

International Managerial Grids

Getting Better Teamwork Through Improving Intercultural Relations

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International operations of United States companies often are manned at the top and sometimes in technical sections by American citizens on extended overseas assignments. Resident nationals of the host country and third country nationals complete the management organization. The situation is similar when representatives of government agencies serve on international commissions. In either case, persons of multi-national backgrounds are expected to work together toward common objectives.

Difficulties preventing integrated effort among people of such varied backgrounds are widely recognized. Most companies and government agencies which place Americans on foreign assignments, particularly in underdeveloped countries or in societies quite unlike our own, provide orientation courses. Study is of history, religion, customs, and political trends. Living conditions, compensation, medical arrangements, schooling, and other benefits are also explained.

Increasingly, the newly assigned person is expected to master the language of the host country. Instructors and orientation manuals emphasize that those on foreign assignments should avoid us-

ing their own attitudes, standards and values as absolutes or "givens" for judging others' attitudes, standards, and values for acceptance or rejection of the latter. These contribute to the integration of managers on overseas assignments into the culture of the host country.

Even with these many and well conceived educational efforts, however, problems often arise from misunderstandings and result in mutual suspicion and distrust. These kinds of negative attitudes reduce the effectiveness of working interrelationships. Too frequently the desired integration of Americans on foreign assignment, resident nationals, and third country nationals is not achieved. Needed is a way to develop stronger and more effective working interrelationships among Americans on foreign assignments, nationals of the host country and third country nationals.

A special educational strategy designed to increase the soundness of working relationships was applied in two major experiments. This article includes a description of the strategy, its application under comparable conditions at two sites, one in the Western and one in the Eastern hemisphere, and the em-

pirical results obtained. Finally, interpretations are given and implications drawn.

A Rationale for Increasing Integration

The educational approach applied was the Managerial Grid Seminar, a method of teaching managers about problems of integrating people and production. As a one-week Seminar, it is being applied widely in the United States and Canada. As one phase of organization development technique, its validity has been evaluated for its effects on both profit and people within an 800 manager multi-million-dollar plant and found to be significant.¹

The same Seminar was conducted in two host countries where United States companies employ American citizens on overseas assignments, resident nationals, and third country nationals. The details of the Seminar have been presented elsewhere.² However, several aspects of its educational concepts are of key significance here in achieving working integration of managers from different cultural backgrounds. The first three described set the stage for directly tackling cultural differences.

Common Managerial Concepts. The Managerial Grid² is a framework for assessing human relationships in the context of production. It provides a common language and set of concepts for managers to use in analyzing differences in cultural attitudes toward work. It

may also be used to analyze human contacts from a broad, general view. It offers a bridge to span gaps of understanding by providing a basis for analysis of similarities and differences.

Creating Conditions of Candid Communication. Managerial Grid educational activity is designed to create conditions of candid communication among participants. To the degree that this is done, the likelihood of exploring emotional and cultural attitudes without defensiveness is increased.

Team Effectiveness Skills. A core feature of Grid training is study of the effectiveness of team action under time and production pressures. Tasks are designed so that meshing of effort is needed to achieve results. The team activity focuses on integration of personal actions. Thus, participants are studying directly issues of their own working relationships.

Personal Feedback. Another significant aspect of the educational activity is that it focuses on individual differences in attitudes and approaches. Each person is assisted by his associates to recognize the assumptions and implicit values contained in his own managerial attitudes, actions, and reactions. Feelings that his behavior produces among the others with whom he is interacting are also analyzed as one basis for aiding him to increase his interpersonal skills of working with others. The importance is in assisting managers of *different cultural backgrounds* to explore with one

1. Blake, R. R., Mouton, Jane S., Barnes, L. B. & Greiner, L. E. "A Managerial Grid Approach to Organization Development: The Theory and Some Research Findings," *Harvard Business Review*, 1964, 42 (6), 133-55.
2. Blake, R. R. & Mouton, Jane S. "The Managerial Grid," Houston, Texas. Gulf Publishing Co., 1964.

another their own approaches to decisions, convictions, and so on, and to gain an appreciation of alternative possibilities. In these bicultural training situations, problems preventing effective working relationships can be identified. Some can be reduced or resolved with resultant improvement in intercultural integration.

Cultural Practices and Traditions

A final feature of the Managerial Grid Seminar as applied on an international basis is the extended examination and evaluation of cultural as well as organizational traditions, precedents and past practices which, if disregarded, unrecognized or violated, can generate mistrust, misunderstanding, mutual frustration, or open antagonism.

If those who work in the same company can explain directly to one another those differences in their personal attitudes that are rooted in the culture and country of origin, improvements in working relationships should result. Creating study conditions which would promote such interchange thus constitutes an important objective of the training.

Hypotheses

The major hypothesis tested is that an educational experience in which participants of multi-national backgrounds give one another feedback and employ with one another, face-to-face, the intricacy of attitudes, values, and feelings associated with cultural origin, will increase the degree of mutual understanding, trust, openness, and support.

A related hypothesis is that there are no differences in reactions to the Managerial Grid Seminar between partici-

pants from different cultural backgrounds, *i.e.*, American, Asian, South American.

Participants

One of the two major experiments was conducted in Aruba, a Caribbean island located just off South America. The company employs several thousand and is engaged in chemical process manufacturing. The ratio of American citizens to resident nationals to third country nationals is 2:5:1 for managerial members. All of the company's 400 managers (most of whom were male) had participated in a Managerial Grid Seminar. Thirty-six managers, representing a random sample of about 10 percent, were subjects of the study. Of these, 16 were resident nationals.

The second company, also employing several thousand in similar operations, is located in Indonesia. The ratio of Americans to resident nationals to third country nationals is 3:19:1. In this case, 55 higher-level members of supervision were subjects of the study of which 17 were American citizens, with the balance representing resident and third country nationals.

The mother tongue of the resident nations in each location was not English, so although the educational activities were conducted in English, translation was introduced as needed during the interaction among participants.

Managerial rank varied from board of director or key executive level in both studies down through section heads in Southeast Asia and first line supervisors in the South American location. Educational level varied from Ph.D. to grammar school with all participants having at least sixth grade equivalent of Eng-

lish comprehension. All participants in this study were male.

The Strategy

Participants in the Seminar worked in study teams which remained intact and worked together for approximately 50 hours within one week. The teams ranged in size from seven to ten and were composed of American citizens, resident nationals and third country nationals. In both experiments, each study team contained two to five American citizens, three to five resident nationals, and occasionally some third country nationals.

The educational strategy involved several significant aspects. (1) American citizens and resident nationals worked together in study teams to establish a common framework of concepts and language through which to express personal thought and feeling. Practice in team effectiveness skills and the development of conditions of candid communication in the study teams was expected to facilitate examination of cultural differences. (2) They used the Managerial Grid framework directly to explore managerial styles represented among the participants in the study teams. (3) The face-to-face discussions extended into examination of the barriers to effective working relationships that are rooted in cultural origin.

Evaluation of the Strategy

Data of two kinds were gathered to evaluate the effectiveness of the educational strategy as a basis for improving working interrelationships.

Questionnaires. Upon completion of the program, participants filled in a questionnaire on their reactions to the Seminar approach and learning out-

comes of the program. In the questionnaire were rating scales, forced comparisons and sentences to be completed.

Interviews. As supplements to the questionnaires, interviews were conducted with participants from one program thirteen months after it and from participants of another program during and immediately after it.

Whether the data were gathered immediately after completion of the program or more than a year afterward, the results were highly comparable.

Results

Results in general concern three areas: (1) the relationships between American citizens and resident nationals, (2) management practices, and (3) participant reactions to the approach. More specifically, in the area of relationships they show increases in the participants' knowledge and understanding of one another and in the candidness of their intercommunication. In the management practices area, results show appreciation of the Grid framework as a useful tool and the acceptance of the personal managerial styles and team action skills set forth under the Grid framework. As for participant reactions, results show that they favor the educational approach from several points of view.

Because of the unequal balance between the number of American citizens and the number of resident nationals, results are presented in percents for easy comparison.

Resident-Overseas Personnel Relationships

Changes in relationships between resident nationals and American citizens were of significance in the experiment.

Understanding, openness of communication and degree of learning were evaluated for impact of the educational activity on the integration of these two groups.

Increased Understanding. Improved understanding between resident nationals and American citizens was achieved. Two items on the questionnaire deal directly with this aspect. One concerns changes in personal understanding as shown in Table I. Both the resident nationals and American citizens agree that understanding of each other was increased. The percentage of participants who reported that understanding increased ranges from 75 to 100 percent, with a trend for more American citizens than resident nationals in both locations to report increased understanding.

The other item concerns changes in understanding of the influence of traditions, past practices, and precedents on working interrelationships between residents and overseas personnel.

Approximately 90 percent reported changes in understanding. The way this increased understanding is reflected in changes in points of view is evident in the following quotations from the participants at the Asian site:

"On the job there is only time to meet someone and say hello. It is not possible to get to know them. In the course, we had a real chance to study one another's thoughts and feelings."

"As a result of the course I can better understand their attitudes toward many things . . ."

"I have worked here in for ten years, but I learned more about how residents think in the last week than from all the rest of my experience."

Similar expressions came from the South American location's participants. American citizens said:

"It helped us understand the resident nationals better—why they seem to lack an identity with management and resist company policy changes."

"Now I see why morale is a problem and why the resident nationals are reluctant to make decisions and seem to depend so much on us."

TABLE I
CHANGE IN UNDERSTANDING OF EACH OTHER BY
RESIDENT NATIONALS AND AMERICAN CITIZENS³

Percent Reporting	Decreased		No Difference in Understanding		Increased	
	Asia	S Amer	Asia	S Amer	Asia	S Amer
RN*	3	0	10	25	87	75
AC**	0	5	0	0	100	95

*—Resident nationals; **—American citizens

3. In every table given, the level of significance of the value dimension (i.e., the various categories of the rating scales) is greater than .001 by a Chi-square test of significance.

TABLE II
CHANGES IN UNDERSTANDING OF INFLUENCE OF
TRADITIONS, PAST PRACTICES AND PRECEDENTS

	Percent Reporting			
	Asia		S Amer	
	RN	AC	RN	AC
Very much more understanding	14	11	6	5
Much more	30	34	25	30
Somewhat more	36	22	38	25
A little more	10	22	25	30
No change in understanding	10	11	6	10
A little less	0	0	0	0
Somewhat less	0	0	0	0
Much less	0	0	0	0
Very much less today	0	0	0	0

From the South American resident nationals came the same kind of comments:

"American citizens' evaluations of us were generally low, but the resident nationals proved themselves in the laboratories. Now we understand each other better."

"We have a much better understanding now about what were formerly gripes."

Examination of the results for the approximately 10 percent who did not see changes in understanding as a result of the Seminars suggested that this feeling was more prevalent at the Asian location. The American citizens in South America, however, appeared to be the group least affected when the 10 percent reporting "no change" is supplemented by the 30 percent reporting "a little" change.

These increases can be attributed to the conditions of openness and candor which prevailed in the study teams and stimulated frank and penetrating examinations of similarities and differences in

personal and cultural attitudes and values.

Increases in Candid Communication. Because resident nationals and American citizens work together, a significant question dealt with the carry over to the actual job situation of the openness of exchange created in the Seminar setting. The item was, "Compared with before the course, in discussions on the job, I am likely to be . . ." Responses summarized in Table III indicate that almost all of the participants expected to be more open and candid in their discussions on the job.

Further study of this stable shows that of all four groups, more resident nationals in South America (57 percent) expected future communication to be "much more" or "very much more" open and candid back on the job. But at the other end of the scale, one out of five of the resident nationals in Asia looked forward to little or no change, compared

TABLE III
CHANGES IN CANDIDNESS OF COMMUNICATION

Compared with before the course, in discussions on the job, I am likely to be . . .	Percent Reporting			
	Asia		S Amer	
	RN	AC	RN	AC
Very much more open and candid	18	11	19	0
Much more	25	34	38	30
Somewhat more	43	44	25	55
A little more	14	11	12	5
No different than before course	6	0	0	10
A little less	0	0	0	0
Somewhat less	0	0	0	0
Much less	0	0	0	0
Very much less open and candid	0	0	0	0

TABLE IV
PERCEIVED DIFFERENCE IN LEARNING BETWEEN
RESIDENTS AND OVERSEAS PERSONNEL

Percent Reporting	Who learned the most?					
	American Citizens		No Difference*		Resident	
	Asia	S Amer	Asia	S Amer	Asia	S Amer
RN	7	6	76	81	17	13
AC	33	20	45	55	22	25

*AC versus RN ($p < .001$)

to about half as many American citizens there.

Learning About One Another. Finally, the question was asked, "Who do you think learned the most about the other—residents or overseas personnel?" The results shown in Table IV indicate that significantly more resident nationals than Americans felt that there were no

differences between the two groups. Among the American citizens, about half felt that there was no difference. The other half split fairly equally in their thinking as to which group had learned the most.

Among the Asians, those who felt residents had learned the most gave as their reasons:

"We seemed more eager to learn how the persons from overseas think than they were to understand us."

On the other hand, a resident noted:

"I feel the Americans learned more because, being foreigners, they have to notice the way of thinking of a member of another nation."

At the South American site, an American citizen commented:

"There was an over-evaluation of us by the resident nationals, a provincial attitude on their part before the course started."

A resident national said:

"Before the course, the Americans' attitudes were much more authoritative. They learned a lot but some still need to change."

The reactions to the question, "Who learned the most . . .?" indicate that the learning was seen as about equally valuable for both American citizens and resident nationals.

In summary, reactions by both resident staff and overseas personnel in both

locations showed that participants in the Seminar felt understanding was increased between the management members of the different cultural backgrounds.

Learning About Management Practices

Several learning purposes of the Seminar had to do with increasing managerial competence. They included: (1) learning the Grid as an organizing framework of ideas on management practices, (2) increasing the number of managerial alternatives available as the basis for action, (3) developing greater personal understanding of one's own managerial assumptions, and (4) increasing skills of team action. Reactions to the four items on the questionnaire that dealt with the degree to which these purposes were accomplished are shown in Tables V - VIII.

TABLE V
REACTION TO THE MANAGERIAL GRID AS AN ORGANIZING FRAMEWORK REGARDING MANAGEMENT PRACTICES

Category	Percent Checking Each Category			
	Asia		S Amer	
	RN	AC	RN	AC
I feel I don't understand the basic ideas well enough to use them	0	0	0	0
The basic ideas make sense, but they aren't sufficiently clear for me to use them	7	0	6	0
I can use use the idea for analyzing my own managerial behavior	90	100	75	80
I can use the ideas to plan how to solve supervisory problems	68	67	69	65
I can use the ideas to work with others to aid them in solving their supervisory problems	82	78	56	70

TABLE VI
MANAGERIAL ALTERNATIVES AVAILABLE AS THE BASIS FOR ACTION

Category	Percent Reporting*			
	Asia		S Amer	
	RN	AC	RN	AC
I see many more	54	39	12	30
I see somewhat more	43	50	63	65
I see no more than before the course . . .	3	11	25	5

*Asian versus S Amer RN ($p < .001$)

Value of the Grid Framework. Most participants said that the Grid had value as an organizing framework of ideas on management practices and that the ideas were well understood and clear enough to be of value. In both locations, the item indicating usefulness of the ideas "for analyzing personal managerial behavior" was the one most often chosen by participants as useful. From 75 to 100 percent checked this item. Their worth in planning how to solve supervisory problems was indicated by approximately 67 percent, while using the ideas to aid others in solving their problems was checked by 56 to 82 percent. Finally, more participants at the Asian site than in South America said that the Grid is applicable in analyzing their own behavior and helping others solve their supervisory problems.

Managerial Alternatives: Because the Grid presents a variety of managerial theories regarding the integration of people and production, it was expected that participants would see an increase in alternatives available to solve supervisory problems. The data in Table VI show the prediction's confirmation. Participants in Asia reported a significantly

greater increase in possible alternatives than the South American participants.

Personal Managerial Styles. Much time in the Seminar is devoted to aiding each person to analyze his personal managerial assumptions and actions. Members of each study team give their observations and reactions to one another's behavior. The impact of this experience was assessed. Results are shown in Table VII. Almost all participants reported at least some degree of increased understanding of their own managerial styles. The following is typical of the comments made in this area:

"It's a whole lot easier to understand attitudes and values of the individual when dominant and back-up theories are recognized."

Team Action Skills. Similar conclusions can be drawn about improvement in team action skills as in personal managerial styles. Although nearly all participants in both locations reported increases in team action skills (Table VIII), the impact was significantly greater on Asian resident nationals than other participants.

In summary, the results related to learning about management practices in

TABLE VII
CHANGES IN UNDERSTANDING OF PERSONAL MANAGERIAL STYLES

Category	Percent Reporting			
	Asia*		S Amer	
	RN	AC	RN	AC
Very much more understanding. I see myself far more clearly	14	12	19	20
Much more understanding than before	53	22	38	55
Somewhat more understanding	19	44	31	15
A little more	14	22	6	0
No more than before, but no less than	0	0	6	10
A little less	0	0	0	0
Somewhat less understanding	0	0	0	0
Much less understanding than before	0	0	0	0
Very much less understanding. I see myself far less clearly	0	0	0	0

*RN versus ($p < .05$)

TABLE VIII
IMPROVEMENT IN PERSONAL SKILLS OF TEAM ACTION

Category	Percent Reporting**			
	Asia*		S Amer	
	RN	AC	RN	AC
Very much improved	28	0	6	0
Quite a bit improved	48	45	38	50
Somewhat improved	9	44	56	40
A little improvement	15	11	0	0
No improvement	0	0	0	10

*Asian RN versus AC ($p < .10$)

**Asian RN versus S Amer ($p < .05$)

the training at the two sites leads to a significant generalization. In terms of use of Grid concepts, understanding of personal managerial styles and improvement of team action skills, the impact of

the learning situation was for the most part similar for members from all cultural backgrounds represented. That is, the Grid approach, which has been found useful in American industry, is

just as valuable in both foreign locations where the majority of participants were from quite different backgrounds.

Acceptance of the Educational Strategy

The two experiments in applying the Managerial Grid Seminars were pilot projects which had as one objective testing the acceptance of the educational strategy by participants from diverse cultural backgrounds. Before the program, some American managers argued, "Resident nationals won't react positively to the seminar method of learning. This kind of training won't be useful in this kind of setting." Several items on the questionnaire dealt with this issue.

Comparison with Lecture. Since all participants had had experience with the lecture method of instruction, it was used as the basis for comparison. According to the reactions presented in Table IX, the Seminar approach was

found to be a good way to learn about management behavior. Ninety-five percent reported positive reactions to the Seminar as compared with lecture. No significant differences were noted between American citizens and resident nationals. Comments about the Seminar method included:

"This way you get to know others and how they think. If it had been lectures, only a few would have spoken up."

"By thrashing out problems together, it may take a little longer to get the answers than if someone had told you—you learn a lot more this way and it has more effect on people."

"I liked the Seminar technique—having groups work on their own problems is very good. People have to see by doing. The 9,9 managerial style was proven to be the best in our town efforts—we convinced ourselves."

The Seminar approach aroused participation and involvement and permitted people to experiment, testing the ideas for validity against their own past experi-

TABLE IX
SEMINAR METHOD COMPARED WITH LECTURE

Category	Percent Reporting			
	Asia		S Amer	
	RN	AC	RN	AC
Very much better than lecture	40	56	44	50
Much better	29	33	44	45
Somewhat better	18	0	6	5
A little better	3	11	0	0
About the same as lecture	3	0	6	0
A little worse	7	0	0	0
Somewhat worse	0	0	0	0
Much worse	0	0	0	0
Very much worse than lecture	0	0	0	0

ence. One person summed it up, "The method allowed people to convince themselves."

Composition of the Study Teams. The significance of resident nationals and American citizens learning from each other was borne out in questions on study team composition.

Participants uniformly recommended that study teams be composed of both American citizens and resident nationals. The major rationale was the opportunity for learning afforded by the "open frank discussion where everyone can pitch in." The strength of this reaction is shown in the recommendation that American citizens (in view of their small numbers) "go through the course twice if that's what it takes" to insure representation in all study teams.

The value of drawing on several levels for participants in study teams was reinforced. The opportunity afforded by "hearing contributions from those at higher levels" was favored.

"Even though persons at lower levels seemed to hesitate to speak up at first, it is important for them to learn to do so."

However, most said that placing bosses with direct subordinates should be avoided.

"Business relationships should be put aside for study and this would be difficult if my boss were sitting across the table."

In summary, the diagonal slice, where several levels are represented in one study team but with no direct reporting relationships, was preferred.

Communication among Resident Nationals and American Citizens. A basic part of the Seminar method is creating

TABLE X
LEVEL COMPOSITION OF STUDY TEAMS

Percent Reporting	Horizontal		Vertical		Diagonal	
	Asia	S Amer	Asia	S Amer	Asia	S Amer
RN	3	0	10	6	87	94
AC	0	10	22	5	78	85

TABLE XI
COMPOSITION OF STUDY TEAMS BY
RESIDENTS AND OVERSEAS PERSONNEL

Percent Reporting	Segregated		Integrated	
	Asia	S Amer	Asia	S Amer
RN	0	0	100	100
AC	0	0	100	100

conditions of open, candid communication within the study teams. Participants were queried about this feature during the Seminar and in the interviews. The spontaneous comments indicate that conditions of greater openness had been created.

"It took several days, but eventually everyone spoke freely."

"Some people always speak more than others—a person may speak very little but have much to contribute while others talk a lot and say very little. Other than natural differences in amount of participation, all talked well."

After the Seminar started, the monitors, who observed the interaction be-

tween American citizens and resident nationals, recorded no significant differences in willingness to speak openly and frankly.

Significance of the Learning. A final way of assessing attitudes toward training is to compare them with accomplishment possible in the same amount of time applied to work. The question was:

"Looked at from the standpoint of the best interests of the company, and compared with what you might have contributed on the job, *how would you evaluate the contribution of the training to increasing your managerial competence?*"

Approximately 95 percent of the participants endorsed the idea that the

TABLE XII
SIGNIFICANCE OF SEMINAR LEARNING

Category	Percent Reporting**			
	Asia*		S Amer*	
	RN	AC	RN	AC
Time applied to learning far more useful than the same effort applied to work	57	45	19	25
Time applied to learning quite a bit more useful	7	11	19	45
Time applied to learning somewhat more useful	7	33	31	15
Work and learning equally useful	26	11	31	5
Time applied to work would have been somewhat more useful	0	0	0	0
Time applied to work would have been quite a bit more useful	0	0	0	5
Time applied to work would have been far more useful	3	0	0	5

*RN versus AC (p <.10)

**Asian RN versus S Amer RN (p <.001)

Seminar experience was a useful activity and personally significant to them.

Discussion

Any educational approach which offers the possibility of fundamental improvement in intercultural understanding merits attention. The educational approach applied in these experiments seems clearly to have aided in improving intercultural understanding, whether judged by American citizens or by resident nationals of the host country itself. There appear to be several reasons why it did so. Of greatest single importance is that the learning was based on the development of a foundation of concepts and language. Both American citizens and resident nationals studied together in acquiring this framework. Thus, the concepts and language were emotionally neutral—neither group had the advantage of prior training and neither group was in a position to impose its language and concepts on the other. Rather, as the participants engaged in joint learning, a new, small, temporary culture was erected under conditions of understanding and acceptance. In later activities it could serve as a bridge for communication and understanding.

From an ideological point of view, it became apparent to representatives of each culture, through their interaction with representatives of the other culture, that concepts of teamwork, pursuing disagreement to a point of understanding, achieving mutual conviction as the basis for action and so on, *i.e.*, the Managerial Grid's 9,9 concepts, were widely held by members of both cultures. Thus, regardless of national origin, participants found themselves in agreement on a basic issue of management, and cultural-

based differences and points of view then also came to be seen in a new light.

Personal feedback showed participants that reactions to themselves by members of the other culture under study team conditions were based far less on cultural stereotype and far more on observed behavioral characteristics. This demonstration would have been difficult if not impossible to achieve if the educational method employed had not solved the problem of open and candid communication. Once this problem was solved, a final step was possible. Culturally rooted differences in concepts and practices were examined under conditions of face-to-face communication, which if not understood and constructively dealt with, can produce mutual suspicion, distrust, and antagonism.

Summary

The two major experiments described here were conducted to evaluate the utility of an educational approach to increasing intercultural understanding among American citizens serving overseas and resident nationals of the host country as well as some third country nationals. The experiments followed the same design, one in the Western hemisphere (Aruba), the other in the Eastern hemisphere (Indonesia).

Participants in both experiments took part because they worked for the same company. One aim was to improve organizational and personal relationships while recognizing the barriers imposed by cultural differences among the employees. Managerial Grid Seminars were conducted, with study teams composed on a diagonal slice basis in proportion to the representation of resident nationals and American citizens.

Conclusions drawn from reactions to the Seminar as assessed by questionnaires and interviews one week to a year later include:

- Participants in both Aruba and Indonesia said that understanding was increased among the management members of different cultural backgrounds.
- Grid concepts were understood and stated to be of value; participants said they saw an increase in managerial alternatives available for solving supervisory problems and developed greater personal understanding of their own managerial assumptions. They also reported an increase in skills of team action.
- The educational strategy, *i.e.*, the Seminar approach, the composition of study teams and diagonal slicing, was widely approved by all participants.

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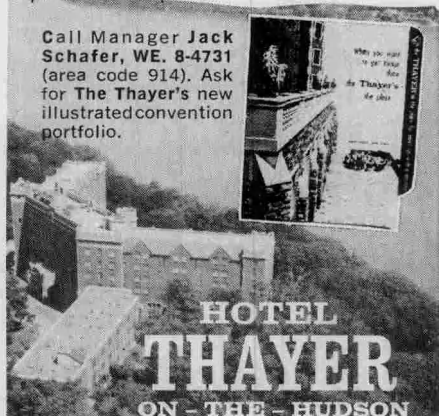
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