

Getting Acquainted with Your New Home

A Manual of Orientation for New Company Staff

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FOREWORD

There is no greater privilege than that of communicating. Few tasks are more difficult than through the filter of another culture. The ability to make cross cultural communication clear is nothing less than a gift.

Even for those who are gifted, much learning is necessary in order to penetrate effectively the cultural barriers without distortion. We are committed to the concept that language learning and cultural adaptation are priority items on the agenda of every administrator or manager.

PART ONE: PREPARING FOR ORIENTATION

CHAPTER I

INTRODUCTION - PURPOSE AND NATURE OF THIS MANUAL

Some time ago a fictional story appeared in a scientific publication concerning a visit by human beings to a planet similar to our own. Amazingly enough the inhabitants were much like ourselves. They were receptive to new-comers. The vegetation was edible and seemed to be just what was needed to sustain human beings.

Human beings began to inhabit this new-found planet. The food was good. In fact, it contained the same nutritional elements as that to which inhabitants of planet Earth were accustomed. The future for colonizing this new planet with inhabitants from Earth initially seemed bright.

Then after a few weeks a change began to occur. The inhabitants from Earth began to lose weight. They became pale. Finally they became completely emaciated.

This called for a new examination of all elements involved. A careful study was made of everything that inhabitants from Earth had eaten. There was no difference between the diet of planet Earth and that of the new planet. This led to a very exact study of the makeup of the people of Earth and people of the new planet.

One difference was found. The amino acids, which are building-blocks of proteins, had a different orientation around one carbon atom. All the chemical elements were the same in the case of inhabitants of Earth and inhabitants of the new planet. Yet, there was a difference in *arrangement* of one system of elements. The result was starvation for inhabitants from Earth.

The story is fictional. It did not appear in a science fiction magazine but in a serious scientific publication.

Staff going overseas quickly discover physical differences. The staff wife who tries to cook a cake at 5,000 feet as she did at sea level quickly adjusts her recipe. Weather and altitude are obvious matters.

Introduction

The staff member who has 120 volt appliances and moves to a place where everything is 240 volts is angry with the company for not having notified him, or himself for not having asked. He orders a transformer to solve the problem only to discover that what is supposed to be 240 volts is sometimes 190. These are important but obvious adjustments. Most staff adjust to them, and many of them are cushioned by persons who prepare staff before they ever get to a foreign country.

This manual is concerned with matters that are not as obvious. Staff, unlike astronauts, are not entering another planet. Yet, they are aliens in a new setting. While their fellow staff and national co-workers may roll out the red carpet to receive them, they must still learn new ways of understanding and being understood. Language learning is a big part of this process. Even where English is the language of the people, learning the nuances of the local English is important for an effective work.

While language is an essential ingredient in communication, it is not the only element. The staff member is an ambassador to the world. He leaves his part of the world; but yet, within, he carries his way of seeing the world with him. He goes to people in another part of the globe who have *their* world, just as he has *his*. He is an alien entering a new world. While he will always carry the marks of an outsider, he desires to become an insider as soon as possible.

That is the purpose of staff orientation, That is the purpose of this manual. You should read through the entire manual once during your orientation session, although it has been prepared to be used by staff after their arrival on their permanent location. It also includes some activities for staff who are studying language in a country other than their permanent location. The term "coordinator" is used to designate whomever your company has made responsible for your orientation. You will need a notebook for the various assignments of written work throughout the book.

Purpose and Scope

The manual seeks to prepare the new staff in three general areas. These are:

1. Customs and culture of the society.
2. Organization and operation of the national co-workers.
3. Organization and operation of the company.

The new staff member enters a new *society*. He should not live restricted to the confines of traditional life. He needs to know what people are like at home, at school, in their work, and how the surrounding society shapes daily lives. Indeed if he only knows company people he does not really know the people he lives among. He also should know people outside of his company. Knowing a society is probably the most difficult, challenging, and important dimension of orientation.

In most countries the new staff member becomes a member of the company. Where work is new, there may not be an established company. Nevertheless, if there are co-workers the new staff member will be relating to the leaders. It is essential that at an early stage the new staff member gets to know decision makers in company life, the aspirations of co-workers and people, and their history and structure. He thereby can more rapidly become a true participating member of local companies and national co-workers organizations.

The new staff member upon arrival officially is a part of the Company staff. While upon

arrival he is part of the team, psychologically and emotionally he often feels himself an outsider. Orientation is designed to help him get to know well the people of the company, the purposes and presuppositions which have guided the company to this point, and ways he can make a creative contribution as a member of the company team.

Underlying Theory

The materials in this plan of staff orientation have been written upon the presupposition that the best learning takes place in an interchange of academic study, observation, and participation in life situations. There is an attempt to relate theory and practice.

The plan of orientation should alert the staff to areas of life which he should continue to study throughout his life. The orientation plan is not designed to produce mastery in the areas mentioned, but rather a functional grasp of these areas and an awareness of the need for lifelong study. This is a model for orientation. The manual deals with areas which are common to varying cultures and societies. Yet, the specific manner of learning these areas will require adaptation according to the given country.

In one sense, orientation begins the moment the new staff member arrives in his new country. This manual contains some activities for those staff who study language in a country different from their permanent location. The manual, however, is primarily designed for use in the place where you will work.

Formal orientation, which consists of chapters five through twenty of this manual, should begin no later than two weeks after arrival. During the initial period, the staff may need to find a place to live, clear personal effects in customs, fulfill government entry requirements and other matters related to entering a country. Chapter three deals with these factors which are essential as one settles in a new country.

The plan for this manual is for it to be integrated into the language and orientation program of the company. A learning contract (see Appendix A-1) will be completed by the staff in consultation with the orientation coordinator.

In a sense all who receive staff orientation will at the same time be engaged in language study of one variety or another. Those who learn a new language obviously will be studying language while engaged in orientation. Staff who use English in their work should be involved in learning new idioms, vocabulary, and speech patterns. Such involvement is an advantage because language is a vital expression of culture. The language teachers or informants should be made aware of the plan of staff orientation and should understand the purpose of the plan, especially that part which concerns learning the culture of the society. It should be understood that language learning is an integral part of cultural adaptation and that the two things should be blended.

Who is Responsible?

1. The company. The plan of staff orientation involves the entire staff in that all staff should be cognizant of it. All staff will bear some responsibility in carrying it out because at some point they will likely show a new staff their particular area of responsibility.
2. The orientation coordinator. While all staff should have an interest in orientation, the company should elect an orientation coordinator. The person designed should make reports to the company board. He should also counsel the new staff.

Some of the major responsibilities of the orientation coordinator are as follows:

a. Leading the company to adopt a plan of staff orientation. This manual presents a model plan. While flexibility has been a key concept in its preparation, it may be that some changes are necessary. Any plan adopted should have the following elements:

- (1) The incorporation of the three areas mentioned at the beginning of this chapter.
- (2) A sufficient period of time in which orientation is the primary focus of the new staff's work.
- (3) An involvement of nationals as well as staff in the orientation process.
- (4) A systematic plan of reporting and evaluating progress in the orientation process.

The company should agree on the plan of orientation before the arrival of the new staff. The person charged with staff orientation should be sure that the company clearly understands what the plan will be. If major changes have to be made in the original plan, it is the responsibility of the orientation coordinator to bring this before the company.

b. Explaining the plan of staff orientation to the new staff. In addition to putting the written plan into the hands of the new staff, the coordinator should guide him in understanding its purpose. If explanations are needed concerning the plan of orientation on the part of the new staff, these should be directed to the orientation coordinator.

c. Obtaining the help of staff, national co-workers and others as indicated by the plan of orientation.

d. Arranging for the purchasing of any books or materials needed in the implementation of the plan of staff orientation.

e. Conducting periodic conferences with the staff in staff orientation. The orientation coordinator should periodically examine the written work of the new staff member and discuss with him the orientation process. He should also receive monthly report forms as to progress made. His relationship to the new staff member or staff couple should be that of one who is vitally interested in them as persons. While he has been invested by the company with the responsibility of orientation, he should seek above all else to be a concerned fellow staff member. Wisdom will give the orientation coordinator the proper perspective.

f. Making monthly reports to the board of the company as to the progress of the staff. This report should include factual information as to activities done by the new staff as well as evaluation of progress made.

3. The new staff. Ultimately, the new staff is responsible for orientation. While ways are suggested by which other staff may be helpful, orientation has been designed to lead to a pattern of independence rather than dependence. This manual is a tool through which a new staff may discover elements which should be helpful in entering a new society. This should be

true even if there are no veteran staff or established work in the country of service. The present work has been prepared on the assumption that staff are creative and desire to investigate in order to serve effectively. Orientation is something one does, and not something done for him.

Involving Nationals Co-workers

By its very nature, staff orientation in the place where you will work calls for the involvement of national co-workers as well as staff. Experience proves that national co-workers cooperate with any program better when they feel a part of it from the outset.

Staff orientation is important enough that time should be taken to explain its purpose and operation to the leading co-workers. This should be done for several reasons.

1. The cooperation of national leadership is essential to carrying out the orientation plan.
2. National co-workers along with staff need to understand the reason for orientation, in order that they will not make impossible demands upon the schedule of the new staff.
3. The plan of orientation has the potential for building stronger ties with the national co-workers within the company. Orientation in the place where you will work is a process where staff at many points are saying to nationals, "We need to learn your customs, your history, and your government." Most countries have a patriotic spirit concerning their own cultural heritage. Let us "cash in" on this and sincerely ask them to share with us and the new staff. Each office will have to establish its own channels of communication with national co-workers in setting forth the purpose and content of staff orientation. Communication should be done in writing and conversation. Everything possible should be done to engender enthusiasm among the national co-workers concerning the plan.
4. Most of what has been said to this point is concerned with participation of nationals who are co-workers. This kind of participation is the most basic. However, there are many aspects of staff orientation where the counsel of nationals outside of the company will be needed. In understanding the history, structures of society, and traditions of the country, it may be feasible to seek the help of people who have special preparation in these areas. In addition to the help of specialized people the new staff will be observing and experiencing the total culture, which will include observing not only the Company, but the non-company community.

A Help to All Staff

One benefit that should come from a program of staff orientation is an increased awareness of all staff concerning the country in which they serve, the national co-workers, and their companies. While those already serving may not need to go through the same formal orientation process, all staff are expected to achieve the highest possible degree of linguistic and cultural adaptation.

Staff can see so many divisions of "the company objectives" that they lose perspective concerning the total context in which they live. From time to time all of us need a reorientation in order to gain a broader perspective. We are thus renewed for the work.

Adaptation

As has been already delineated, adaptability is a key concept in the use of this manual. Some chapters will be of greater value to particular companies than other chapters. Some companies may feel the need to add subjects according to their needs.

The manual is a model. Adaptations will be required. Adaptations that would lower the level of orientation should not be made. Orientation must be given priority in order to be effective.

Orientation:

A Beginning, Not an End

The orientation manual is an instrument to increase awareness in certain areas as one enters a new society. Language and cultural learning are a lifetime process. *Orientation is not designed to cover all the fields of possible investigation or to achieve mastery in those investigated.* Rather, in initial language and cultural studies on a new location, the staff should begin patterns of investigating, relating, and participating which will continue throughout his career.

CHAPTER II

The Company: PREPARING ITSELF FOR STAFF ORIENTATION

Prior to the arrival of a new staff member the company should begin preparing itself for the plan of orientation. Staff already in country should be familiar with the manual for two reasons:

1. Staff orientation is a company responsibility which calls for the understanding of all staff.
2. The plan may call for adaptation according to the needs of different countries.

Orientation Coordinator

As already stated in the Introduction, the company should have an orientation coordinator. The orientation coordinator may be a staff member. Nevertheless, one person should have the final responsibility for the plan of orientation. At least two months prior to the arrival of the staff, the company should name an orientation coordinator. It is preferable that the orientation coordinator be selected at the annual meeting.

Planning the Orientation Concerning Company Personnel and Structure

During the two month period prior to the arrival of the new staff, the orientation coordinator should make the following preparations:

1. Make appointments with the appropriate members of the company as outlined in Chapter

III - "Getting Settled in A New Environment." The place and hour should be given in writing to the new staff so that he can place them in the manual.

2. Gather information from staff families for the preparation of the biographical data sheet for the chapter, "Getting to Know the company."

3. Assign to appropriate people the explanation of different elements of the company structure as outlined in the chapter, "Getting to Know the Company."

4. Prepare necessary forms. No later than one week prior to the arrival of the new staff, the following forms and sheets should be ready for use:

a. Biographical sheets on each staff family.

b. Monthly report forms to be filled in by the new staff and to be submitted to the orientation coordinator.

c. Monthly report forms to be sent by the orientation coordinator to the chairman of the company.

5. Secure a notebook for each new staff member to use with this manual.

Preparing Leading Co-Workers

Prior to the arrival of the new staff, the orientation coordinator should explain the purpose of staff orientation to the selected leading co-workers. Before meeting with them the orientation coordinator should be thoroughly familiar with the chapter entitled, "Getting to know National Co-Workers." Using this chapter as a guide, he should elicit the cooperation of all persons who will aid in orientation. He should seek this help at least one month prior to the arrival of the new staff.

The orientation coordinator should do everything possible to engender enthusiasm concerning the coming of new staff. He should verbally share biographical information about the new staff with the co-workers.

Planning for Societal Orientation

The orientation coordinator should study carefully the chapters which deal with societal learning. Some of these require the coordinator to make advance contacts. He should carefully note the duties of the orientation coordinator.

Some chapters require activities that may call for contacts with individuals by the orientation coordinator. The orientation coordinator is accountable for these contacts although he may delegate work to others.

Preparation of Orientation Library

Any books which are needed for the orientation plan should be purchased or secured prior to or during the two month period before the staff arrives. The orientation coordinator should recommend appropriate books to the person who purchases books for the company. These books may be kept in the company library, but the library should be revised periodically to be sure that there are books which will contribute to the orientation process.

CHAPTER III

GETTING SETTLED IN A NEW ENVIRONMENT

(Survival Orientation)

This guide seeks to introduce you, the new staff member, to contexts of life which will have a vital significance throughout your staff work. The focus of the previous chapters has primarily been staff already in the country. These chapters were prepared to assist the company in understanding its role in orientation. From this point, our attention is directed to you, the new staff.

As stated in the introduction, chapters five through twenty set forth a formal plan of orientation activities which hopefully, are to be initiated no later than two weeks after arrival on your location. You will report monthly on your progress in these activities. Upon arrival, time is needed to find a place to live (unless this has already been decided before your arrival), unpack, and settle into new surroundings. However, some matters are so basic that they cannot wait until the getting-settled process is completed. This chapter deals with some of these matters. They are basic to orientation. In this manual they are called "survival orientation" because they are essential for your daily living. Until these matters are settled your mind will not likely be free to deal with the other aspects of orientation.

Legal Matters

Soon after arrival, talk with the manager concerning the procedure to follow in meeting all necessary legal requirements of the government. While you may have had correspondence with the manager prior to your arrival as to immigration procedures, you should now talk directly with him as to the steps which you should pursue. This should have prime consideration during your first days in the country. Your appointment with the manager is on the following day: _____ at _____ o'clock at _____.

Getting Settled

The business manager should provide you with a list of all necessary documents and explain procedures to follow in obtaining the appropriate papers for living and working in your adopted country. While the manager may have a more comprehensive list you should be aware of at least the following matters:

1. The procedure and laws concerning customs. You need to know how to get your personal effects through customs. You need to be aware of regulations and practices concerning having things sent to you by others.
2. The documents which you need to obtain permission to live in the country.
3. The financial obligations which you have with regard to the government (foreigner's tax, income tax, etc.). You should know when and how these are to be paid if they are required of foreigners.

4. The length of time which you are allowed to be in the country under your present visa and the steps necessary to obtain a more permanent residence in the country.
5. The documents which you are required to have in your possession (in your house or another place where you can get to them) and any documents which you should always have on your person.
6. The necessary steps for driving an automobile in the country. In many countries you can use a U.S. license for a limited period of time. The manager should indicate to you during your first days in the country the procedure to be followed in obtaining a valid driver's license.
7. The best procedure in case of an accident. The manager will talk with you as to what you should say or not say in the case of an accident. You should know whom to call, your responsibilities, and your rights. While it is hoped that you will never need to use this information, it is better to not need it and have it than to need it and not have it.

Medical Matters

For your own security you need to know where to turn in the case of a medical need or emergency. The orientation coordinator will provide you with a list of doctors and their telephone numbers whom you can call in case of an emergency.

As is true in the States the choice of doctors, pediatricians, dentists, and other specialists is a very personal decision. The list which you receive from the company probably reflects doctors previously used by staff. Do not feel at all obligated to choose any of these as your family physician. The list has been prepared to help you to have somewhere to turn in the case of sickness during your first several weeks in the country. In addition to the list of doctors you may want to talk with individual staff. If staff is available he will be glad to help you in time of medical need and most certainly in an emergency.

In addition to the list of doctors you will receive a list of hospitals and pharmacies which staff have used. As you develop relationships with staff and nationals within the country you will want to choose your own dentist, ophthalmologist, optometrist, and other specialists which are needed. Since these are not normally sought in an emergency situation and could most likely be located after getting settled, they are not listed in this manual.

A word to the orientation coordinator

On the following page there is a sample medical needs form. In the preparation of the medical needs list it is well to prepare a comprehensive list of doctors used by staff. Special attention should be given to making information available concerning doctors in the city where the staff lives upon arrival. In the list of pharmacies a guiding principle as to which pharmacies to include should be their location and availability to someone who is learning the country.

SAMPLE MEDICAL NEEDS FORM

Doctor	Address	Tel. No.		Office Hours	Comment
		Office	Home		
1. Dr. Kariuki English	26 7th St.	4145		8-12,24	Speaks some
		2167		Mon.-Fri.	
2. Dr. Taki	Chiroga General	2136		2-5	Pediatrician but sees adults
	Hospital	4890		Tues.-Fri.	

Hospital	Address		Comment
1. Central Hospital	2nd and Mazoe	45671 to 45675	Government Hospital

Chemists (Pharmacies)

1. Karirongaibu	Main Street	3642	Open until 4 p.m.
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Children's Schooling

The first months in a new culture are a time of adjustment for your children as well as for you. If you have children of school age you will want to begin making plans immediately concerning their education. The following suggestions should help you as you consider the many factors involved in the education of your children.

1. Study carefully the section concerning children's schooling in *Manual for staff*. The Home Office is vitally concerned with your children's education. This section states the financial provisions made for the education of the children of staff.

2. Discuss the possibilities for children's education with the orientation coordinator or other staff parents. They can advise you as to some of the opportunities for schooling within the country. The company may have a person designated as consultant in the education of children.

3. Investigate for yourself the possible avenues for education of your children. Some of the ways that children of staff are educated are:

a. Living at home and studying at a school where the children of other overseas personnel study.

b. Attending a boarding school, or living in a home especially provided for children whose parents live in places where there is no adequate school and attending a school which is equipped to prepare the children of overseas personnel.

c. Instruction in the home under the guidance of parents. Calvert Course, aBeka and others are specifically designed for such instruction.

d. Study in a national school. In some instances this could be the answer if the quality of the school is superior and if the child is proficient in the national language. If you choose this method now or later, special home instruction in American customs, heritage, and literature may be necessary since these could not be expected in a national school.

Your decision as to what is best for your children's education should be made in light of the following factors:

1. Adequate academic preparation. Usually this is available either in a classroom or home-study situation.
2. Social adaptation. This becomes even more significant during the teenage years.
3. Preparation in two cultures.

Your children need to learn to associate with ease with people of the country where you now live, your country of service, and the country from which you have come. They need to be prepared to live now. They also need to begin to prepare for the day when they will likely return to the United States.

You should study carefully the matter of your children's education and then come to a decision. Whatever avenue you choose will require some preparation. If your children attend a school, enrollment is necessary and the company needs to make certain arrangements. If they study at home, materials must be ordered. Undue delay in deciding could hamper your children's education.

Financial Matters

During your first days in the country you should talk with the treasurer. An appointment has been made for the following day _____ and hour _____. You are to meet at _____

Among other matters you should discuss:

1. Changing dollars to local currency.
2. Where and how to bank.
3. The way your salary will be paid.
4. Expenses which are incurred in company business for which you will be reimbursed.
5. Reporting medical expenses.

Living Arrangements and Transportation

Usually there is a lapse after arrival before a staff can move into a permanent residence. Even if your work is established and you are moving into a house you will have to get your furniture and other effects through customs before you can occupy it. If you have to decide upon a town or house or both, even more time will be needed. The orientation coordinator or another designated person will explain to you the policy of the company as to living arrangements during the initial days. These have been set in keeping with company policy. Your appointment concerning housing is with _____ on the following day _____ at _____ o'clock. You will need counsel about the company policy concerning transportation. The manager will meet with you on _____ time _____ at _____.

Domestic Help

In many countries the staff will need household help. Time-saving kitchen devices available in the United States may not be available in your country. A household worker can also serve as a guard. You will have to depend upon fellow staff, other expatriates, and national friends for recommendations concerning reliable household help. The final decision of choosing a person is yours.

However, there are some matters that need to be considered as you interview prospective domestic help and as you begin your relationship with them. One is salary. Discuss with the orientation coordinator and other staff the salary scale within the country.

Discuss frankly with the prospective worker his/her responsibilities. Some are specialists in one field and have worked in homes where there are different helpers for cooking, cleaning, and babysitting. Staff salaries and housing do not usually permit the luxury of such specialty in servants. According to your own situation decide what you expect of a domestic helper.

You should understand the existing etiquette with regard to household help. We should be responsible in our relationship with all people. At the same time when another person is living in the house it is essential to maintain the privacy of your family life. How you begin relating is of utmost importance since you should begin with a pattern of relationships that can be continued. If you begin treating a helper as a member of the family, your relationship will be damaged when at a later date you need more privacy.

In addition to etiquette a clear understanding of legal responsibilities concerning domestic help is essential. The company manager can inform you concerning basic labor laws. You need to know the legal holidays which domestic help must receive, vacation time, and other free time required by the law. You should know these matters *before* you interview a prospective helper.

Many countries have strict laws concerning dismissing domestic help. Discuss these laws with your orientation coordinator.

The health of a person working in your house is important not only for him but for you. It is

advisable to require a health card of a person working in your house. The following person has been asked to counsel with you concerning domestic help: _____ .
Your appointment is _____ at _____ o'clock at _____

Shopping, Eating, Living

In most countries there are at least two kinds of shopping. There are stores which have fixed prices and there are open markets and other places where bargaining may or may not be expected.

You should visit both kinds of establishments. If bargaining is part of your culture, you are encouraged to enter into the bargaining process as soon as possible. This is good for social and psychological adjustment as well as for economic well-being. Part of knowing your adopted country is knowing the true market value of things. You may feel that in view of the dire poverty of some vendors you would rather pay the first price. This may not be the most constructive way of bettering the economic structures of the nation. In the market scene the person who pays the first price may be regarded as inept in economic matters. In addition, many vendors actually enjoy bargaining. Don't rob them of the fun of their trade.

In stores where there are fixed prices you will gradually learn which brands are best and what are your needs and wants. Often there will be an acceptable national brand that is essentially equivalent in content to a stateside brand. Learn to be discerning.

There are at least three classes of U.S. citizens living overseas. There are those who live in island existence in an expatriate colony and who at every turn isolate themselves from the foreign culture. They buy only stateside brands of groceries, eat only in public places which are predominantly arranged for tourists, and have all of their close friends within the expatriate community. There are a few people who go overseas in rebellion against their native culture and whose identification with a foreign culture takes the form of a total rejection of their original culture. This is a denial of what one really is and is never really effective.

The happiest people in a foreign country are those who have developed a genuine appreciation for both their native and adoptive lands. They shop on the basis of what is useful, nourishing, and economical. They learn a new language without relinquishing their own language. They have friends from back home and from their new country. They feel at home in two worlds, that which they left behind and that to which they have come. They have discovered that being at home is an inward quality.

CHAPTER IV

GETTING DOWN TO BUSINESS

How to Use the Orientation Manual

The present manual has been written to help you investigate some significant areas in understanding your new country. It is not designed to cover all areas. Neither does it pretend to produce mastery in all the fields which are mentioned. You should be asking and answering the kinds of questions raised in the manual for the rest of your career. Cultural and

language learning is not completed at the end of four months or four years. It is a career issue. The time set aside at the beginning of a career is simply to enhance the process.

As a new staff member you are an outsider seeking to make your entry as smoothly as possible into a new world. There are at least three dimensions to the entry of a new staff. He becomes a part of:

1. Society. The bulk of orientation is spent studying entry to a new society. This involves knowing people, their families, their values, joys, and sorrows. As you observe and participate in local community and relate to national co-workers, you will see how people relate. Knowing a society involves observing the factors which have formed the life of the people. School systems, government, newspapers, history, literature, radio, economic supply and demand reflect the life of the nation and shape it. As you immerse yourself in these elements and as you know people, you begin to learn what is truly important to them. Learning the customs and culture of the new society is basic to orientation.
2. National Co-workers. These are usually local co-workers or leading co-workers. Remember that they each have individual and collective hopes for the future.
3. The Company. This consists of the staff hired and placed by the Home Office in the country where you serve.

Cultural Informants

In orientation the new staff member will be observing and interpreting what he observes. In order to do this effectively, he needs the help of people who can inform him as to what he sees. These are called cultural informants. In one sense all members of society are cultural informants in that they are influenced by their surroundings. Yet, the new staff member needs to relate to people who can give him the best possible picture of how the society thinks and feels. The qualifications and role of these persons should be studied carefully by the orientation coordinator, the new staff, and maybe a local national leader.

A good informant has three characteristics:

1. He knows the culture well.
2. He is willing to talk.
3. He communicates about his culture in a non-analytic manner.

(David W. McCurdy and James R. Spradlye, *The Cultural Experience*, Science Research Associates, Inc., 1972, pp. 44-48.)

The informant should be thoroughly immersed, in his own culture. He should be one who freely shares what he knows. This should be done without a lot of analysis.

Nationals who have related extensively to Americans may or may not be good cultural informants. If they constantly seek to interpret their own culture in thought patterns that fit the American mind, some of the flavor of the culture may be lost. It is far more valuable to talk with someone who openly shares how he sees, understands, and feels about his home, work, and recreation than to talk with someone who is so concerned with interpreting life to a

foreigner that real experiences and feelings are hidden.

The process of cultural learning is similar to language learning and indeed the two are interrelated. The informant/coach who knows English may or may not be the most helpful. His knowledge of English may block language learning for the learner if he seeks those words in the new language which are most easily understood to the English speaker rather than the words and phrases most commonly used. The learner is thus isolated from the language as it is really spoken.

In like manner before analyzing customs, outlooks, and values of a new society, we first need to observe them as far as possible through the eyes of a member of the culture. This is more important than an analysis of what is being seen.

Informants are persons who inform. They can inform best about that which they know. In the orientation process the new staff investigates a wide spectrum of societal life. He probably will seek the help of many people.

A teacher or student immersed in the public school system knows and feels more about schools than a policeman. On the other hand, a policeman may be a better informant concerning law enforcement.

In seeking cultural informants the new staff should be open as to his purpose. He is a person seeking to know the culture. Those people who can help him may have less economic income and formal education than he has; yet, they have much to offer if they are immersed in their culture and are willing to share.

Gathering Information Through Interviews

At several points in the manual, you will be asked to interview or talk with people. Some of these interviews will be prearranged and some will not.

Certain principles should guide you as you talk to people. Explain that you are trying to learn. Attempt to be a genuine learner. People need to know that you are genuine in wanting to understand things from their point of view. You are a person trying to learn. In all instances it is best to be above board as to what you are about. When people understand your purpose, they are likely to be helpful. If they are absolutely opposed to helping you learn after you have explained what you are about, it is better to turn to someone else.

When particular things interest you or are unclear to you, restate what you have heard. This gives opportunity for clarification and expansion. Avoid questions which would sidetrack the person being interviewed.

As an example of interviewing, in the chapter on school systems in this manual, it is suggested that you ask a pupil to describe his school day from leaving for school until returning home. Through this general question, you can learn many elements that make up a school day. Getting to school may be by public transportation, school bus, by private automobile, or by walking. Relating to people in school may begin well before the first class.

Different classes are another part of the description. While you may see a schoolroom, what does the pupil see in the schoolroom? "What is classroom like?" is a question that has the potential for telling you what a pupil sees in the classroom, as well as what you might see in a classroom.

In the course of the conversation, the pupil will likely mention recess. What happens at recess is another whole segment.

These are examples of how a larger question may lead to a description of segments. You will probably need to let the person answer the larger questions first. Then you can inquire about points of special interest.

In asking for a description of a school day, or for descriptions of other events, places, or people, you will not go into every detail that is possible. Yet, you should examine some matters not only in broad terms, but in greater detail.

In the questioning process avoid questions which would make the informant ill at ease. For instance, using the illustration about schools, a pupil interviewed may be telling you how a subject is taught. Let us imagine that memory seems to be the main method used in a class. There may be a suggestion of judgment if you say, "Why does your teacher do that?" In some underdeveloped countries, material is written on the board and pupils copy, since only the teacher has a textbook. In ascertaining equipment available, the best method is not to say, "Do all the pupils have textbooks?" or "Does every pupil have a desk?" These questions may be appropriate if you have sufficient rapport with the person you are questioning. However, it may be better to ask, "What is used in teaching? Who has books? Which books can be carried home and which must be left at school?" Avoid questions which would make a person feel either hostile or embarrassed about his situation.

The result could be painting things rosier than they are, or bemoaning the situation as it is. Avoid questions which imply judgment.

Investigating, Recording, Reflecting, Writing, Reporting

The manual asks many questions. In a few instances there are blank spaces following the questions. In other places, the questions appear without space for answers. *In these places you should place your answers in your notebook.* You may find that some questions lead to more investigation and discovery than others. For this reason the length of your answers will vary according to your particular interest, your discoveries, and your particular country.

As far as possible you should make notes while you are investigating or in the case of some kinds of interviews, as soon afterwards as possible. Everything that has happened does not have to be written; yet writing serves to help you remember.

Do not worry that your reporting seems to be a partial conclusion. By the nature of the case it usually is. What you report about a school system ten years in the future may be different from your report now. That is natural. Schools change and your perception of them changes. That is fine. The tragedy would be to relate for ten years to children going to school and never think about school as an integral factor in their lives.

Writing in the Language

As far as possible use the language of the people in the written work of the manual. This is clearly not applicable in some cases. For instance, "Getting to Know the Company" treats relationships and organizations which have English as a primary medium of communication; but, this chapter is an exception.

As you have conversation with leading co-workers, it should usually be in the national language. A good way of remembering what was said is to make verbatim notes soon after your conversation. These can later be transferred to the orientation notebook. Names of places, events, etc., should be written in the language of the people. Better one paragraph written in broken language of the people than two pages in flawless English. In those countries in which English is the language of communication, your notes can reflect idioms, constructions, and words which are new.

Your *inner thoughts* about *what is going on* will usually be recorded in English. However, strive to describe in the language of the people what you see and hear.

Order of Orientation

Each new staff member in consultation with the orientation coordinator should establish a plan of work for engaging in the activities, interviews, and research involved in orientation. This plan should be reviewed each month. The report blanks at the end of the manual ask for you to report monthly on what you have done and what you plan to do.

By the nature of orientation, you will probably be engaged in a given week or day in activities involving several chapters. It is possible that you might visit a school in the morning, interview a law enforcement official in the afternoon and attend a church service in the evening.

Some of the opportunities for observing and interviewing may be planned well in advance. On the other hand, some of the most meaningful experiences may be unplanned.

As previously stated, before the initiation of orientation you should read through the entire manual. There are several reasons for this.

1. An overall view of the orientation plan is needed as you make a specific plan of work.
2. An awareness of the plan will help you to be sensitive to unexpected opportunities which may arise in interviewing, observing, and participating.
3. You need to keep the whole in perspective as you plan the parts. You should not get bogged down on one part to the neglect of other parts.

orientation is designed to orient you in social life and company life. As you plan your work keep in mind the nature of the chapters. For instance, "Getting to Know Family Life" and "Getting to Know a Person" are designed for practically the entire orientation period. In contrast, the chapters on customs of marriage and death have some activities which are altogether dependent on opportunities presenting themselves.

Both advance planning and flexibility are needed. There are advantages in relating the activities of a given chapter and engaging in them successively. For instance, in visiting schools successive visits may give more opportunity for comparing than visits made a month apart. Nevertheless, all elements of orientation cannot be arranged in packages. As in other areas of life we should plan but build flexibility into our planning.

Reporting

You are asked to make monthly reports to your orientation coordinator. There is a sample form at the end of this orientation manual.

Report the activities completed and the specific chapter to which the activity corresponds. For instance, interviewing a school student is an activity. The corresponding chapter would be "Getting to Know Schools."

The first four chapters are instructional and informational. They should be carefully read but do not require reporting. The first chapter requiring reporting is "Getting to Know Little Things of Great Importance." There are a total of sixteen chapters which have orientation activities.

You Are Responsible

As already stated in the introduction, the person most responsible in staff orientation is the new, staff. You should take the initiative in reading the manual, investigating the suggested areas, interviewing indicated people, and engaging in the various activities. You should also take the initiative in reporting.

From time to time the orientation coordinator may remind you if he does not receive a report. Your reports are needed to help the coordinator evaluate your progress and to make his report to the Home office. Nevertheless, paperwork is not an end within itself. The person cheated most in sloppy language study and orientation is the staff himself. On the other hand, the person who gains most in diligent language and training is the new staff.

PART TWO: SOCIETY

CHAPTER V

GETTING TO KNOW LITTLE THINGS OF GREAT IMPORTANCE

The writer of this manual will always be thankful for the words of an experienced national co-worker during his first year of staff service. He said, "Many misunderstandings between staff and co-workers arise out of little things. For instance, you Americans are at an evening gathering and after it is over you may say good night to those present or you may not. Whether you do or not is of no significance to you or other staff. Among our people to leave without speaking to those present is an insult." (This of course - may vary from country to country.)

Whether he had observed me leaving without saying good evening or whether he was reflecting upon the actions of other Americans, or philosophizing in general, I do not know. I only know my gratefulness for his making me more aware of the importance of "little things."

Courtesy and etiquette are made up of such little things. We should and will be forgiven for our ignorance of them. We will not and should not be forgiven for an unwillingness to learn them.

Saying Hello and Good-by

Every culture has its distinctive ways for greeting people. In language learning the first phrases we learn are those used in introductions and greeting.

Societies vary in whom they greet and how. In some countries one does not begin a discussion of anything until he has greeted the person, asked about his health, and his family. To enter into the discussion of other things without doing so is rude.

The learning of phrases, words, and gestures associated with greeting people, excusing oneself from their presence, and saying good-by to them are basic in cultural learning.

Listed below are situations which are common to any society. Write the basic phrases which are used in these situations.

1. Phrases for greeting a person to whom you have been introduced for the first time. Note differences in greeting a man, woman, or child if your language makes such distinctions. Usually there is more than one possible phrase or sentence.

2. Ways of greeting a person in the morning.

3. Ways of greeting a person in the evening.

Language is basic in communication with people. However, it is not the only means of

communication. The smile and the handclasp are employed even before one learns the language. Talk with a cultural informant about the ways of greeting people.

It is important to know how to say good-bye as well as hello. In some countries, when people leave our home we should accompany them to the door. If there are other guests in the home that is probably sufficient. Yet, if there are not other guests present we should accompany them to the gate or if they have a car to their car. There are other aspects of greeting which it would be well to discuss with a cultural informant. Some of the things mentioned here vary from country to country. In any country there are usually set ways of doing them, and wise is the staff who remembers how they are observed.

Write in your notebook three discoveries of differences in patterns of greeting.

Table Manners

Eating is both a necessary biological function and a custom with important social overtones. In one of your visits to a national home it is hoped that you will get to eat a meal. It will be well to have national friends eat with you during the orientation experience. You should talk with your cultural informant about the following matters:

1. Which is usually the main meal for most people--breakfast, lunch, or dinner?
2. What are the most common hours for eating?
3. What is the correct thing to say when one has finished eating?

Eating out is another place to observe dining etiquette. It may vary somewhat from that of homes. It is important for cultural learning, to eat at a place that is not merely an international restaurant overseas. One word of caution. It is not a good commentary upon Americans in general or staff in particular when others are engaged in pleasant but subdued conversation and the foreigners are heard loudly conversing in English.

You will occasionally, and perhaps often, eat at national homes or locations. Most people have the custom of feeding a visiting guest. The menu will probably be national. Customs may vary from place to place, but opportunities will be many for observing dining etiquette and graciously receiving what is offered. Sometimes reluctance is felt to accept gifts of food or otherwise from people who may have much less than the staff, but refusing a gift in most cultures will many times lead to hurt feelings.

1. Write phrases that are connected with dining etiquette such as thank you, no thank you, please pass, and other phrases which may be distinctive from table etiquette in your country.
2. Write any new practices or striking differences between table etiquette in the U.S. and your country of service.

Concept of Space

The way people use space is often indicative of the culture of which they are a part. We have already seen that the embrace is common in some societies, although it is not so common in ours. This is just a part of many other facets of interacting.

Edward T. Hall has said,

□In Latin America the interaction difference is much less than it is in the United States. Indeed, people cannot talk comfortably with one another unless they are very close to the distance that evokes either sexual or hostile feelings in the North American. The result is that when they move close we withdraw and back away. As a consequence they think we are distant or cold, withdrawn and unfriendly. We, on the other hand, are constantly accusing them of breathing down our necks, crowding us, and spraying our faces.□ (Edward T. Hall, the Silent Language (garden city: Doubleday and Company, 1959), pg. 209.)

Distance in conversation is just one example of different concepts of space. How we use space reveals different cultural perspectives. In many homes where there is an adequate living room, the bedroom area is very crowded by American standards. Kitchen area may seem almost nonexistent. Some of this may be attributed to differences in financial income of the two cultures. Yet, the use of space many times is quite different between an American family of a given income and an local family of similar income. A staff family moving into a home and remodeling it soon discovers this.

What does all of this add up to? It means that the use of space reveals the way people live and look at life. Privacy means one thing in one culture and something else in a different culture. Note concrete illustrations of the difference in social distances or the use of space between the U.S. and your country of service. How people sit on public buses, how benches are arranged in churches, and how furniture is arranged in homes are possible ways to observe the concept of space.

Concept of Time

The way people look at *time* is another indicator of culture. In some rural areas, people go by the sun. There are parts of the world where people in great cities still are more oriented toward the sun than the clock in their philosophy of life.

The concept of all of us as to what is "late" is culturally determined. Even the American does not consider a minute late to be very late. On the other hand, thirty minutes past the stated hour is very late. Yet, this grows out of our culture.

In most countries some things move on the minute. Banks are an example. On the other hand, a wedding, concert, movie, etc. may begin at an approximate hour. Life will be less frustrating if you can learn which is which.

If a person is late for an appointment, do not bring the presuppositions of your culture into the situation. This does not mean that promptness is never appropriate. It does mean that it may not be the most important consideration.

In your notebook, write examples of certain functions which consistently seem to operate on

an approximate hour and list those functions or businesses which operate on an exact hour. Write your impressions as to the difference between concept of time in the U.S. and your country of service.

Concept of Modesty

All cultures have their mores as to what is proper with regard to exposure of the body. Just what is considered proper and improper, however, varies greatly in different parts of the world.

In many parts of the United States, the nursing of babies in public places was more common several years ago than it is today. In many countries it is still quite common.

In some areas women may walk the road without a blouse with breasts exposed. Yet, these same women may be very careful to not expose their legs above the knee. Since people bathe in streams it can be acceptable for a man to strip to his underclothing while bathing. It is not uncommon to see men and women relieving themselves beside the road.

Yet, all of the people concerned have standards of modesty. Some of them would be more shocked by the exhibitionism of sex on T.V. and in movies than would most Americans.

"In simple societies in which there is almost no actual physical privacy and in which people wear little if any clothing, there may be the most rigid rules regarding the psychological privacy to which people are entitled. You simply do not look at things which you are not supposed to see." (Ina Corinne Brown, *Understanding Other Cultures*, (Englewood Cliff r.d. Prentice Hall Inc., 1963) p. 87.)

It is important that the staff learn not to be easily shocked. The staff does not have to adapt to exactly the same behavior as others. Yet, they do need to learn not to be shocked and not to stare or speak.

Write differences in concepts of modesty between your cultural heritage and that in which you now live. This is based, of course, upon your observations to this point in your staff experience. If possible, give concrete examples.

Clothing

People wear clothes to cover their nakedness and to protect themselves from the weather. However, clothes serve not only utilitarian but social functions. Clothes are worn to enhance physical appearance, to identify one's origin, and as an expression of economic prestige. What is considered acceptable dress varies according to the society and the occasion.

Talk with a cultural informant as to what is proper dress in the following places or circumstances:

1. Weddings.
2. Funerals.
3. Worship services.
4. Marketing.
5. Banquets.
6. Going to the bank.

7. Social occasions in the church.
8. Shopping in department stores.
9. Farming.
10. School.
11. Recreation.

Learn all you can by observation as to how people dress. In most cultures, clothing customs are not static but changing. What you learn at this point will probably have to be updated later.

On the basis of your study write any significant differences in customs of dress between your adopted country and the United States.

Relating to Members of the Opposite Sex

All cultures have their customs concerning the interaction of men and women. You will observe these as you study dating, marriage, and family life. There are underlying life views in the ideas which cultures have concerning the relationships of men and women. At this point, however, our concern is that you learn essential etiquette as you relate to people of the opposite sex. What you learn will be of value to your children as they approach the teenage years.

Talk with cultural informants concerning the following life situations:

1. Mrs. A, a staff homemaker, has spoken at a meeting 30 miles from the capital city. As she gets in the car the male co-worker where she has spoken asks for a ride to the capital. Is there any problem of image in her giving him a ride? Would it be proper to give three men a ride? Is it considered proper for her to travel alone for that distance? (In some countries it would not be safe. Here, however, the concern is not safety but etiquette.)
2. After discussing question No. 1 with your cultural informant, change staff homemaker to staff husband and male co-worker to co-worker's wife and discuss the implications with your cultural informant.
3. Staff B, a married male staff, needs a ride across the city. Mrs. A, a staff wife, is going in that direction. Is there any problem in their riding together?
4. Staff A goes visiting and finds that Mrs. Black is at home but that her husband is not. He wants to talk with her. What should he do?
 - a. Go into the house if he is invited.
 - b. Talk in the doorway.
 - c. Make an appointment when her husband will be at home.
5. Discuss No. 4 supposing that the children of the Black family:
 - a. Are in the house.
 - b. Are not in the house.
6. Staff L is a single staff lady who lives in an apartment. She has begun to relate well to

several young people. A young man asks to come to her apartment to discuss a problem. What is proper in this situation? If Staff L were a man and the person requesting to visit the apartment were a young lady, would there be any difference in the answer?

7. Several young men come playing the guitar for single staff C on her birthday. She wants to invite them into her apartment for refreshments. Is this proper?

The above situations are not unique to the company. They should be faced anew in the light of a new culture. No one set of answers would serve for every country. At times the answer will vary with localities within a country. In all situations forethought, common sense, and a deep desire to serve the company objectives and people are crucial in achieving the proper perspective.

Write any significant information concerning behavioral mores in relationships between members of the opposite sex, within your country of service.

CHAPTER VI

GETTING TO KNOW A PERSON

Throughout your staff career your effectiveness will be determined in large part by your ability to relate to people. It is good to know as many people as possible and relate meaningfully to them. However, our real effectiveness often is not determined by how many people we know but by how well we relate to those whom we do know.

In this chapter you are asked to make an in-depth study of one national friend. Part of your orientation requirements will be to get to know this person well and report your association with him or her.

Getting to know an individual in depth can have several values.

1. There is nothing more important in your staff career than getting to know national co-workers and friends.
2. By knowing one individual well, the way is often opened to know many other people and relate to them meaningfully.
3. What you learn about an individual can throw much light upon the total culture in which you will live.

This is an activity which cannot be completed in one week or one month. It will extend throughout your orientation experience. It is hoped that what you learn will be of value for years to come. Still more important is that the friendship that you establish with one individual may be the basis of a meaningful relationship for years to come. It should be remembered that an exchange of information is intended, and not one-way interviews.

There is no set rule as to who the person will be who will form the basis of your report. He may be a national co-worker, leading co-worker, rich person or poor person, urban or rural resident. Consult with your orientation coordinator regarding the selection of this person.

In most instances it is probably better that a man report concerning a man and a woman concerning a woman, but there is no hard, set rule at this point.

You will likely want to wait until several weeks have passed before deciding upon whom the individual will be. Nevertheless, you should read the rest of this chapter now. It is well to have in mind some of the things that will go into the life history of the person as you get to know him or her.

This part of orientation will be most meaningful if you see knowing the person as primary and preparing a report as secondary. The individual is to be seen as a person and friend and not as a project.

Yet, we can learn from friends and their experiences. The value is not lost but enriched as we reflect upon what we have learned and put it in written form.

Some of the elements which may enter into your written report of this person are as follows: (These are to help now. Your final written report concerning the individual should be made in narrative form rather than in question and answer form.)

1. Age or approximate age.
2. Physical description.
3. Ethnic or racial origin.
4. Family constellation.
 - a. Who are his father and mother?
 - b. Who are his grandparents?
 - c. What uncles, aunts, and cousins does he have?
 - d. Of equal significance, how important is the family constellation in his life?
5. Occupation--present and past. What social as well as economic function does this play in his life? Is his work satisfying? Does his occupation offer opportunities for advancement?
6. Educational level.
7. Religious experience.
 - a. Religious influences of childhood.
 - b. Religious attitudes characteristic of the culture which shape his thought.
8. Marital status. The place of spouse (if he or she has one) in the family. The place of children in his family.

9. Any crisis or unusual events which have shaped his or her life (sickness, economic failure, etc.)
10. The influence of the immediate environment.
11. His main interests as reflected in his use of time and energy.
12. The value system of the person. What does he seem to desire in life?
13. Description of the relationship you have had with the person.
14. What makes up the world of this person? In other words, what are the concerns, desires, and horizons of this person? How does he or she see the world?

Write a report concerning the individual whom you have studied in your period of orientation. In your report you will want to use pseudonyms to protect confidentiality.

Your staff career was born in a vision for people of the world. As this vision takes concrete form, you must attempt to understand the world of particular people.

In reporting on this chapter, place notes made after conversation with the person in your notebook. If these are made soon after the conversation, you should be able to include much of the language of the nation or region. In your written and organized reflection upon the friendship, you may need to use English. As you describe the person's schooling, work experience, and family constellation, you should be able to use the national language.

CHAPTER VII

GETTING TO KNOW FAMILY LIFE

The words marriage, family, and home are basic to most of us because they bring up mental images which are deeply engraved within our consciousness. Family life is important to all people; thus staff should try to see people through the eyes of their family setting.

It is suggested that you visit an average of one home a week during the orientation period. It would be well to talk with a cultural informant about the most appropriate way to do this.

Perhaps you can accompany a leading co-worker in visits. Staff couples would likely do well to make some visits together and some separately.

What to Observe

More important than what you will see is what you will experience. You are getting to know people in the most important setting of their daily lives. Orientation is more than the

accumulation of facts. It is getting a "feel" for life in a new culture.

There are many things you can observe which will be helpful in your understanding of the total culture. There are some things you can observe even before you enter the house which you are visiting.

1. What marks the division between one residence and another?
2. Of what is the house made?
3. In comparison to what you have previously seen, does the distance between houses seem less, greater, or about the same?

Upon approaching the house note who greets you. If you are accompanied by an informant, leading co-worker, or some other person who knows the family you are visiting, they will probably introduce you. If not, you can introduce yourself in the manner you have learned. This is a form of greeting which you should discuss with your informant.

Be aware of the way you are received and the initial phrases that people employ to begin the conversation.

Two important things to learn are:

1. Who lives in the home?
2. How do they live?

The former is easier to ascertain than the latter. You will not likely be able to completely answer the second question concerning any one of the families. You can gain some impression concerning family life which should serve as an introduction to a lifetime of service and friendship with families in your culture.

Who Lives in the Home

Is this the home of a husband and wife? A husband and wife with children? Mother with children but without the presence of a father? Father with children but without the presence of the mother? Are there other relatives living in the house, such as grandparents, parents, cousins? Are there other people who are unrelated who live in the same house with the family? In some homes the father and mother may not be legally married but live in a common law relationship.

In getting a mental picture of the situation do not ask *probing* questions that could embarrass. Usually such questions as, "How many children do you have? How old are they? etc. will not be offensive. Questions such as, "How long have you been married?" or "What is your husband's name?" could be offensive if the couple perchance is not married. In the visits you make with an informant or leading co-worker you can ask some questions of interest after you have left the house of the family.

How Do They Live

While the quality of family life is not a tangible substance, there are observable factors which help us to learn the dynamics of family life.

1. How long has the family lived in its present location?
2. What are the factors which determined the present living site? Some possible factors are inheritance of property, a good price, availability of schooling, proximity to other family members, neighborhood and beauty. Some people move long distances to get a new start in life. Others feel tied to a given home by strong ties of kinship.
3. The area in which you visit. In some homes you may be received outside the house. Some families cook and eat outside. You may be received into the home without entering the house. If you are received inside the house, how could you describe the room in which you visit? What is its function? Is it a place strictly for sitting, sitting and sleeping, sitting and eating, or sitting, eating and sleeping? How is the furniture arranged? How is the area adorned? The most crowded home may find room for treasured pictures, school diplomas, or newspaper clippings. What animals do they have? Where and how do they live? What and how are they fed? What is their function? (food, clothing, pets, protection, source of income, etc.)
4. How does the location enter into the way of life of this family? How far are they from a school? How far do people travel to their work? How do they travel? Where does the family buy food and other household essentials?
5. Do people in the neighborhood fulfill the primary social needs of the family? Some people who live close together have little sense of neighborhood. On the other hand, people in a rural community who live far apart may have a strong sense of community. Outside the home, how does the family fulfill its need for relating to other people? Do the most significant people outside the home seem to be relatives, friends at work, people of the same church, or some other contact?
6. What is a day like for the family? If you are able to gain sufficient confidence of a family, ask them what takes place in a typical day.
7. What are the spiritual factors which enter into family life? Is the family evangelical, Catholic, Hindu, Muslim, or some other religion? When and how does the family express its religion? Daily rituals, weekly worship, crisis situation, weddings, funerals?

Reporting and Evaluating

Choose five of the families which you have visited. Perhaps you will be able to visit these particular families more than one time. Describe these families, keeping in mind the questions and issues already presented in this chapter. In your description as much as possible use words and phrases of the national or regional language. Place your work in this notebook at the end of this chapter.

Summary Questions

Based on your brief experience to this point, discuss the following matters and answer the

following questions. Place your answers in your notebook.

1. The role of the husband in the family.
2. The role of the wife in the family.
3. The role of children in the family.
4. The role of in-laws in the family.
5. The role of servants in the family, if there are servants.
6. What are some primary rituals of family life?
7. What importance does kinship have? Although relatives do not live under the same roof when and how are kinship ties expressed?
8. What are other significant discoveries you have made concerning family life in your country of service?

For Those in Language School in a Country Different From Their Permanent Location

Family life is so basic that you should begin to relate to people in their homes while learning their language. This may be done through acquaintances in your church. It may be that you can visit neighbors.

Read the chapter on family life. While in language school, visit as many homes as possible. Report on two of the families which you have visited. As far as possible, use the national language in your reporting. Be especially alert to words which describe kinship.

CHAPTER VIII

GETTING TO KNOW HERITAGE AND DESTINY

People, events, and forces have combined to shape the present culture in the country where you serve. Your country's history will provide valuable clues to understanding the present situation. Along with knowing facts of history, the staff should know how people feel about their past. What do the people of your country see as their heritage? Some knowledge and feeling concerning heritage can be gleaned from literature. Another source is conversation and observation of places, days, and symbols which move the people.

In addition to knowing about the past and how people feel about it, we should try to understand how people feel about the future. What do they see as the destiny of their country? Are they optimistic, pessimistic, disenchanted, or skeptical? How do they see their country in relationship to other countries? How do they see themselves and their families in relationship to heritage and destiny? Some people would rather die than forsake their native land. Others seem to have pride in their heritage, but see no contribution they can make toward the future destiny.

The above matters concern attitudes that you will surely not fully answer in the time allotted to formal orientation. They are lifelong questions which you should begin to explore now. Your answers may be very inadequate and subject to change. It is better to raise the questions and give wrong or inadequate answers than to serve a lifetime and never ask the questions.

The suggested study and activity has been prepared to guide you in some knowledge of the heritage of your country. Of equal importance is for you to feel with people about their past, present, and future.

1. Write a brief synopsis of the history of your country. As a basis for work, read a history that is used in elementary schools. Give special attention to heroes or despots whose names evoke emotions in the populace. Note those events which have most significantly shaped the nation, and those which continue to bring forth emotion in the people. Use the language of the people as much as possible.

2. Read a work by a national author. This may be a novel, an anthology of poems, or a collection

of essays. In choosing a work that is both in keeping with your language capacity and representative of the culture, seek the advice of a person knowledgeable of national literature. Give special attention to national, racial, and cultural aspirations, frustrations, and moods which seem to recur in the work.

3. List the major holidays and describe their observance. Give names in the national language. Describe in greater detail those which may occur during your orientation period. Which holidays are legal non work holidays? Which holidays evoke feelings of patriotism and nationalism? Which holidays are religious? Which holidays seem to be a mere formality?

4. Talk with people about their heritage. Ask them to describe events with great emotional meaning. Many U.S. citizens can remember where they were and what they were doing when Pearl Harbor was bombed, or John F. Kennedy was assassinated. The emotion surrounding Watergate and Richard Nixon's resignation is indelibly impressed upon the 70's. Veterans recount wars in a manner that textbooks of history can never depict. A war, natural catastrophe, or achievement of independence may be outstanding in the history of your adoptive country. Older people are a valuable source of information and feelings. Their stories concerning events and personalities of the past will help you to feel as well as learn the past. Get them to recount what happened as they saw it, or as their parents or grandparents saw it, and passed the story on. The accounts and impressions of different informants may conflict. That is all right. You can check data in a more exact history. The interpretations you gather in conversation form patriarchal history. In such history, feeling as well as knowing is a key element. Using as much of the language as possible, write a brief account of an event or events based upon your conversation.

5. Based upon your reading of news and your conversations with people, how do you think citizens see the future of their country? How do they see the role of their country in relation to other countries? How do they see their own future in relation to national needs, aspirations, and frustrations?

For Those in Language School in a Country Different From Their Permanent Location

As people think of heritage, they think individually and nationally. They also think in terms of their ties with countries of the same language and similar culture. Your language and cultural study will be enhanced by knowing something of the heritage where you are now studying. After reading the chapter on heritage and destiny, engage in the following activities:

1. List major holidays.

List these in the national language. Give the date and reason. Give adequate explanations to those which may be holidays in your permanent location as well as the country where you are studying language.

2. Give a brief patriarchal history of an event or events based upon your conversation with people.

3. Discuss with two or more people what they see as the destiny of their country.

CHAPTER IX

GETTING TO KNOW HOW PEOPLE ARE GOVERNED

Managerial staff are usually citizens of the United States of America. They work in various foreign countries. These countries have diverse forms of government, differing attitudes toward American foreign policy, and a wide variety in their degree of political and economic stability.

The Company has taken the position that staff must not be involved in politics.

In an age when many U.S. citizens live abroad, it is important more than ever that the motivation and work of staff be clear. Regardless of strong personal views, staff are not exponents of American foreign or economic policy. They may be opposed to the policies of the United States government, but they must refrain from political actions in a foreign country.

There are several reasons for the posture of noninvolvement in politics.

1. In many countries, political involvement could result in expulsion. The staff is a guest whether he has a temporary visa or permanent residency. He is not a citizen. Even when he is back in America and free to speak as a citizen, he should be mindful of his desire to return and work as a staff member.
2. The staff, unlike many other American citizens, usually has a long-term and different kind of commitment. His work is with people in a continuing relationship. He plans to be around. While respectful of the American community overseas, his purpose is usually different from that of embassy personnel. Involvement in a political sense with those in power today could stifle his work tomorrow.
3. We live in a day when the role of the staff is increasingly scrutinized. He is seen by some as a representative of imperialism and by others as an agent of subversion.
4. Concern for welfare (physical safety) of both nationals and staff in sensitive areas must be considered.

The apolitical stance of staff does not mean a lack of concern for politics and governmental structures. Governmental structures and politics affect people. In that sense, staff should be concerned about how people are governed and how this affects their daily lives. Yet, the staff should conduct his work in such a way that he is not a tool of any government or political party either in the United States or abroad.

As stated above, the staff is concerned about how people are governed. This is a part of people's world. You should know how people are governed.

You should know government in three ways. Some knowledge is needed as to the structure of the government. What is the present government and how did it come into being? If elections are held, how often do they take place? How long do elected and appointed officials serve? What is

the relationship between national and/or territorial and local government?

You should keep abreast of the people who are shaping government. As a staff member, you should be an informed individual as to current political affairs. You should know the names of cabinet officials, legislative leaders, and outstanding military personnel.

Finally, you should try to understand and feel the role that government has in the lives of people. How do people feel about government?

Activities and Questions

A. Interview a person with knowledge of national and local government. A well-trained teacher may be a person who can help. In some countries, the best source of information may be the company lawyer. This is especially true where there is an explosive political situation. Ask him to describe national, territorial and/or local government. Read an article concerning the government of the country in an encyclopedia which is used in the national schools.

Read the newspapers and listen to the news with special awareness of governmental affairs. Through your reading and in the interview form a composite picture of government for your notebook. Keep the following factors and questions in mind:

1. The historical background which has influenced political life and governmental forms. What country or countries have been most influential on your country of service in its form of government?
2. Major historical events (revolutions, invasions) which have shaped government.
3. Outstanding personalities who have shaped the politics of the nation.
4. The fundamental divisions of government at a national level. (For instance, legislative, executive and judicial, if the government is so organized.)
5. The territories which form the basis of government. Are cities and towns under direct jurisdiction of national government? Does the country have states or departments?
6. What aspects of the life of the people are under governmental control? (schools, industry, agriculture, etc.)
7. What public services are rendered by government? What are the public facilities? Mention this point with courtesy in the interviews.
8. What is the title used to designate the chief executive of the country?
9. How is the chief executive selected and for what period of time does he serve?
10. What are the major political parties?

11. If your country has a legislative body at the national level, describe it. What is its name? How many entities form the legislative branch if there is more than one? What are these entities called?

12. What are the respective titles of the members? For what period of time do they serve? Name the highest tribunal in the land. How many members does this group have? Briefly describe its relationship to other courts.

13. What is the relationship between the military and the national government? List the ranks of military life using the national language.

14. What officials are elected by the people at a local level?

15. What local officials are appointed by the national government?

16. Who are principal officials of territorial, departmental, or state governments? How are they selected?

17. How often are elections held? Is voting obligatory, highly restricted, or by choice of the citizens?

B. List the names of several national and local officials who seem to be influential in government. These may be people holding office, military officials, or those who in their opposition to the present government affect public opinion. The basis for this answer will be newspapers, other media, and listening ears.

C. What is the role of government in the lives of people? How do people feel about government? What is the present political climate?

Obviously, it is easier to learn the structure and principal personalities of government than to understand and feel the role that government plays in the lives of people. Understanding and feeling is more subjective than simply learning data. *People have strong conflicting opinions and feelings as in the United States. In the case of the staff, to ask direct questions as to political feelings could be a grave error. He could be seen as a person with political interests.* Therefore, much of what he learns about government and politics must be indirect. He can learn through reading of newspapers, radio, television, and listening to people's concerns. As you think about the role of government in people's lives, keep the following questions in mind. Perhaps they will provoke other questions. And answers will be tentative. You will be "re-asking" them to yourself throughout your staff career.

1. Do people take pride in their government? This is distinct from pride in their country.

2. Do they see government as a factor toward maintaining order and promoting progress?

3. Do they see the government as *their* government, something imposed upon them, or an entity of little consequence?

4. Does national or local government more directly affect the daily lives of people?
5. What do people expect of a governmental leader or leaders? What do they look for in a leader?
6. Are there significant segments of the population which are isolated or feel isolated from national life?
7. What do citizens see as their responsibility to local and national government?
8. What is the attitude toward military service, if this is a significant factor in people's lives?
9. What is the general attitude toward taxation? (Practically no one enjoys paying taxes. However, the attitude toward paying taxes is influenced by feelings of inclusion or exclusion in national or community life, the enforcement or lack of enforcement of tax laws, and the tax structure.)
10. What is the attitude toward voting? Do people see this as a chore, a responsibility, or a privilege?
11. Is the general feeling toward government one of satisfaction, frustration, or indifference?
12. What is the attitude of company co-workers as to participation in government?

CHAPTER X

GETTING TO KNOW LAW ENFORCEMENT

Staff member Jim New had always been a very conscientious driver in the States. During his first weeks in the country, he approached an intersection which had a stop sign. No traffic was coming but he came to a complete stop as he had always done since he received his operators license at sixteen years of age. BOP -- He was hit from behind. Both Jim and the other motorist got out of their cars enraged; Jim shouting that he had stopped as anyone should for a stop sign and the other motorist shouting that you were supposed to stop for stop signs only when traffic was coming and that foreigners should learn how to drive. Jim was even more taken aback when a policeman was called and took the side of the other driver.

The preceding illustration should not be used as a guide for driving. It does point out that deeply embedded concepts concerning the way to do things are not necessarily transferable to another culture.

Cultures vary in their concept of what is right and wrong, in their statement of these concepts, and in their ideas as to how they are to be enforced. Some cultures have lax written codes but severe sanctions for violations of unwritten precepts. Other cultures have elaborate written statutes but pay little attention to their enforcement.

Every society has to devise ways of protecting its citizens. Laws are basic if people are going to live together in harmony. Any system of law has to provide for the possible violation of law. Punishment may consist of sanctions by the community which have not been codified into written laws. As a society develops its fundamental attitudes toward behavior, these are usually codified into written laws with provisions being made for offenders.

This chapter is concerned with getting to know the system of law enforcement where you live. Some consideration is given to this in the chapter on national and local government. In this chapter the primary focus is on local law enforcement. This entails getting to know the systems of jurisprudence and police protection as they operate within your community. Be sure to consult with your orientation coordinator on all items introduced by "if possible."

As a staff member you need to be aware of law enforcement because:

1. You yourself must live within the law and the established structures of enforcement.
2. The people with whom you work and relate are subject to law enforcement.
3. The system of jurisprudence and police protection often reflect basic attitudes of the total structure of society.

If an area handbook(*done by USA Dept of State*) exists for your country, study the section which deals with law enforcement. Read available literature which deals with law enforcement, such as a driving code book.

Talk with the staff lawyer and other trusted persons who are knowledgeable of law enforcement. It may be possible to talk with a judge, chief of police, or other official. Consult with the orientation coordinator before engaging in such interviews.

In conversations concerning law enforcement, it is wise to talk without pen or pencil. Make notes soon after the conversation, but *avoid all appearances of being a reporter*.

Through your reading and conversation answer the following questions:

Rights and Responsibilities of Individuals

1. In case of an automobile accident, what is the proper procedure? Who should be contacted and what should be expected? How do you call for help in case of break-in or emergency? Will help come right away?
2. What special obligations does a citizen or resident have toward law enforcement officials? For instance, in some countries a motorist must stop if flagged by a policeman for a ride. Whether he has to give a ride or not may be optional.
3. What permissions for working in an area, having meetings, etc. need to be secured? From whom? What courtesy contacts are appropriate, or people who need to be informed?

4. What rights does the individual have? In case of an accident or arrest does he have the right of counsel?
5. What rights of protection and freedom does the citizen have under normal circumstances? How does martial law affect these rights?
6. What documents should one keep on his person?

Judicial System

1. What is the role of a lawyer within the court? Are arguments presented orally, in writing, or a combination of both?
2. What is the role of a judge?
3. How are judges selected?
4. How is the judicial system organized? What is the highest court of appeal in the country?

Police and Military System

In some countries they are very protective of military information. Consult to see if these inquiries are possible.

1. How is the local police department organized?
2. How does the local police system relate to the national or territorial police system?
3. If you have opportunity to talk with a police official, ask him the steps between being charged and punished in the case of misdemeanors and felonies. You may want to use examples such as the procedure in the case of a person who commits a traffic violation and that for a thief or assassin.
4. What is the relationship between the military, the CID, and the police? What are their respective functions?
5. How is the military organized?
6. How does the military obtain personnel? Volunteers, drafts, or both? What is the usual period of training and service?
7. Ask a policeman whose acquaintance you have made to describe a typical day. (Consult with the orientation coordinator before doing this.)
8. Ask a soldier whose acquaintance you have made to describe a typical day. (Consult with the orientation coordinator before doing this.)
9. Remember that photographs of police or military facilities and operations are forbidden in many countries. Check for other restrictions.

Prison System

If possible visit a jail or prison within your area. Based on your visit, describe the following elements:

1. The facilities.
2. The life of the prisoners. Is there a program of rehabilitation or is detention the main purpose?
3. Religious services or spiritual opportunities for the prisoners.

Law Enforcement and Conscience

At times the staff lives under systems of law enforcement which in form or practice are vastly different from those to which he has been accustomed. In times of national tension, a state of martial law may mean that houses and automobiles may be searched, and that a strict curfew may be enforced. Police and military officials may be given liberties which the staff has never observed in the United States. Such times may result in personal inconvenience for the staff as his own house, automobile, or person is searched. For most staff this is not a major problem. A person who has chosen to live in a foreign culture can learn to live with such anxiety.

More trying for the staff than personal inconvenience and danger is seeing forms of law enforcement which deny the fundamental rights of human beings. What should be the staff's posture when he sees or knows of rule by violence or acts of terror to human beings? This is especially acute and painful when a person close to you is the object of injustice or violence. Some basic principles should be kept in mind.

1. The staff is staff. His loyalty is to the company objectives. This means that he must be concerned for the rights of individuals.
2. He is a foreigner. This limits the manner in which he can change the structures of society. Direct political involvement could result in the staff's expulsion from a country and the termination of his continued work there as well as the work of the entire company.
3. He can be a factor in society by teaching principles concerning social justice and human rights.
4. He can identify himself with human needs and champion the cause of the oppressed by personal acts of kindness. Staff without becoming politically involved can encourage the welfare of human beings. Staff within the frame work of the law have helped to free people who have been unjustly imprisoned, have given assistance to uneducated people in maintaining their right of land ownership, and have given financial assistance to those unjustly oppressed.
5. Through reading, he can keep abreast of the movements for the betterment of the structures of governments and societies.

No manual of orientation can give all the answers to the moral dilemmas of the staff as he

attempts to work for the total person in a foreign culture. He must follow the wisdom that he has in each concrete situation. Caution in our expressions of opinion is appropriate but it should not blind us to injustice. Caring for people involves living with the tension between the situation as it is and as it should be.

CHAPTER XI

GETTING TO KNOW SCHOOL SYSTEMS

In this lesson we are concerned with learning the nature and structure of the educational system in your country. Education is basic in the life of a society. As a staff member you should be concerned with knowing the nature of the educational facilities in order to better know the people and better relate to the educational institutions creatively and realistically.

It is suggested that you visit three different schools. As far as possible it is well that you visit different types of schools. For instance, it would usually be better to visit a high school and an elementary school rather than all elementary schools. You might be able to visit a public and a private school. If you live in a town where rural schools are accessible, it would be well to visit at least one school in the open country or in a small village.

In the visits the following approaches are suggested:

1. Visit the head of the school. You will likely want to make an appointment ahead of time for this visit. Explain to him that you want to be a person who is useful. In order to so function you are trying to learn the vital elements of the community. In addition to getting to know the head of the school, you can learn from him important information concerning the school such as:

- a. Number of students.
- b. Number of teachers.
- c. Number of months the school functions.
- d. Hours the school functions.
- e. Curriculum.

2. Observe the school. If possible, observe the teachers in the classroom. This should be done only where there is a natural opportunity. Take note of the facilities such as blackboards, library, text books, other teaching materials, and playground.

3. Interview a public school teacher. If possible, interview a teacher in one of the three schools you visit. Ask him/her to describe a day's work.

4. Request one or more of the heads of school (headmaster, principal, administrator) visited to

describe a typical day. Ask him what he sees as the purpose of and function of the school.

5. Interview a pupil. Use the pupil to tell you what he is studying. Ask him to describe his day from leaving home to go to school until classes, play periods, and contact with people.

Records of Visits

1. Name of school visited: _____

Location: _____

Brief description of physical facilities:

Schedule (Hours): _____

Number of grades: _____

Number of classes: _____

Other observations:

(Duplicate this form in your notebook for each school visited)

Based on your observation and conversation in the schools:

1. What was the approximate student-teacher ratio of the schools you visited?
2. Describe the teaching process (discussion, rote instruction, etc.).
3. What are the minimum educational requirements for teachers?
4. Were the teachers of the schools you visited members of the community, teachers who are not originally from the community but who have settled in the school community, or teachers who are present in the community just to teach and who return to their homes weekly?
5. What distance do the children travel to school and how do they travel?
6. From your observation and conversation, establish the levels of study according to grades. For instance, in U.S. schools, grades 1-3 are primary grades, grades 4-7 are at times called elementary grades, 8-9 junior high, and 10, 11 and 12 high school. The divisions may be quite different or similar.
7. What are the titles which one can earn at the local schools? Write these in the language used in the locality.
8. What do most graduates do after completing school?
9. How common are private schools? Are they attended by only the wealthy or by the aspiring middle or upper lower class?

You are also asked to investigate the opportunities for preparation beyond high school within the country. It is suggested that during your time of orientation you at some point visit the national university or some branch of the university. Establish by direct investigation or reading the opportunities for higher education within the country. Remember that an educational system different from the one in your background may not be bad, or inferior, but just different. Seek to understand why the differences are there.

1. What are some of the degrees which a young person can earn after high school? Use the terminology of your country.
2. What are the fields, if any, in which there are no facilities beyond high school for further training?
3. Other findings concerning higher education.

Administration of Public Education

You have tried to learn about education through observation of individual schools. It is also well, however, to know the overall nature of public education. How is the school system administered? Is primary control at a national or departmental level? How is education financed? Where are

standards set? Who hires teachers and heads of school?

Authorities within your local government may be able to help answer some of these questions. Literature on the country may be of some help. While you are not expected to be an expert in the administration of the school system, a general concept is helpful.

Attitudes Toward Education

You come from a society where the value of education is taken for granted. This may or may not be true where you live.

People go to school for various reasons: status, desire to earn more money, societal expectations, etc.

In some rural communities, education is seen as an enemy of planting and harvesting since children are good laborers in an agricultural society.

Education is seen by some as a force which robs the community of its distinctive cultural heritage when the school is controlled from outside the community.

In some communities education is free. Nevertheless, buying just the bare necessities to be able to make the children presentable for the schoolroom experience seems an unbearable burden. School can be a place of conflict as to styles of clothing. This is solved at times by uniforms although this can be an economic burden.

On the other hand, in many communities education is seen as the hope of the future.

Summarize the attitudes you have observed to this point concerning education. What role does it play in the society of your country?

For Those in Language School in a Country Different From Their Permanent Location

You are asked to visit a school. Answer the following questions:

1. What was the approximate student-teacher ratio of the school you visited?
2. Describe the teaching process.
3. What distance do the children travel to school and how do they travel?
4. What is the level of study according to grades? What terminology is used for primary grades, elementary, and high school?

You are asked to interview a pupil. He may be studying in the school you visited or a different school. Ask the pupil to tell you what he is studying. Ask him to describe his day from leaving home to go to school until returning home.

CHAPTER XII

GETTING TO KNOW ECONOMIC LIFE

Some time ago a new staff member entered a market where a vendor was selling bananas. "What is the price of your bananas?" asked the staff. "A penny a banana," replied the vendor. The staff member asked, "How much do you charge for a dozen?" After thinking for a moment the vendor said, "Fourteen cents." The staff member protested, "But that can't be. Bananas are cheaper by the dozen." The vendor, however, stood firm. Only by buying his bananas a few at a time did the staff member get his dozen bananas for twelve cents.

We cannot be sure as to the reasoning behind the vendor's answer. Perhaps the concept of a dozen bananas was foreign to him. Perhaps selling by the dozen jeopardizes his sale to steady customers. Perhaps the whole matter was one of arithmetic. At any rate, the incident reveals how ways of looking at buying and selling can differ drastically. (In shopping in the market a good question to ask is, "How do you sell?" Many vendors sell some things by the handful rather than by the dozen. It is best to learn to think within their concepts rather than forcing yours on them.)

Labor saving devices are a feature of your background. In your new country labor is still relatively cheap. It certainly is more available than the cash it would take to buy devices. Power mowers with seats and tops to protect one from the sun and other gadgets are quite a change from the push mowers of many years ago. Yet, in many developing countries push mowers are still in vogue. They are used not by the owner of the house, but by the gardener. If as a child you were accustomed to hard physical labor, you may find it difficult to adjust to the idea of hiring people to do hard labor for you. However, as you look about, you may find that this is the custom of all of your neighbors. This does not mean that you have to do as they do. You may want to cut the grass for diversion.

Yet, for a reasonable price you can perhaps hire a person to cut the lawn and tend the yard. It will take him longer than it would take you if you had a power mower. The difference, however, would hardly justify a power mower. In the light of the many economic factors in your countries, the power mower operated by a middle class home owner may seem to be the machine that denies a day's wages to a laborer with a wife and seven children. (The particular illustrations used to this point may or may not apply in your adoptive country. What is true in all countries is that U.S. ways of looking at economic life do not necessarily apply in other countries. Each country has its own patterns and ways of viewing economic life.)

As a staff member you should be aware how economic factors affect the lives of people. Study economic life in its broad aspects and in its detailed expression. Give thought to the economic forces which shape whole structures of society. Equally important, study the way economic factors are affecting the people with whom you work.

You may have been thrust into a society where people are desirous of discarding old economic structures, but do not yet know what the new ones should be. You are a citizen of the United States which means that you have come from a nation that "has" and that you have chosen to live in a nation that probably does not have the things to which you are accustomed. To some people, this means that you are to be admired. Others feel that it is grounds for suspicion. You, of course,

want them to see you not as an exponent of an economic system. You may want to take a careful look at your attitude toward things and your practical lifestyle and voluntarily make any adjustments that seem to be appropriate.

To help you better understand economic life, answer the following questions. The answer to many of them can be obtained from an area handbook (if one has been written for your country) or the Bureau of Statistics. In your answers, use the national language as much as possible.

1. What is the per capita income in your adoptive country?
2. What are some major ways people earn a living?
3. What products does the country export?
4. What products does the country import?
5. What are the other countries which most affect the economic development where you serve?
6. What percentage of the people own the wealth? What percentage of the people are land owners?
7. What are some of the major sources of income of the government? (Land taxation, income tax, customs on imported goods, etc.)
8. What services are rendered by the government?
9. What are the forms of economic protection for the worker in your country?

If you have difficulty in obtaining the necessary information for answering these questions, talk with a cultural informant or the orientation coordinator.

Just as important as facts and figures concerning the economy are your own observations of economic life as you see it. Through conversation with a cultural informant, through observation, and by other means, answer the following questions:

1. What are the staples of the average family diet? (List three or four.)
2. What is the present approximate market price of each of the staples which you have listed?
3. What fluctuations have taken place in the market value of these in the last two years? (A change in price of a piece of bread from one cent to two cents may seem inconsequential to a U.S. citizen. It may be tremendously important for people who make one fifth to one tenth the salary you make.)
4. What is the general economic condition of the country at the present time?
5. Discuss with two or more people the way an average national family in the income bracket

with which you primarily relate would divide its income. Write your findings at the end of this chapter. Write approximate percentage rather than amounts. While the findings should not be taken as conclusive since they represent only limited opinion, you should be able to garner some significant impressions.

6. What significant difference do you see between the economic distribution of salary in your household and that of families in your adoptive country?

7. What differences do you see in the basic economic necessities of people in your adoptive country and the United States? (For instance, many poor families in the U.S. see an automobile as an absolute necessity. Does this apply in your adoptive country?)

8. What is the attitude toward the economy? Do people see the future as bringing them more or less in goods and services? How do they see the future for their children in this regard?

9. What patterns in economizing and squandering of money and goods have you discovered? What do people see as saving? What do they see as wasting?

10. What are the factors which give promise for economic growth of the country? What are the factors which are obstacles to economic growth?

11. What are the personal problems which people face due to economic conditions? Unemployment? Hazardous working conditions? Separation from families? Answer this question thinking primarily of those people with whom you will be working.

12. What differences in economic value systems do you see between the United States and your adoptive country? This question includes more than necessities since it deals with what people see as important. Use of money and economic goods by individuals, families, and societies reflect their outlook toward life.

13. What are some of the implications of the present economic scene for company work and strategy?

For Those in Language School in a Country Different From Their Permanent Location

Shopping is essential while in language school. Through the most basic observation, you should learn something of the economic life of the people. To really get to know people, you should know some of their economic concerns and attitudes.

You are asked to engage in the following activities and answer the following questions. Most of this could be done in conjunction with your visits in homes as you get to know family life. As background, read the entire chapter on economic life.

1. What are the staples of the average family? (List three or four).

2. What is the present approximate market price of each of the staples which you have listed?

3. Based on conversation with people, write a budget for an average family. Write approximate percentages rather than amounts. Your findings are limited but should help you develop some feeling and understanding of the economic situation of people.
4. What significant differences do you see between the economic distribution of salary in your household and that of families in the country where you are now living?
5. What differences do you see in the basic economic necessities of people where you now live and the United States?
6. What differences in economic value systems do you see between the United States and the country where you now live?

CHAPTER XIII

GETTING TO KNOW THE MEDIA

A staff member should be aware of the currents of thought which shape the life of the people whom he works. In this chapter you will give attention to the media within your country. This will consist of a consideration of newspapers, magazines, radio, and television.

Newspapers

Daily or weekly newspapers play an important role in influencing the thought patterns of a people. You may work with people who can neither read nor write. Yet, the press usually has significance in their lives. While they may not read the newspapers, the people who exert economic and social control over their lives do read the newspapers.

Make reading the newspapers a part of your daily routine. Such a habit can provide dividends concerning what is going on in the country and in the world. You will see the world from the perspective of the news media of your adoptive country. The newspaper will enrich your vocabulary with many words that are current in your new home.

Through conversation with a cultural informant, establish what is the most widely read newspaper in your area. Purchase a newspaper.

Please do the following:

1. Underline new words which you encounter in your reading.
2. What are some elements which you have discovered in newspapers which distinguish them from periodicals in the United States? These may be in reporting of news, editorial concerns, or ways of advertising.
3. What are major concerns as reflected in the editorials? (For instance, better education, fear of foreign intervention, need for improved medicine, etc.)

4. Note columns from outside your country which may appear in the newspaper. What type of writing outside of the country affects newspapers?
5. List the new words which you have discovered in newspapers. Incorporate these words and this activity into your plan of language study.

Magazines

Magazines have a different type of influence from the local press. Usually they are distributed over a wider geographical area and therefore have a different perspective and appeal.

Observe several newsstands where magazines are sold. These newsstands may be in the street, in the market, in grocery stores, or other places of business. Do not restrict your observation to newsstands whose main clientele are expatriates living overseas. Talk with national co-workers and friends concerning the magazines which they read and which they feel are widely read. Select and read three of these magazines.

On the basis of your investigation, supply the following information:

1. Names of magazines.
2. Briefly describe the nature of each magazine (news, fashion, sensational, etc.). Is the magazine produced nationally or outside of the nation?
3. What are the factors in the magazine which seem to appeal to people?
4. List new words and phrases which you have learned in your reading. Incorporate these into language learning.

Radio

In many ways radio is a more basic means of communication than the press. It has the advantage of speaking to the non-reader as well as the reader.

It also has the advantage of permitting you to listen while you do other things. The transistor radio has made communication possible to masses of people who previously were cut off from other peoples by barriers of space and economic deprivation.

Try to establish what are the most widely heard stations in the area where you live. An informant should be helpful at this point.

Listen to the radio for several weeks. Listen to as many different kinds of programs as possible. You will want to listen to music, news, opinion programs, commercials, radio drama, etc. On the basis of your listening, answer the following questions:

1. List the types of music you have heard on the radio.
2. Write any impressions you have to this point concerning the distinctive mood of the music (melancholy, gay, pensive, hilarious). Give special attention to music by national composers.
3. List your significant items of national news which you have heard by radio.
4. List other types of programs which are available by radio (drama, forums, lectures, speeches, sports).
5. List three commercial jingles which you have learned from radio.
6. What does radio seem to reveal concerning the aspirations and life of your country of service?
7. List new words which you have learned by radio. Incorporate these into language learning.

Television

In some countries, television is becoming a major factor in shaping society. It has the advantage of combining hearing and seeing.

In many countries, television programs are produced outside of the country. Thus, television has the potential for introducing products, concepts, and ways of living, which are distinctive from those of the country and the area.

In your country, television may not yet be a factor in the lives of the masses of the people. Yet, it may be a significant factor with people who influence the lives of others. It has the potential to grow as a form of mass communication.

1. Discuss briefly the production of television programs. Are they produced originally in the United States, in your country of service, or some other country? Probably there is a mixture of locally produced and foreign-produced programs. What types of programs are produced locally and what types are produced outside of the country? What differences do you see in the local programs from those made outside of your adoptive country?
2. What significant impressions have you received concerning television in your adoptive country? What discoveries have you made in news programs, comedies, soap operas, and advertisements?
3. What influence do you see from other countries in television?
4. List new phrases and words learned by television. Incorporate these into language learning.

Summary Considerations

1. What have you learned about the aspirations and life of the people through the media?

2. What forms of the media are most accessible to all the people?
3. What countries from outside the nation most affect the media?
4. What use are religious groups making of the media?
5. What is the image of religion and religious groups, portrayed through the media?
6. What forms of the media, if any, seem to be most subject to government regulation? What form does this take?
7. What commercial interests are reflected in the media?
8. What opportunities does the media hold for company objectives?

CHAPTER XIV

GETTING TO KNOW MARRIAGE CUSTOMS AND CEREMONY

Although its form may vary radically from one country to another, marriage is a basic rite in practically all societies. For this reason you need to understand its significance in the society in which you live.

An astute observer can learn both from the marriage ceremony and the customs surrounding it. Another way of studying its importance is through association with couples. An informant should be able to answer many questions which you have. Also read all that you can about marriage customs and laws.

Knowing marriage customs enables one to better understand the total culture. As a staff member, your understanding of marriage and family life will serve you all through your staff career, as you associate with and relate to people in their home lives.

You can learn much from attending a wedding and the social occasions which surround it. Perhaps during your orientation period you will learn of a wedding among some of the people you know or will come to know. A cultural informant or the orientation coordinator may help in arranging your attendance at a wedding. You will gain additional perspective from attending a wedding of the dominant religious groups where you live.

Weddings and funerals are public to the point that the family desires. Do not intrude upon a wedding in which your attendance would be offensive or misunderstood. Rather than attending under very forced circumstances, it would be better to wait until after the orientation period to attend a wedding. On the other hand, you can attend a wedding in a large cathedral or other place of worship, even if you do not know the couple, if the general public has been invited.

Attend a wedding ceremony. If possible, do this during the orientation period. In some countries, a legal ceremony precedes the religious ceremony. In other countries, the religious ceremony may

have legal status. If there is a separate civil ceremony, seek to attend both the civil and religious ceremony. Arrangements should be made through an informant or the orientation coordinator. At times the civil ceremony may be restricted in attendance. This may vary not only from country to country, but from community to community and from family to family.

At the wedding ceremony observe the:

1. Music.
2. Participation of the congregation.
3. Attendants.
4. Ceremony itself.
5. Message, if in addition to the ceremony there is a message.
6. Place of the parents in the wedding.
7. Participation of godparents.
8. Decorations.
9. Any celebration features, such as trilling, dancing, clapping, etc.

If there is a social hour following the wedding and you are invited, you should attend. As you attend, observe:

1. The arrangement for the social hour.
2. What is served. Share in the spirit of the hour by eating what is served.
3. The role of the bride and groom and family during the social hour.
4. Who attends such occasions? Is the attitude one of inclusion of all who are willing to attend or is invitation selective? In what way are people invited to the wedding and social festivities connected with it?

Some events may take place prior to the wedding. If you can attend, this would be good. What about traditional ceremonies?

Your impressions concerning marriage as a ceremony are necessarily very limited even after attending a wedding; yet, you can begin to observe and compare.

In addition to the wedding itself, there are other basic factors which you should explore in conversation, reading, and by observation. Talk with two couples or at least two people about their courtship and marriage. This can likely be combined with other interviews or conversations. It should be done discreetly. For instance, you could say, "Would you relate to me how you and your wife (or husband) came to know each other?" Usually such a question can lead to a description of courtship and marriage. Another supplementary request is, "Would you tell me about your wedding?" As you read, talk with friends who are married, and ask questions of cultural informants, you will want to explore the following matters:

1. Purpose and nature of courtship.
2. Legal requirements for marriage.
3. Legal requirements for divorce.

4. Arrangements of marriage. In some cultures, the groom asks the permission of the bride's family prior to courtship and marriage. Gifts are at times given by the groom's family to the bride's family. There may be an exchange of gifts between families.

5. Who *decides* concerning the marriage? Is marriage strictly a contract between bride and groom, a contract between parents of the bride and groom, or a contract involving both? Are economic arrangements or promises made prior to marriage? Is there a clear understanding as to economic support? Are such matters arranged between spouses or are the parents involved?

6. What is the legal status of a religious wedding ceremony? Does a religious wedding have civil status? Does the traditional marriage have civil status?

7. What are the differences between varying ethnic groups within your country with regard to marriage? This applies to those countries which have more than one significant ethnic group.

8. The economic responsibility for marriage activities. Does the bride, the groom, or their parents pay for the wedding and its related activities? If parents pay for wedding activities, are the parents of the bride or the groom expected to bear the financial cost of the wedding and related activities?

Write an overall description of the marriage service and related events which you attended. In your description, take into consideration the matters in this chapter which you were asked to observe. Use the national language as much as possible. The description should include the names commonly used for bride, groom, any attendants, and godparents (if this concept exists in your country). Also, wedding decorations and activities usually have their distinctive vocabulary.

Write your findings concerning the nature of courtship and marriage. This would include what you have learned in conversation and reading. Address yourself to some of the matters raised in this chapter as to legal requirements, place of parents, and courtship. Use as much of the national language as possible.

Common-Law Marriage

There is another aspect of marriage that should be considered. In many countries, common-law marriage or the act of living together without a legal marriage is quite common. At times legal marriage is a requirement for some religious groups. This is not true in other countries. It is a point of debate in some.

Talk with an informant or the orientation coordinator about this. What constitutes legal marriage in your country? What is the attitude of different religions toward common-law marriage? For the different religious communities, what constitutes acceptable marriage?

If it can be arranged, attend a marriage ceremony where a couple has been living together without being legally married. There may be a religious service. If possible, attend this service. Describe the marriage ceremony or ceremonies and the similarities and differences between the marriage of a couple who has not lived together and one who has.

Marriage should be a meaningful time. During your career, you will likely have the privilege of not only observing but participating with many people in this important event. As you observe and feel with people in such occasions, you take another significant step into their world.

CHAPTER XV

GETTING TO KNOW CUSTOMS SURROUNDING DEATH

"All human groups must come to terms with the fact of death. They must do something about the body of the one who has died and they must do something about the family disrupted by the death." (Ina Corinne Brown, *Understanding Other Cultures* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), p. 60.)

Since death is so universal and significant in any culture, it behooves staff to try to understand the local customs surrounding it and the attitudes which people have toward it.

You are asked to attend a funeral. You will benefit most from attending the funeral of someone in religious community with which you have associated. Here you will learn of death customs firsthand. At the same time, you can genuinely sympathize with your co-workers in their hour of need. If opportunity does not come to attend a funeral in religious community during your orientation period, explore with your orientation coordinator or a cultural informant the possibility of attending another funeral.

It would also be well to attend a funeral of the different dominant religious groups of your country. As is true of weddings, a funeral is private or public according to the desire of the family. Do not attend a funeral where your presence would be misunderstood just to fulfill the requirement. It would be better to wait until after the orientation period. If the general public has been invited to a cathedral or other place of worship, there should be no problem in attending even though you do not know the deceased.

If you had known the deceased, it would probably be appropriate to attend the funeral and to express your condolences in the home. Get cultural information on customs governing basic courtesy including what to wear at the home and at the funeral and when to visit the home of the deceased.

There may be special ways in which you may be helpful to the family of the deceased. Talk with the orientation coordinator about ways people show their concern in the death experience. You may be able to help with transportation of the family from the home to the place of the service, or from the place of the service to the place of burial. On some occasions, staff have helped in the transportation of the remains. You will have to be careful not to establish precedents which in later years you cannot continue, but the time of death is a time to identify yourself with people. If carrying food to the home of the deceased is part of the culture, you might express your concern in that way.

In addition to the above, study religious writings which give assurance in the hour of death. In some countries, you may be called upon to participate in the funeral service with little notice.

As you attend the funeral and burial, observe the following:

1. Role of music and the kind of music used.
2. Order of the funeral service.
3. The casket or receptacle for the body, if any.
4. Customs as to the seating of the family, assuming that people sit during the service. Is there a procession or is the family seated when the service begins? Does the family sit together or are they scattered among the congregation?
5. Meaning of kinship. What relatives are regarded as family?
6. Dress of the family and other people.
7. Viewing of the remains and when and how this is done.
8. Place of the remains during the funeral service.
9. The expression of grief.
10. Transporting of the body from the place of the funeral to the place of burial.
11. Place of burial. Is burial in the ground, in a wall, in a mausoleum? Is the body burned? Or what?
12. Ceremony at the burial.
13. Family at the burial.
14. Relationship between family and friends at the burial.

The preceding matters concern the funeral service. The time between death and the funeral service is usually a period of family and public mourning. Do people sit up with the body through the night hours? Who does this? Family? Neighbors? Both? Is food served? Where is the body during the wake? Funeral home? Church? Home?

In addition to religious services which may be held prior to the funeral itself, what religious symbols or objects surround the body?

What is expected of a family from the time of death until burial? What can a family expect of neighbors and good friends in such a time?

These matters are pertinent for you as a staff member. In coming years, you should form many friends among nationals of the different religious communities. In death you want to sincerely relate in a way that will be helpful and communicate your genuine concern.

Write a summary concerning death and burial. In your summary, include a description of the funeral you attended, taking into account the matters mentioned in this chapter as factors to observe. Include also what you have learned about customs surrounding death through reading, attending the home of a deceased person, and conversation with people. In your summation, include any insights concerning the theological significance of death to the people. Discuss the attitude of people toward death. Include as much of the national or regional language as possible.

Period of Mourning

The time immediately after death is only one part of the death experience. There are other things to be taken into consideration, such as a formal or understood period of mourning by relatives and how this affects dress, habits, and general deportment.

In some countries, there are special services held later. Write a brief summary concerning mourning and the religious services held after burial, trying to determine the purposes for which they are held.

Remembering the Dead

Talk with an informant about the distinctive practices associated with remembering the dead. Are there sacrifices to the spirits of the dead? Are there other ways memory of the dead is fostered? Is there a memorial day? This is true in many cultures. What form does this take in your country of service? The mood may be patriotic, religious, somber, or a combination of these and others. Write a brief summary of your findings concerning remembering the dead and other forms of keeping death before the people.

CHAPTER XVI

GETTING TO KNOW RELIGIOUS CUSTOMS AND PRACTICES

The religion of the people among whom you work is reflected in many areas which you have studied. Marriage, death, family life, etiquette, and attitudes toward education, government, and authority all reflect the religious presuppositions of the people of a culture. It is well also to consider religious life as an element in its own right. This is true because:

1. As a staff member you are very concerned with this dimension of people's existence.
2. It is important that you understand how they conceive of moral, ethical, and spiritual truth if you are to impart to them what this dimension of life means in your own experience.

You probably already have knowledge of the major religious groups where you serve. If you have not made such a study, you should definitely do so.

Yet, in orientation, you are asked to learn by observing rather than by pure academic study. You

will want to reflect on what you see and relate it to what you have read.

Activities and Questions

1. Attending a religious service or celebration of the different religious groups of your country. In this you will want to use discretion. Talk with the orientation coordinator and/or cultural informant about how to do this. You will need to observe as quietly and unobtrusively as possible.

- a. Observe the place of worship. What religious symbols are present?
- b. Observe distinctive rites of the worship service.
- c. Observe who is participating in the service--young people, old people, family groups, rich, poor, educated, uneducated.
- d. If there is a leader in the service, observe who he is and what role he plays.
- e. Are the people involved in what is taking place? (Do they seem interested or does the leader merely act for the people?)
- f. Is there a communal spirit or do the attendants seem to be purely individuals who are meeting their own obligations, duties, or needs?

2. Inquire as to the more important religious holidays. Observe the celebration of two religious holidays or if the truly significant religious holidays do not fall within your orientation period, discuss their celebration with someone. In your notes, list the names of the holidays in the language of the people.

3. Through conversation and reading, try to establish the background of religious beliefs in your country and community. Give special attention to local religious beliefs or traditions.

4. What reflections of the religious beliefs of the people are seen in rituals, practices, or attitudes of the people in their daily lives? (This may be at a superficial or more profound level. For instance, even the most profane person may choose a "Christian" name for his child or for his place of business. Where people have a religion rooted in a cultural background, it may reflect itself in rituals of marriage, burial, or birth.) Some people put great emphasis upon cleanliness, not for hygienic reasons, but as a religious ritual.

5. What, if any, are some practices, rites, attitudes, or beliefs which are distinctive of the predominant religious group in your country which would not be as *strongly* reflected in the practice of that same religion in other places? Practically every religion has variety in its expression in a given geographical or cultural setting.

6. Most countries of the world have background of some form of "animistic" religion. This does not refer to the earliest religion. Rather, it is practiced by people who live in a simple, material culture. Their religion may be complex even though it has not been reduced to writing. The

religious practices of animism are often a factor in people's lives after they are officially converted to Christianity, Buddhism, Hinduism or Islam. What expressions, if any, do you see of animistic or ancient religion in your country of service?

7. Is religious leadership left to people who are paid for their services? Describe, using the language of the people, the organization of the predominant religious group. What is the role of the religious leader. What is expected of him?

8. In what ways does the different religions affect the political and economic structures? This may take the form of individuals in business or politics acting on the basis of their religious beliefs, convictions, or prejudices. The different religions in their organized form may bring pressure to bear upon economics or politics. It will be difficult at this state to treat these issues in depth.

You can by listening to radio and television, reading newspapers, and observing, begin to formulate some ideas although they may be altered at a later time.

9. Closely related to the previous question is the relationship between religion and patriotism, and at times, nationalism. Some people feel that to be a good citizen one should be a member of a predominant religious group. What is the relationship between the a predominant religion and patriotism?

10. When is religion practiced and by whom? Is it a daily or weekly experience? Is it reserved for special holidays, death, and marriage? Do people turn to their religion in emergency situations such as illness, financial crises, and family conflicts?

11. In what ways do people seem to relate to what they see to be the supernatural? What are some of the expressions of public and private worship and prayer? In some religions, private worship takes place in public places.

12. Does a predominant religion seem to be in a time of ascension or descension? Is there a current resurgence of a predominant religion?

13. What influence do you see from other religions in local co-worker's practices?

14. Who are the people who stand out in the history of a predominant religion within your country? Name a few. These may be national leaders or others who have a significant place in the religious history of the country.

15. What implications do the present practices of the predominant religion or religions have for company planning and new staff?

For Those in Language School in a Country Different From Their Permanent Location

Attend a religious service or celebration of the predominant religious group of your country. Take into account the matters mentioned in a-f of Activity 1, on pages 1-2 of this chapter. Keep these

in mind as you attend the service and make your written report. Use as much of the language of the people as possible.

PART THREE: INTERPRETATION AND APPLICATION

CHAPTER XVII

GETTING IT ALL TOGETHER

As a small child, the writer of this manual enjoyed the loving care of a maiden who lived in the parental home. She was always busy. If she had spare time, it was spent in quilting. She spent hours preparing quilt squares. These were square in shape and made of scraps of cloth. She cut each one with painstaking care. They were colorful.

A quilt square within itself was a thing of beauty. Yet, the most exciting and skillful work came after the individual squares were prepared. This took place on the quilting frame. The separate squares were sewn together. What symmetry! What beauty!

In the preceding chapters, we have been attempting to see some of the pieces which make up people's lives where you are to work. Perhaps occasionally as you have observed, participated in, pondered over, and felt of the many "pieces" of life, you have obtained a panoramic view of the whole of life as people see it.

Since the elements of society we have studied have often been through the eyes of other people, it is possible that several times we have seen a glimpse of the "whole of things" as they see them. In this chapter, we want to make a deliberate effort to reflect upon seeing the whole as well as the parts.

You will need to review what you have learned. Of special importance are your answers to questions at the end of the chapters. The notes you have made of interviews and conversations should be reread. In addition to answers to specific questions in the manual you should have learned much by questions that you yourself have raised.

Here are some further questions as you attempt to reflect upon your experience.

1. In the public services that you have observed such as church services, weddings, funerals, and attendance at a celebration of the predominant religious group, what are some common elements that occurred? Comment on marked differences and similarities.

2. You have had conversation and experiences which placed you into contact with people who have significant roles of leadership. You have interviewed church leaders, school teachers, and administrators, and in some cases, government officials. You may have talked with policemen and members of the military.

a. What similarities and contrasts of leadership have you seen in these people?

b. What are some of the ways leaders of people perceive their roles?

c. Does how they see their role conflict with any ideas you have heard expressed as to what is

expected of people?

3. You have observed and participated with people in their church and homes. You have also been exposed to school systems. All of these deal with children and young people in the formation of character. In one sense, all are teaching agencies. In what ways do they seem to agree in message and method? In what ways do they disagree?

4. Churches, schools, families, governments, and law enforcement entities all have varying degrees of power, but depend upon some authority for cohesion. Have you discovered any patterns of authority? Is there any conflict in the role of authority? To what degree does the concept of authority in one area seem to affect life in other areas?

5. In the chapter on etiquette, "Little Things of Great Importance," you were asked to observe use of space. You have been observing use of space for several months. What common patterns do you see in the use of space in homes, church buildings, markets, schools, office buildings, streets, etc.? What similarities and contrasts have you discovered?

6. In the chapter concerning etiquette, you were asked to think about use of time. This chapter is concerned with "survival knowledge" of the use of time. Now that you have had more time for observation and feeling, what common patterns in the use of time have you discovered?

7. The division between male and female is common to every society. What patterns of behavior have you discovered as to the accepted role and behavior for men and women, boys and girls?

8. Based upon how people use their time, energy, and economic goods, what are some of the things of greatest importance? What common values have you seen, heard, and felt?

9. Explicitly in some places and implicitly in others, you have been asked to consider the aspirations of people. What common and differing aspirations have you discovered? Are there resemblances and/or differences between people of different religions, men and women, and youth and adults? What are they?

10. What resemblances and differences exist in the frustrations of people?

11. What social structures which you have studied seem most stable and which seem most unstable?

12. Within the society where does change seem to take place more rapidly? More slowly?

In your mind think of a young woman in her late teens. There is no absolutely typical teenager, child, or adult. However, some teenagers may have more of the characteristics most often found among young people in their teens. Think of this young woman in the geographic location where you will be most closely relating to people in your work. Describe her home, her school, and the influences in her life. If you like, give names to persons and things which influence her. If she is religious, describe her church and opportunities which the church offers her and also the possible inner conflicts and outward obstacles which she faces. What are some of the factors that are important in talking to her? Use both what you have learned in previous chapters and your

imagination.

Write a similar description of a young man in his late teens. Describe his home, school, and religion. What are his aspirations and frustrations? What influences his behavior? What is his possible future in the light of his present circumstances?

Write a description of a mother with several children. She may be married or unmarried, according to how typical the unwed mother might be in your society. Describe her own family constellation. How does she spend her time? What social contacts would she have? What is expected of her?

Write a description of a father. Describe his family constellation. Describe his work and the resulting economic and personal fulfillment or frustration. Take into account what you have learned about economic life. What might he know, think, and feel about his country? Here recall what you learned in the chapter on Heritage. What are the boundaries of his interests?

In each case, discuss the spiritual implications. If the person is religious, what is needed in terms of relating with this person? Bring in as much knowledge from what you have learned as is possible and pertinent. What influence can you as a staff person have in each case? How should you relate to these people?

Write a description of a family. Describe the aspirations and frustrations which the family might feel. How does this family as a unit see itself in relation to other families, the neighborhood, and the nation? What are the implications for your work as you think of this family?

CHAPTER XVIII

GETTING TO WORK

Probably at many times during the last several months you have thought, "When am I going to begin what I came here to do?" This is a natural reaction after the long process of preparation. In addition, some of you spent a year in language school before arriving at your permanent work location.

Language study and orientation have not taught you all that you need to know. Orientation was not designed to give you set answers for every situation. Rather, it was planned to expose you to experiences which will aid you in the life-long learning experience. Effective staff never stop observing, studying, identifying, and learning. There is more to be done than you can do. But this is true for every staff member. Since we cannot do everything we must choose and plan carefully what we will do.

During language study and orientation there are ways you can enter into your work. As you get to know the country there will be opportunities to talk with people. A brief statement as to who you are, where you are from, is a way of introducing yourself. This can be used in social groups and in conversations. It is a valuable tool in sharing your life.

During the orientation period you may be invited to talk with different people. Your capacity at this point will partly depend upon your proficiency in language. This calls for more spontaneity in the use of the language. Small groups are particularly helpful as you develop skill in communication.

The orientation period is not intended to insulate you from the work you are to do. Rather, its intention is to guide you in an awareness of areas which should be a lifelong study. *Two extremes should be avoided.* You should not rush into your specific work so fast that you fail to complete orientation and language study. This is the reason for a prescribed time. It is to protect your time for preparation for your future work. On the other hand, orientation is not to insulate you completely from the work you came to do. It should never be an excuse for withdrawal from work and people. It is preparation for working with people.

During the orientation period, you should become increasingly aware of the specific relationships involved in your work. This is a period for examining possible approaches to your work.

Some questions to be asked are: What methods will I use in the work relationships? In what ways can I make my work an expression of who I am? What level of proficiency in language is needed for my task? What specific skills are needed over and above those I have? What are my plans for continuing development?

The planning of your work should take into account the concept of team work and personal creativity. You are not a "lone ranger" even if you are a one person or one family company. On the other hand, although you are a member of a large company, there is a special contribution you should make to its work. Your work goals should take into account the task to be done, the work done by others, and the ways you can work together.

During the orientation period, you should write work goals for a given period of time. Language learning should also be included as a part of your work. Even in English-speaking countries, the vocabulary may have nuances and structures which are important as you communicate.

After preparing work goals, you should present them to the manager. The orientation coordinator should be able to advise you as to the proper channels for approval of work goals.

You have become a part of a staff that consists of foreign staff and national co-workers.

Learning Contract

I, _____ will complete the following learning objective during the 8-week orientation session:

To achieve this objective, I will complete the following goal and action plan.

LEARNER

DATE

Approved by: _____

=====

1. GOAL: _____

2. What learning activities will help me achieve this objective?

3. Completion Date: _____

4. Action Plan - How will you learn it?

5. Completion Date: _____

6. Evaluation - How will you measure the progress you have made toward your objective through this activity?

Report Form

Staff Orientation

Instructions concerning this form: This report form is to be submitted by the staff engaged in orientation to the orientation coordinator. The coordinator will give instructions as to the exact date each report is due. Each report form covers a period of one month. Husbands and wives should fill out separate forms.

Name of staff: _____

Date on which report is made: _____

The present report is for the period of _____ to _____.
month day month day

1. List the activities completed in the period covered by this report and the section of the orientation guide to which the activities pertain.

ACTIVITY

CHAPTER

2. List any questions you have concerning the orientation process.

3. What difficulties have you encountered during the period of time covered in this report?

Report Form

Staff Orientation

(To be mailed monthly by orientation coordinator to the manager.)

Name of staff: _____ Country: _____

Name of orientation coordinator: _____

Period of time covered by this report _____ to _____.

1. At this point in orientation the following sections of the guide have been completed:

2. At this point the following sections have been initiated but not completed:

3. Total number of sections: _____

No. completed: _____ No. initiated but not completed: _____

No. of sections which have not been completed or initiated: _____

4. State briefly your own activities as orientation coordinator during period covered in this report.

5. Briefly describe the progress of the staff during this month.

Report Form

Staff Orientation

(For staff in language school in a country different from their permanent location. To be submitted quarterly by staff language school student to orientation coordinator.)

Name of staff _____ Name of orientation coordinator _____

Period of time covered by this report _____ to _____

1. List the activities completed in the period covered by this report and the chapter of the orientation manual to which the activities pertain.

ACTIVITY

CHAPTER

2. List any questions which you have concerning the orientation process.

NOTE: The orientation guide should be read in its entirety by the language school student. The specific chapters with guided activities for language school students are V, VII, VIII, XI, XII, XVI, and XVII. Chapter V, which concerns etiquette, should be completed in its entirety both during language school and on the permanent location. In the other chapters, activities for language school students are found at the end of each chapter.

Report Form

Staff Orientation

(For staff in language school in a country different from their permanent location. To be mailed quarterly by orientation coordinator to the manager. The orientation coordinator may be the language school coordinator or someone named by him.)

Name of staff _____ Name of orientation coordinator: _____

Period of time covered by this report _____ to _____.

1. At this point in orientation, the staff has completed prescribed activities of the following chapters:

2. Activities related to the following chapters have been initiated, but not completed:

3. Activities of the following chapters have neither been initiated nor completed:

NOTE: The orientation guide should be read in its entirety by the language school student. The specific chapters with guided activities for language school students are V, VII, VIII, XI, XII, XVI, and XVII. Chapter V, which concerns etiquette, should be completed in its entirety both during language school and on the permanent location. In the other chapters, activities for language school students are found at the end of each chapter.