford in order to build up in me a sense of obligation. I explained to them that I appreciated their desire to entertain me, but my primary purpose was to act as their advisor and that I would accept their entertainment only to the extent that I could afford to "return the courtesy" and since I was a junior officer I could not accept too many invitations.

My action might have taught them that I could not be bought but that I appreciated their social efforts in my behalf and would reciprocate on a "no strings attached" basis. They accepted my actions as I desired and became my fast friends.

OA
OB
01 01.214, 01.221

Wishing to return hospitality they had given me, I decided to treat our staff officers to a banquet. I was instructed by my interpreter in the niceties of etiquette for their local customs.

These same officers had had two other Americans who did nothing in return for their hospitality. Even though these officers earned very little, they saw to it that I was treated well always wherever I was. I was told that I was the first American to meet them half way in this respect.

OA
OB
01 01.200, 01.201, 01.216

Anthropology Student

I wanted to study the social customs of the Mbukushu tribe along the Akavango River. These people had frightened away all missionaries attempting to Christianize them or establish a mission. They were suspicious of all Europeans because they did not want their customs interfered with, especially their custom of brewing and drinking great quantities of kaffir beer.

After I had met the headman, I immediately bought large quantities of kaffir beer. I then invited all the elders of the village, sat down in front of the beer pots and dipped out the beer and passed it out, observing seniority. When the dancing began, I showed them a Sioux Indian war dance. I was received with great approval and accepted as a friend and was permitted to make my study.

OB
01 01.241, 01.221

Cultural Director

I invited a rug dealer to come to my house to display his oriental carpets. According to local custom, there is a traditional ritual for such a business deal. I also invited several local guests to be present and take part in the ritual. I learned the ritual in advance and followed it in local language. The bargaining was carried on in national language at a slow pace suitable to their custom and not just for the purpose of getting something done.

They helped me to select the top quality merchandise at local prices.

OA
OB
01 01.2011, 01.240

Work Camper

Our Work Camp planned to construct a small building as our project. The problem was, who was to be the director and supervisor of our work. We had in our camp some experienced leaders in some aspects of foundation work and building. The community also had a man whom they called a "Building Master".

We had a meeting and finally chose the community's Building Master as our leader, rather than our own leaders in the work camp. We had the enthusiastic support and good will of the community.

OB
01 01.214
03 03.240

Advisor - Community Dev.

After walking a long distance, we arrived at a village at night. The villagers were glad to see us and prepared supper for us. As we were about to eat our supper an eclipse of the moon started. My counterpart and I waited until the eclipse was over before eating any more food.

Our action was in consideration of the beliefs of the villagers, and they also stopped doing whatever they were previously doing until the eclipse was over.

OA
OB
01 01.280
03 03.103
05 05.200

Head of Mission

A local judge told me that doctors had just told him of his incurable cancer. Though a Western educated, he felt he should try the ancient customs of treatment.

I accepted his invitation to go and observe the ceremony. I tried my best to show him that I respected the age-old traditions of his country. The ceremony was colorful and I enjoyed myself very much. Later I went to many of these. The inhabitants of this area were impressed that I would be interested in their methods of curing the ill. They became interested in my work and cooperation in that area.

OB
01 01.170
03 03.102

Editor

An amount between $70.00 and $100.00 was stolen from Miss A's house, and all evidence pointed to a former houseboy who was still employed by her occasionally. Some of the nationals suggested that a "doctor man" should be called in to perform a trial by ordeal in order to ascertain the guilty person.

Miss A. refused to allow this trial to take place, as it was a "pagan way of ascertaining the truth". The native people insisted, and just before it could take place, the new houseboy whom Miss A. trusted completely, confessed to the theft.

In this country it is almost impossible for a person to admit guilt of any kind since it involves a great loss of face. The new houseboy was forgiven for the theft because of his bravery in admitting it.

46-a

GROUP 7

OA
OB
01 01.201, 01.100

Lt. Colonel

I was newly assigned to the job as Field Advisor in the Army. The situation involved the indigenous Political Officer and myself at a series of my counterpart's parties. I failed to show proper recognition to the Political Officer. After several efforts to be recognized, the Political Officer remained in the background. I failed to understand the importance of the Political Officer in the Army, so was unable to sell certain personnel projects that were indirectly related to the duties of the Political Officer.

Later I learned of the importance of his position and how he could be used to influence personnel and command matter.

OA
OB
01 01.100
05 05.200

Agriculturist

We made friends with the political director of our small area. This man was one of the most influential men of that region. It was a very simple matter, once we were on good terms, to make our wishes known to him. He could seemingly produce things out of the air.

I think it's very important to work closely with the officials of an area and make them a part, a much appreciated part of the program.

OA
OB
01 01.2011, 01.204

Industrialist Specialist

I failed to invite a senior government official to a party, although his subordinate was invited.

I feel that mistakes in protocol are extremely serious, especially in a rank-conscious country.

OA
OB
01 01.100, 01.201

Colonel

A portion of the U. S. staff was working with the Thailand Army staff in developing war plans for the defense of Thailand.

At the conference, I failed to recognize one of the Thai staff officers as one of my former students. The Thai officer concerned sulked and opposed U. S. recommendations.

At the outset of the conference I should have stated, so that all could hear, that I considered it fortunate indeed that we had one of my former students, Col. ----, present.

48-a

GROUP 8

OB
04 04.202

This is an essay written in school by a ten year old boy about his family:

My grandmother and aunts help my mother take care of me and my younger brothers and sisters. When I go home from school, I can play with my cousins who are older than I am. My grandfather is the owner of the farm and house. My grandmother is old, but she is very kind. Some of my young uncles are not married yet. I like my family because there are many people with different ages.

OB
04 04.302

S. is a young man living in a small farming village. His family receives a letter from his cousin, M., in a large city telling of M's success and recent promotion in a large textile company. S., with encouragement from his family, decides to journey to the city and take a job with the company in which his cousin is employed as a middle level manager.

When he speaks with M. after his arrival, S. is told that perhaps a position can be found for him, if he has the proper capabilities, but he cannot be hired before he has an interview with the personnel department of the company.

S. is greatly distressed by his cousin's attitude and information. He writes his family that M. has forsaken his relatives.

OB
01 01.203
02 02.100
04 04.201

Two older men were talking about their family. The old man said that even though his wife could not read and write, he would like his daughter to get an education. They both felt that education for girls would bring advantage to her family. The other man, however, mentioned that an educated wife would be a problem to her husband, and he hoped that the young men would know how to deal with their educated wives.

OB
01 01.240, 01.203, 01.217, 01.215
02 02.105
04 04.201

A man walked slowly back home from work in the field. When he reached home, he saw that his wife was giving a bath to his youngest son and the older children were playing outside. He called to his wife to bring him a glass of water, which she did. After relaxing for a while, an old neighbor friend of his dropped in. They talked about their crops, while his wife started preparing the family evening meal. The children were called in by their mother to wash their hands and faces for dinner. When the wife had finished preparing supper, and the guest had departed, the family ate supper.

OA
01 01.203
02. 02.105
04 04.201

Robert Allen, a 32 year old businessman in a medium-sized American city, enters his suburban home, after a day at the office. He notices a few of his children's toys and clothes scattered around the house. Upon calling to his wife, he learns that she is giving their young daughter a bath and having their son wash up for dinner.

Robert proceeds to pick up the children's clothes and toys stacking them where they belong in the children's room. Then he goes to the refrigerator and helps himself to a cold can of beer, and relaxes in front of the T.V. set until dinner is ready.

50-a

GROUP 9

OB
01 01.2013

Agriculture Leader

I was often asked by the people with whom I worked as to the purpose of our assistance to their country. The Indian people feel that it appears completely incredible that any country could extend assistance for anything but selfish motives. They feel that American aid must be rooted with either a completely selfish and exploitative motive or that we must simply be stupid.

I admitted their judgment that our motives are selfish and indicated that this selfish motive was that of helping to establish a world in which we could live in security and peace. We felt that this peaceful world could exist only if India and similar countries are made to progress more rapidly.

OB
01 01.242
03 03.104

Teacher

I came to Puerto Rico to teach and was given the job to teach third grade in the town's Catholic school. I received room and board and a salary of $20.00 a month. Unfortunately, the people were suspicious and did not know why I was teaching in this town. They asked me why I came when I could be earning so much more money in the States.

I explained that I was a Lay Apostate, a volunteer mission program. I also indirectly indicated that I was not a rich American. When they knew my purpose, the people were much more relaxed and expressed their gratitude.

51

GROUP 10

OA
OB
03 03.200
05 05.200

In several small villages, wheat smut accounted for over half of the loss of the wheat crop each year. Most of the villagers felt this was the "will of Allah" and they could do nothing about the loss. My counterpart and I persuaded a village leader to let us plant some treated wheat in one small plot of his farm. The experiment was successful, and because it was done on the farmer's land and he could watch the progress with his own eyes, the village cleaned and treated their wheat the following year.

OB
01 01.243
03 03.210

Community Development Advisor

Our team working in a small village up country had difficulty getting the needed group action in one village to improve the local spring, the village's water supply. I recalled a teaching from the Koran that Allah stands on the side of men who stand together and I pointed this out to the people. These people were devout Moslems, they then realized the importance of this statement from their Koran. They agreed to join hands to put in a cement overflow to improve the spring.

Our team and the local people worked together to the satisfaction of all.

OA
OB
01 01.203
02 02.100

The people of a Middle East village requested a school for girls. Before we went ahead with the establishment, I consulted the local authority about the problem and asked his advice. I was advised by the local authority, as well as the Provincial Office of Education that we were not to teach anything but homemaking because it was generally felt at the time that in this area they should not teach the girls anything but practical work. We then started with sewing courses and we had an enrollment of over 40 girls.

The school was so successful that the government decided the next year to build a special schoolhouse for girls, to build a home for the teacher, and to continue it as a permanent institution.

OA
OB
01 01.100, 01.400
05 05.200

Highway Engineer

One of my objectives was the establishment of a solids and materials laboratory and the training in modern methods of sampling and testing of highway materials. The local engineer--my counterpart--was somewhat antagonistic to the adoption of new methods. Our contract was made more difficult by the fact that he did not speak English and I did not speak his language.

Although a large part of my work was with the English speaking engineer, I made it a point to consult with my counterpart on numerous occasions. In setting up training programs, I made it a point to always consult with him and get his approval on contemplated actions. I always asked him to accompany us on field inspection trips.

It gave my counterpart a sense of participating in the program, a part of it being his ideas, and it did not lower him in the estimation of his subordinates.

OA
OB
05 05.200

Soon after my arrival in the country, I, with the help of my gardener, planted some tomato plants that had germinated from seeds received from Philadelphia.

Most of the plants died, I learned later from deliberate neglect of my gardener and were replaced by locally grown tomato plants. My gardener explained that they would suffice and produce better tomatoes than the American plants.

I resigned myself to the situation and awaited the outcome. The tomatoes from the remaining American plants were far superior to those from the local plants.

My gardener called in all of his gardener friends to show them the difference. The next spring my gardener asked if I would give him and his friends some American tomato seeds.

OA
OB
01 01.264
02 02.100
05 05.200

Extension Advisor

Each community and municipality held a festival each year attracting large crowds of visitors.

We encouraged the Extension officials to benefit by this situation and joined in the festival while it was in progress by setting up exhibits, 4-H parades, demonstrations, home economics, agricultural demonstrations and educational movies.

By doing so we exposed many people to benefits of carrying out improved home, farm and rural youth improvements.

OA
OB
01 01.243

An Agriculturist

With few funds and no boss I was on my own to work out a program that I felt could be of benefit to the farm people of the area. I spent a great deal of time talking with people, drinking coffee with them. I was not expected to do physical labor, and found that it was actually embarrassing to them to see me work. This would lead into discussions of our customs in America where work was honorable and right. It was the discussions rather than the demonstrations that I felt were of value.

I began to see that my effectiveness lay not only in the techniques that I had come prepared to bring. People were not so much interested in having me show them new farming methods as in sitting down and talking about America and the other countries I had seen. They were eager for information, and they appreciated being listened to.

OA
OB
01 01.2013
02 02.100

Teacher

In our school there were several students who were poor and were having a hard time meeting the financial obligations. Their school work and behavior were being affected by their feeling of insecurity in this regard.

We bought several newly born pigs and gave one to each of the students mentioned above. They fed and raised the pigs, and then at slaughter time, the sales were divided between them and us. This plan follows local custom.

The students, who were too poor to be able to set up the "capital" to buy a young pig, were able to reap the benefit from the sale. They were able to meet their obligations and were given a feeling of security. They also had the feeling of being able to help themselves. We were tempted to give them the whole amount of the sale, but we realized that it would be better training for the student if he had some obligation to us.

The concept of obligation is an important part of their custom.

OA
OB
01 01.211, 01.212
05 05.200

Teacher

Ours was a poor school. We wished to build a new outdoor stage which would be used as a music room. We needed the financial help of the people of the town, though we knew that the gift of each would necessarily be little because the townsfolk are, for the most part, poor. We went out visiting the homes of the people and personally asked them for help. We asked for gifts in kind -- a bag of cement, a truckload of dirt, a sheet of galvanized iron roofing -- as well as money. We started the building <u>before</u> we went out to ask for help, and set a date (graduation day) for the first use of the stage.

The people liked the personal contact and felt honored that we should visit their homes and ask them personally. They liked giving gifts in kind because they could be sure the cement, etc. would be used for the purpose for which it was asked. The people have had sad experiences with persons using public funds for private use and are, therefore, inclined to distrust everyone in this regard. Starting the work and setting a date for the completion of the building gave more urgency to the giving. The whole town looked upon the school stage as their own project and took real interest in its progre

OA
OB
05 05.200

An Agriculturist

An American team had started a little farm to demonstrate machinery and materials. We had imported cattle and chickens to cross with the native stock.

Our big mistake, I think, was in creating a little America. We had a wonderful demonstration farm, but it was not on a level that could be imitated by the native.

It was discouraging rather than encouraging to the people of the area.

OA
OB
01 01.201
05 05.200

Agriculture Extension Advisor

There was a need for organizing clubs such as our 4-H clubs. I secured the cooperation of local officials, lay people, village elders, teachers, etc., as to the need for and help in organizing such clubs was very necessary.

Most important to success, I worked through channels. Don't forget the people who count, i.e., village elders, etc.

OA
OB
01 01.203
02 02.100
05 05.200

The experience of sitting in a small discussion group with an instructor was new to the medical students with whom I worked. Since we had only four or five meetings together, they never became completely accustomed to it. Their participation increased, however, after the sessions progressed and at times they even disagreed with the instructor. There was a noticeable difference in response between men and women students. Five sessions, with a few individual exceptions, were never enough to give the women sufficient assurance to talk freely.

OA
OB
01 01.240
03 03.200

Controller Representative

I was to set up a group of cashiers for ticket offices at 15 different locations. There are about 100,00 Islams and 10,000 Hindus on the island.

I picked all Islams rather than a mixture. Then I used all Hindus for another organization. This resulted in a common denominator on which to build an "esprit de corps".

In dealing with the Moslems, I often quoted part of their Koran and challenged them to be responsible for each other. I made it a practice to drive into posts at any time of day and night and stopped to chat a bit with them so that I could check general situation at the same time.

OA
OB
01 01.240
05 05.200

Livestock Technician

My two counterparts and I were visiting villages, discussing and explaining to the villagers our artificial breeding program for cattle. At one village, the village leader asked if we could do something about the unsanitary condition of their water supply, the two springs. After looking at the springs, I told him I did not know anything about such matters, but would ask the mason in town for help. A few days later I returned with the mason and made an agreement whereby the villagers would do the work; the mason would instruct how it should be done and our project would furnish the tools and some of the cement.

The villagers were proud of having done most of the work themselves and were pleased with the speed which we carried out our part of the bargain. It encouraged and opened way for other improvements.

OA
OB
05 05.200

Community Development Worker

We had just moved into a village. One of the projects that we had been asked to undertake was the cleaning up and leveling of a street. I began without any time loss to visit all the houses on this street trying to arrange a meeting in which we could discuss the project. No one arrived at the scheduled time.

It was ineffective. What I failed to do was to wait until I knew personally most of the people on the street and holding the project off until we had achieved the right kind of mutual relationships that would start us off.

OA
OB
01 01.221

Invitations are frequently extended to the ICA participants to social functions or perhaps just dinner at home with the American families. Since they cannot return the invitation in kind, they are advised to be sure to send a thank-you or bread-and-butter note, and they are not deterred if they wish to arrive with a box of candy or flowers for the lady of the house.

There are two possibilities of reaction of the participants toward this advice: one, the participants who feel this responsibility keenly would be ill at ease and might even decline such invitiations if he could not do these small things in return. Secondly, participants proceed with their knowledge of what is expected of them and they have greater confidence in their own actions.

OA
OB
01 01.243
05 05.200

Training Officer

I was in charge of an orientation of and preparing six agriculture participants for arrival in the U. S. July arrival was planned, and arrangements were made for intensive English prior to beginning academic work in September. Before departure from the country, I explained arrival and orientation procedures in New York and Washington, supplied written instructions regarding maintenance allowance, pertinent regulations, etc., arranged visas and passports, clearing as required by the ministries. The orientation covered several weeks, rather than one or two brief meetings at times when candidates could visit my office.

Foreign nationals are obviously not accustomed to the American "pace". Gradual, rather than intensive, orientation is preferred.

OA
OB
05 05.200

Participants from abroad from certain countries are unfamiliar with modern toilet facilities, often to the point where they have no prior knowledge about the functional use of the various installations and fixtures they encounter.

It is advisable, within the first few days in this country, to extend their orientation to this subject as well. If done tactfully, most effective participants do not wish to offend anyone, and are appreciative of suggestions on how to avoid pitfalls. Such matters would best be handled by pre-departure orientation of the participant while still in his country.

OA
OB
01 01.2011

Captain

The American Air Force military trainers arrived one month early at the national air force base to train six instructor pilots. The indigenous group commander and squadron commander indicated that training would not be started early, but as scheduled.

The Americans requested a meeting with the group and squadron commanders, through an interpreter, to submit a list of advantages to be gained from starting the training immediately. The training was permitted within two days.

OB
01 01.100
05 05.200

The president of a developing nation makes a speech concerning national goals. In this speech he outlines a program for the expansion of industrialization and economic growth. This program calls for much sacrifice on the part of the people in order to bring the country to a position of industrial strength and economic stability. For example, consumer goods must be curtailed, so that more resources may be channeled into heavy industry.

60-a

GROUP 11

OA
OB
01 01.400, 01.243
05 05.200

Major

I was teaching operational procedures, tactics, etc. to individual and/or groups of fighter pilots in the Royal Thai Air Force. I felt that they learned very little from my ground instruction or blackboard exercise, primarily because of language barrier and frequent misinterpretation. I decided to improve my teaching method. I showed them how I accomplished various things by actually flying with them and demonstrating. They responded favorably.

I felt I should be more tolerant of the natural native habit of doing things slowly, at times doing thing tomorrow which I felt should be done today.

OA
OB
01 01.243

A few of the group were assigned to particular jobs on the project and had agreed to meet with some of the native workmen to mix materials and receive advice. We showed up at the scheduled hour like prompt Westerners in which there was nothing wrong in itself. After the long wait, we showed our annoyance and the workmen felt it when they arrived.

The workmen were then uncomfortable and yet, of course, saw no reason for our impatience since they had been timely by their standards. There was a general uneasiness which could have been avoided.

OA
OB
01 01.243

Asst. Supply Advisor

Foreigners are not usually punctual when appointments are made. One usually becomes angry, and this doesn't help. I make it a point to make appointments when it isn't out of my way. In this way, I can go about my work until they arrive and no time has been wasted. Accept the fact that this is customary and no amount of anger or scolding will help. I keep good relationships and put them at a disadvantage for they have to apologize to me. I get my work done or am at a place where I ordinarily would not be.

They apologize, but this is formality. It happens often as time doesn't mean as much to them as to you. I keep calm, accept their customs and live with it.

OA
OB
01 01.243

A western manager has found that his local employees measure work in terms of the amount to be accomplished and not terms of being busy for a fixed amount of time. By task-orienting the work, such as to set a quota of work for each man for each day than to require employees to work a given number of hours improves relations with the employees and production is increased.

OA
OB
01 01.243

Advisor

I was starting out on a field trip and was hurrying to get off when my driver was late, and then when I arrived at my counterpart's home he was not ready.

I showed too much impatience over the delay and lost my temper. Where time is not as important as in the U. S. they do not consider a few minutes or even an hour or so delay of much importance.

OA
OB
01 01.243

Community Development Advisor

A meeting of village workers was to be held at 11:00 with the center staff. I arrived promptly for the meeting. After waiting for about two hours for the majority of the other participants to arrive, I finally left and returned to my office.

As I was new in the country, I didn't realize that promptness is not one of their virtues; they are usually late as time is not of great importance there. The meeting finally got under way at some time in mid-afternoon and I missed it.

I should have remained in the area and waited for the late arrivals.

OA
01 01.204, 01.243

An American professor was 20 minutes late for an appointment that he had made with two of his graduate students. The students were looking at their watches when the professor finally came into the room. The professor said, "I am terribly sorry I am late." The two graduate students jokingly replied, "Better late than never." The professor laughed and after a few more informal exchanges of conversation the group enthusiastically got down to the business that the appointment had been scheduled for.

OB
01 01.120, 01.2011, 01.204

One day, a foreign administrator of middle rank kept two of his assistants waiting about an hour for an appointment. The assistants, although they were very angry, did not show it while they waited or after the man finally arrived. When the administrator walked in at last, he acted as if he were not late. He made no apology or explanation. After he was settled in his office, he called his assistants in and they all began working on the business for which the administrator had set the meeting.

OA
OB
01 01.242, 01.243

An American construction engineer on his first overseas assignment was sent to a foreign country by an American company to supervise the construction of their new factory in the area. The workers on the building were local people recruited from a nearby city.

In order to complete the construction of the factory by the expected date of occupancy, the engineer set up a time schedule of an 8:00 am.to 5:00 pm. workday, with a lunch period given at 12:00 noon. However, he soon saw that his daily schedule was not working out. Many of the workers would arrive late in the morning but the same ones might also work past 5. Some workers stood talking for a long period of time without working at all, but these same men might work through their lunch hour, postponing the lunch up to two or three hours. The construction engineer was very perplexed by what he considered the strange behavior of his workers.

63-6

GROUP 12

OA
OB
01 01.202
02 02.103

Student

A group of students, including Middle-Easterners and Americans, were on a sight-seeing tour under the guidance of an inexperienced American missionary.

The American students got off the bus and walked up into the village to buy some souvenirs. Several of the Arab girl students complained because they had to wait outside a coffeeshop. The American missionary didn't seem to pay much attention to their complaints. It is their custom that nice girls just don't wait outside of coffee houses.

OA
OB
01 01.204, 01.201

Cultural Director

I was in search of an apartment and after much difficulty located one being built by a private individual for his own use. The daughter of the family was the only one who spoke English. I made arrangements for rental through her. After I had moved in things began to go wrong with the apartment. In the course of trying to get these repaired, I found our relationship undergoing a distinct change.

I was first too friendly and then too unfriendly. We soon had a terrible fight. I failed to take into account the indigenous attitude toward young women, educated, westernized person, and the feeling that her status, by my treatment, had changed from an admired person to a semi-servant.

OA
OB
01 01.264, 01.203, 01.251

American USOM officials were giving a cocktail party for a selected group of nationals and the wives of the nationals were especially invited.

None of the wives came, probably because first the husbands did not want them, and second because perhaps the poorer individuals could not afford to dress their wives so as to compare favorably with the others. It may also have been that women in this country are not accustomed to accompany their husbands to social functions which are more or less regarded as men's activities.

OB
01 01.202, 01.240

In a Baltic country I was helping the homeless people to find jobs. I assigned a group of men to farms as milkers. Great consternation followed and much misunderstanding and bad relations developed.

Later I was informed that in this country the men do not milk the cows. "That is woman's work," said one irate man who had the courage to speak up.

OB
01 01.204, 01.217, 01.235
04 04.500

Miss X and Mrs. Y are good friends and live in the same village. Mrs. Y has been married for two years. Both of the women are only 18 years old. Mrs. Y often goes to visit her aunt in the nearby city. Her husband does not object to her going to the market alone. She usually goes from house to house visiting her friends.

Miss X, on the other hand, is an unmarried daughter of a prominent villager in that community. She has two older brothers who see to it that she has someone to accompany her when she goes visiting her friends. Her father has been trying to find a suitable marriage partner for her.

65

GROUP 13

OA
OB
01 01.235, 01.251

The people considered women wearing shorts immoral. Also the customs of casual boy-girl relations were considered both immoral and dangerous.

OA
OB
01 01.232, 01.223

I was a guest in a house. After dinner we sat around and talked. When the baby cried, the woman began to breast feed it right in front of my eyes, as is the common custom of the people. I couldn't conceal my surprise and shock at this. My action stunted all conversation.

OA
OB
01 01.223, 01.251

One ICA lady participant commented upon her arrival during the heat of August that if women in her country wore such low-cut dresses, they would be looked upon as cheap.

OA
OB
01 01.203

ICA participants from abroad frequently comment during their first few days in the U. S. about American women going out alone at night and that in their countries ladies seldom go out unescorted.

The American participants explain that the implications of unescorted movements of women in their countries are seldom the same in this country.

OA,
OB
01 01.223, 01.261

Nurse

We were showing movies in a village. The missionary there asked us not to show the ballet dancing as he felt these people were not accustomed to such performances and felt it was not good propaganda.

These people have a very different type of dance. The dress of ballet dancers and their dance could very well be misinterpreted.

OA
OB
01 01.220, 01.223, 01.261, 01.263

Record Supervisor

I was appointed as chairman of a committee to organize a joint(American and local staff) office party. The original plans were that the party would have a band, dancing, costumes, etc.

The committee received an anonymous letter saying that touching the member of the opposite sex in public while dancing was an insult to local custom. A hurried meeting was held after investigations showed that the party as planned was abusing local customs. But it would create a lot of problems to cancel or postpone the party at this time. We decided to change the whole concept of the party and to encourage costumes to represent various areas of the country instead of masquerade or humorous costumes; the band was replaced with a combo of several guitars, etc., made up of office employees; party dancing was changed to demonstrations of various folk dances from all over the country.

It familiarized the American staff and most of the local staff with customs, dress, etc. from other parts of the country.

OA
OB
01 01.220, 01.261
02 02.109

Teacher

In our school we were trying to organize a social club for our college students. Having come from the States, we tried to organize the club in the same way that we were accustomed, such as Western dance.

We failed to consider the social customs of the town. Many of the townspeople were a bit scandalized by some of the social affairs we were considering on having. By our talking of these things to the students, we found that we were unconsciously causing difficulties for the students as their parents had always taught them that these things were wrong.

OA
OB
01 01.262
03 03,230

Teacher

The time was Lent. I went to a social club in the town. While I was there a number of men asked me to dance and I accepted their invitation. The next day all the people in town were talking about the American who was dancing the evening before.

I should have known and been aware of what dancing during Lent meant to the Puerto Rican people. It is a custom of Puerto Rico that no dancing occurs during this season. Although I felt I did nothing wrong, my actions were considered to be scandalous.

OA
OB
01 01.220, 01.235
02 02.109

National Catholic Welfare Conference

An American girl was dating a young Latin American fellow frequently and over a long period of time. It is considered here in Latin America that dating a man without an escort is "immoral".

The girls with whom this young American girl was working lost confidence in her because of this situation. Her further work there was almost completely ineffective because of her "immorality".

OB
01 01.202, 01.235
02 02.103

Teacher

People in the town where I teach expressed their appreciation that I was living "with" them and not trying to change their way of life.

I did not date Puerto Rican men unchaperoned. Chaperoning is a very rigid custom in Puerto Rico. No single girl is allowed to accompany a male companion, unless an adult, such as the girl's mother, is present.

GROUP 14

OA
04 04.206
05 05.100, 05.200

John was a prosperous Middle West farmer's son, but in 1919 he left the farm and headed for Kansas City to look for a job. His father's farm was one among many that had begun to use newly developed agricultural methods and modern mechanical equipment. With mechanization and modern methods, John's father needed fewer people to work the farm. So John decided that he would try his luck in the city. He was strong, healthy, capable, and willing to work hard at a new job.

OA
OB
01 01.232, 01.203
04 04.200
05 05.100

An American sociologist is making a survey in a foreign country of certain traditional practices in the care of the children, family structure, the role of the husband and wife, etc. He wishes to gather data from villagers, but he needs a fairly large sample, and his time is limited. He is told that there are many recently arrived villagers living in the slum areas on the outskirts of the large cities, so he decides to use these people as the sample population for his study.

When he completes his study, he finds that his results are greatly different from those obtained by a team of his colleagues who did similar field investigations in the small villages the year before. His results show a much greater break away from traditional ideas among the young people than his colleagues' findings indicate.

OB
01 01.120
04 04.301

A competent man is appointed manager of a small factory to be constructed in his village. He is instructed to select the supervisory and production personnel from among the local villagers. A great many of the individuals whom he chooses are his relatives, both near and distant.

69-

GROUP 15

OA
OB
01 01.243
03 03.110

The Moslem religious day begins at 11:00 AM on Friday and continues through the remainder of the day. The American mission would not change its working schedule to conform to this practice of the local workers, and it caused some apprehension among these people.

OA
OB
01 01.215
03 03.100

A high ranking U. S. Officer arrived in the indigenous country during the Moslem holy month of Ramadan. Just before dawn, he was awakened by loud noises and what he thought to be people breaking into his quarters. He fired his pistol in an attempt to scare off the suspected intruders.

The persons at whom he fired the pistol became frightened at first and then highly insulted and indignant, causing resentment and later unpopular opinion.

If this officer had known the customs of the Moslems, he would have realized that the people were being awakened by noises so that they might prepare and eat their breakfasts before it became daylight.

OA
OB
03 03.100

Community Development Advisor

In traveling with my Thai counterpart, they usually stopped at famous Buddhist temples along the way to worship. I always accompanied the official into the temple and made offerings of money to the monks. I wanted to express my recognition of the value of their religion to the Thai people.

OA
OB
01 01.300
03 03.200

Chief of Party

We had several personnel who had strong religious motivations. They desired to develop a kind of mission from our project. We did not permit this to happen.

This resulted in an attitude on the part of one man and his wife which was quite negative, feeling that our project had no significance. He left his project without permission to return to his home.

OA
OB
01 01.201
03 03.200

A western European speaking on the Declaration of Human Rights said, "Man is of divine origin, endowed by nature with reason and conscience." To which a Buddhist interposed, "All life is of divine origin, not only human life."

OA
OB
01 01.243
03 03.110

An American engineering adviser was supervising an installation of a communication system which would be of tactical importance and the task was time consuming. In order to accelerate the installation, the American advisor insisted that all continue to work without break until completed. A number of workers were Moslem and because of this working policy, they missed their time for prayer. They became cool and uncooperative.

The advisor should have been more familiar with local customs and religion.

OB
01 01.203
03 03.106

Representative of U. S. Lutheran Church

A part of my assignment was to help training German church laymen to go out and make calls on their fellow members. I so planned the assignments of the calling teams that they would only visit people belonging to the same or similar sociological and, if possible, vocational grouping.

In Germany, class distinctions are more important than we Americans are used to.

OA
OB
01 01.106
03 03.200

Fraternal Minister

I organized a program of visitation to send members of the church into the homes of our prospects for church membership and other shut-ins as we do in America. I gently insisted that the deacons and elders do the visiting.

This is ineffective because in Scotland religion is a private affair and that a person would not call on another about his religion. Several of the church leaders refused to do it because it was against their emotions and the customs of the people.

OA
OB
03 03.110

Fraternal Minister

The senior elder of the church I served went to a hospital to undergo surgery. According to our custom in America, I went to call on him about the usual one hour before surgery and prayed with him. Because of the distance, I stayed at the hospital in the waiting room and continued to pray during surgery. When the operation was over, I returned home.

The elder's son-in-law phoned me and reprimanded me for doing such without checking with the family. He said I probably disturbed the patient and that such was not done in Scotland.

OA
OB
01 01.300
03 03.200

A group of foreign students were invited to attend a cultural exchange at a campus religious foundation. When they arrived, they were given a lecture on Christianity and its place in the secular world. After the lecture there was a discussion of the principles of the Christian faith, with an effort to impress the foreign students with the peace and well-being derivable from the Christian religion.

GROUP 16

OA
OB
01 01.120
05 05.200

Public Administration Advisor

In one project I was advisor to an Administrative Undersecretary who had been recalled from retirement. He had been educated in France many years before in the traditional French system of education. Many discussions with him were held to stimulate his leadership in the area of administration reform. I found, however, that he was much more interested in poetry. After brief discussions of his favorite subjects, I gently (I thought) tried to turn the conversation along lines of administration -- problems of survey by the O&M office, response to proposals already submitted and the like.

It was ineffective; I was too hasty -- the practical impatient American.

OA
OB
01 01.243, 01.400

In dealing with Mexican officials, I became annoyed by "red tape" and waiting and I showed my annoyance and ill temper. These attitudes, among other things, probably insured further inefficiency and delays because I set aside the possibility of establishing the type of personal relationships often necessary in Latin America.

OA
OB
01 01.243
05 05.200

Chief of Party

The situation concerned the management of the workers and the way things should be done. I was not aware of the way certain things had been carried out. I failed to clear the lines of authority, and as the result, it slowed down the work, lowered my morale, and I became disturbed because it seemed so little was being done.

They reacted somewhat in the same way I did. They slowed down and probably had less respect for me.

OA
OB
01 01.170, 01.243

We trained two anti-aircraft battalions and the students were slow and dragging their feet on getting the training completed, no matter how much the advisor tried to hurry them. We then planned a "graduation" ceremony for these two battalions and we invited the most important dignitary to the ceremony.

The students worked day and night to complete their training for the operations. They knew that they had to look good for this dignitary.

OA
OB
01 01.243, 01.300
05 05.200

Lt. Colonel, Military Technical Training Advisor

Being used to American ways, I wanted to get things going and the job finished. I found myself trying to go a little too fast for my counterparts. I set up some time schedules for getting things done and this proved a mistake and as soon as I realized this, I bogged down.

I expected too much and figured what was good for the U. S. was surely good for other countries, and this was later proved to be a big mistake on my part. As far as I can determine it created confusion, not open resistance but surely a general lack of cooperation and positive attitude.

If I had only been schooled in dealing and working with these people I would have certainly learned the value of patience and understanding from their point of view.

OA
OB
05 05.200

In a small village a team of American student veterinarians was attempting to improve the standard cattle strain in the area through a program of artificial insemination. The team arrived in the village and began simultaneously to explain and implement the program. The program was a sound one, and many of the villagers at first accepted it, only to later become wary and reject it completely when the improvements they expected were not immediately seen.

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13. ABSTRACT

How to train individuals for heterocultural interactions is an important unsolved problem. A plan was formulated for the preparation of self-instructional materials toward the end of developing a sound training procedure that permitted the objective study of its effectiveness. The primary objective of these materials is to develop sensitivity to cultural differences: the materials must teach individuals from interpersonal interaction differences to discriminate between their own culture and that of others. The specific discriminations are less important with this purpose than the ability to recognize that a cultural difference exists.

Critical incidents of heterocultural interactions represent an important "raw material" for the development of self-instructional materials. They are examples of situations which led the reporter of the incident to a change in attitude toward a member of another culture. Consequently, this type of critical incident has the requisite information for teaching discriminations of the type that conceivably could transfer to the learner's own future experiences.

The critical incidents that are attached were collected by different agencies and come from a variety of respondents. They are the "raw materials" for the development of the episodes used in the self-instructional programs called culture assimilators.

These incidents have code numbers on them, and the code description is in Table 1. The incidents are grouped for convenient use and to aid in their location.

14. KEY WORDS

Heterocultural
Interactions
Culture Assimilator
Self-instructional Program
Critical Incidents
Cultural Differences