

A STUDY OF COMMUNICATION PROBLEMS OF IMMIGRANT
PROFESSIONALS IN AMERICAN ORGANIZATIONS

by

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To my wife, parents, and
professors of Speech Communication
and Human Relations

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CHAPTER ONE: INTRODUCTION

I. THE PROBLEM

1. Statement of the Problem

Intercultural communication in a foreign context provides a personal challenge. Those who have intercultural or international experiences understand the barriers provided by language and cultural obstacles.¹ Sometimes it is difficult to communicate with one's own family, whose background is similar to one's own. The more divergent people's backgrounds, the more difficult an effective communication between them will be. Thus, the study of human interaction provides a great deal of challenge for any concerned people.

The current study investigated some immigrant professionals' personal communication problems while they were employed in American organizations. Aside from the technical job qualifications which any professionals must possess, those working in a foreign context must also be equipped with communication skills appropriate in that alien culture. Of course, native professionals must also be competent communicators, but aliens face the most strenuous challenge. For example, no matter how much difference and difficulty immigrant professionals working in this country have experienced in their respective environments, they still must adapt themselves to the new country's linguistic, cultural, organizational, and value systems. Precisely because of such differences, people coming from other lands may have difficulty adjusting to "culture shock." Hence, as customs become more divergent, their communication problems will increase

in a corresponding manner.² It is reasonable to expect that despite immigrant professionals' conscious and well-intentioned efforts to overcome the culture conflicts they experience, the force of their unconscious resistance toward a sojourning culture will be tremendous.

Therefore, on the one hand, interaction is not impossible for people with different cultural and language backgrounds; however, intercultural communication in an organizational setting requires much more effort, patience, sincerity, and open-mindedness than in an intracultural environment. Communication in an organizational setting appears especially important, mainly because both organizational leadership and effectiveness are dependent upon an understanding of the organization's goals, means, and ways of achieving an agreement by the human beings who form the organization. People need to consider both the sender as well as the receiver, in terms of their "communication skills, attitudes, knowledge level, and positions within a social-cultural system."³ Intercultural communicants might face communication problems, simply because they might not be able to solicit an intended or expected response suitable to the particular cultural or organizational environment.

The basic purpose of this research project was to study the major communication problems of immigrant professionals employed in American organizations, in terms of their language, culture, attitudes, and organizational communication behaviors. More specifically, the study tried to provide some descriptive information relevant to the following research questions:

1. Did immigrant professionals trust their superiors so as to feel free to discuss with the latter their job-related problems?

2. How desirous were immigrant professionals to communicate with their superiors, subordinates, and peers?

3. As reported by immigrant professionals, what was the general status of a job-related information exchange in American organizations? Were immigrant professionals satisfied with both the accuracy and the quantity of that information exchange with their colleagues?

4. How well did immigrant professionals get along with their American counterparts? Did they respect each other and feel motivated to communicate with each other?

5. In terms of group discussions and report-writing ability, how confident did immigrant professionals demonstrate such language ability as perceived by themselves and their American colleagues? What kinds of communication problems which they might have in this area, and how did they deal with such problems?

6. How comfortable did immigrant professionals adapt to their American working environments? What kinds of challenge did they face in such an adaptation which would influence their communication behaviors in American organizations?

2. Significance of the Research Problem

All professionals working in organizations, whether they are native or not, must behave as "organizational communicators;" by virtue of their professions, they must engage in constant communication activities as message-senders as well as message-receivers. If any of these communication goals cannot be achieved, then the communicators will experience some form of "communication breakdown" pertinent to their communication behaviors.⁴

Communication itself is a critical topic, especially when one considers the human behaviors involved in organizational settings.⁵ The intercultural study of organizational behavior can have a practical applicability for those in government and industry, who must work closely with nationals from other lands. According to Roberts⁶ and Negandhi⁷, the growth of international business has stimulated an interest in comparative studies of managerial behavior. Professionals from widely different cultures interact extensively and share responsibilities for direction, maintenance, and control of an organization's operation and development. In order to increase interpersonal effectiveness, communication efficiency, and the achievement of organizational goals, information is needed concerning the communication problems of intercultural encounters. This line of research will add to current knowledge of intercultural communication and organizational effectiveness by encompassing more diversity and providing information on the various ways in which problems are solved in mixed cultural situations.

More specifically, the present study had tried to detect any major communication behaviors and problems which immigrant professionals might encounter in their American working environments. If one could detect and work with such communication problems, several immediate goals could be set to achieve:

First, when personal communication problems were exposed, immigrant professionals could deal with those problems; as a result, work performed by them could be running more smoothly than before.

Second, if communication problems of immigrant professionals could be controlled, they might be able to develop more of their human and

technical potentials.⁸

Third, when communication problems were solved, any organizations which immigrant professionals worked with could develop a better organizational climate among immigrants and their American colleagues, so it encouraged people involved to maintain smoother working and personal relationships than before.

Fourth, to deal with communication problems of language or cultural obstacles would help immigrant professionals to recognize the complexities of a host culture, thus to make their adaptations to a new environment easier to grasp than beforehand.

3. Limitations of the Problem

Intercultural communication in organizational situations is a complicated but interesting area of study, and more research in this field is needed. Most researchers have either conducted cross-comparative management studies or concentrated on the issue of Americans in foreign lands. The results of such studies have still not been completely synthesized, but they can provide some basic ideas for theory-building.⁹

Communication problems involve many personal, cultural, organizational, and language barriers; each barrier itself is a broad research subject and comprises many subfactors. Therefore, in order to conduct a research project which is economical in terms of time and money, some limitations of coverage must be made. In the broad sense, the study was limited to immigrant professionals' personal communication behaviors rather than system-related organizational network communication.¹⁰ Furthermore, the focus of the study of immigrants' job-related language

abilities and competence was on their oral face-to-face interaction and report-writing abilities, both of which are important to information transfer in scientific and technical fields.¹¹ The final research limitation was that intercultural performance in American organizational settings only was pursued in the study. Consequently, immigrants' intercultural experiences focused on encounters with their American colleagues in job-related environments.

Limitations to the instruments used for the study were posed by the validity and reliability of the items used. In the current study, only questionnaires and interview techniques were used to collect the research data; such techniques probably represent "the most commonly known method of acquiring data on intercultural communication."¹² However, this approach also poses a problem. There are very few empirical studies of this kind; therefore, the survey questionnaire had not been tested completely. To deal with this problem, each questionnaire item designed for the study was first checked for practicality based on research dimensions suggested by some concerned scholars.¹³ Only those dimensions verified by such scholars, which would then be transformed into questionnaire items.¹⁴

II. DEFINITIONS

For the convenience of conducting and presenting this study, several terms need to be defined. The main purpose of such a clarification is to examine concepts which are diversely defined by scholars in different fields. The terms and concepts hereby presented are (1) communication, (2) organization, (3) language, (4) culture, and (5) immigrant profes-

sionals.

1. Communication

According to Flack,¹⁵ communication requires:

- an appropriate juxtaposition of communicants,
- a will to speak (or be silent) and to hear,
- a message to be communicated and listened to,
- reciprocally functioning synchronized equipment,
- an absence of distractions or disturbances commanding superior attention,
- the presence of word-concepts to build thoughts or feelings,
- comparable logics of content-sequence in presentation and reception,
- time to transact at least one act of interchange, and other conditions.¹⁶

In view of these requirements, any possible solution of a communication problem must rely upon an analysis of both the situation and communicants involved. In such a manner, one can not only detect the problem itself by analyzing the research data but also apply general communication principles to find a solution. For example, in his discussion of the consequences of communication, Jackson maintains that the result of any particular communication depends mainly upon the attitudes and prior feelings of people involved.¹⁷ In a cross-cultural communication situation, such as the case of the present study, when the communication attitudes were perceived as friendly and descriptive, rather than unfriendly and judgmental by communicants involved, chances were that they would be treated the same in return. People generally believe that it is easier to communicate with those having the same kinds of attitudes and value systems.¹⁸ Since communication involves an act of mutual understanding of a message transaction, its success depends largely upon the communication efforts of the people involved. In

addition, intercultural communication requires much more effort and openmindedness, since communicants in such a context may not share similar backgrounds and perspectives.

2. Organization

There are many well-known definitions of an organization; for this study, however, Farace and MacDonald's presentation is suitable.¹⁹ According to them, the basic concepts of an organization involves the following five elements:

(1) two or more individuals, (2) who recognize that certain goals can be better achieved through interdependent rather than individual action, (3) take in information and/or materials from the larger environment, (4) operate on them in some²⁰ fashion, and (5) return the modified inputs to the environment.

As the notion is presented here, a simple logic is derived. That is, an organization requires interdependence, which calls for coordination; and coordination demands communication. Hence communication is the process of organizing.²¹

Furthermore, organizations discussed in the study are formal organizations. Each one of them represents an independent system of overlapping and interdependent groups. Each organization mobilizes and coordinates the efforts of various, usually specialized subgroups, in the pursuit of joint objectives.²² Incidentally, for this study, "American organizations" refer to those scientific and technical establishments with headquarters located in the United States, which are managed primarily by Americans. The four organizations used in the study for the data collection purpose were (1) Rockwell International in Anaheim, (2) Hughes Microelectronics Division in Newport Beach, (3) Hughes Aircraft

in Fullerton, and (4) Pacific Hospital in Long Beach. All four selected organizations are from the state of California.

3. Language

In Mead's words, language as "a set of significant symbols is simply the set of gestures which the organism employs in calling out the response of others."²³ When one considers language and cultural barriers to communication, one can expect that any of such factors as semantics, perceptions, linguistics, kinesics, proxemics, and cultural and occupational mores could bar or distort the transmission of information.²⁴ For instance, people experience the world differently partly because they use different languages.²⁵ As some things will be lumped together by some people as having little individual significance (car, plane), they will be distinguished specifically by other human beings.

Benjamin Lee Whorf, the noted linguist, has explained this phenomenon in the famous Sapir-Whorf hypothesis. Its basic argument is that language functions, not just as a set of symbols used to report one's experiences and feelings, but also as a way of defining experiences and feelings for perceivers. In other words, it directs one's perceptions and classifies things for one. People with different cultural backgrounds most likely also use languages to express their experiences and value systems.

Thus, language provides human beings with convenient summary terms, which can promote the communication process and understanding of a homogeneous group. However, when people employ their native language patterns in foreign contexts, they face severe challenges to communica-

tion endeavours. Frustrations and communication problems often arise, such was the case of immigrant professionals employing in American organizations.

According to Porter,²⁶ people experience intercultural communication problems simply because cultural differences in word connotations influence their capacity to communicate. He says:

A major problem found in language differences is the part words play in the perception process. Since judgment and attachment of meaning are a part of perception, the ²⁷ ultimate meaning associated with a word is culturally determined.

And Porter contends, these intercultural communication problems occur where they are least expected. Because of cultural and other differences, people often are deprived of the same kinds of experiences and perceptions in a foreign context. Understandably, they often feel frustrated because they do not have enough language training or similarity of social experience to communicate interculturally.

To most immigrant professionals, they learned English as a foreign language, and because of language and personal perceptions are highly correlated, they experienced a communication problem with their American colleagues. One speculation is that their native languages still dominate their perceptions, and the other reason for such a communication problem is due to immigrant professionals' unfamiliarity with American cultures and value systems. All such factors as perceptions, cultural and value systems are deemed important to word connotations, therefore affected their ability to communicate with their American colleagues.²⁸

4. Culture

One definition of culture, provided by Hall, is "the way of life of

a people, for the sum of their learned behavior patterns, attitudes, and material things."²⁹ Culture manifests itself both in language patterns and thought, and in forms of activities and behavior. Communication is an act of mutual understanding of communicants; hence, intercultural communication involves communicants with different cultural backgrounds.

There are many factors in the communication process whose characteristics are determined by culture. These factors tend to affect perceptions, and at the same time, influence interpretation of communicative acts.³⁰ It is acknowledged that, when people communicate interculturally, they bring their individual cultural values to the experience. Intercultural communication is therefore difficult. For example, people sometimes express hostile behaviors toward another culture's customs. This attitude probably increases their dislike of other cultural characteristics of that particular group of people, such as racial origin.

In her discussion on intercultural communication, Barna notes five barriers which she believes are present in anyone's attempt to interact cross-culturally.³¹ Barna's "stumbling blocks" are (1) language, (2) non-verbal behaviors, (3) preconceptions and stereotypes, (4) tendency to evaluate and to approve or disapprove, and (5) high anxiety sometimes present in cross-cultural encounters. Cultural differences are a major cause of communication problems because the cultures themselves continuously change. Two examples can explain this assessment. Western cultures value people who are verbal, direct, and individualistic. In contrast, the same characteristics are often seen as crude and unsociable by people with traditional Asian values.³² Consequently, even within Asian families living in the Western world, serious communication problems

arise because members of the same family are always fighting against two contrary social values.³³ The second example illustrates how a custom change can alter a people's behavior and attitudes. Before the Chinese revolution, Chinese men customarily were having their long hair braided behind their backs in pigtail. Since the revolution, Chinese have considered that practice demeaning. Customs have drastically changed. Chinese now consider long braided hair for men not only ugly and uncivilized, but also suggestive of uncultivated behavior in the wearer.

5. Immigrant Professionals

Immigrant professionals refer to people from other lands who finished at least their junior high school education in a country other than the United States. Those studied came to America mostly in the sixties and the seventies. Younger professionals, in their twenties and thirties, were trained in a profession of their choice in the United States; older professionals, in their forties and fifties, received their professional training in a foreign land. Although these professionals have settled in the United States, English is not their native language, and they customarily speak two languages. They use English when they are at work or performing official duties, but happily switch to their native tongues when around their countrymen.

III. ORGANIZATION OF THE STUDY

There are six chapters in the study. Chapter Two is a review of the literature, which concentrates on three topics pertinent to the

study: (1) communication as an important issue in organizations, (2) intercultural communication in organizations, and (3) cultural and managerial behaviors and attitudes. Chapter Three discusses the research design and collection of the data; in that discussion, five subjects are included: (1) research design, (2) measuring devices used, (3) selection of research subjects, (4) data collection methods, and (5) statistical data analysis performed. Chapter Four describes the questionnaire data analysis and results. In that chapter, all the major issues regarding immigrant professionals' organizational, cultural, and language abilities are discussed. Chapter Five concentrates on the analysis of interviews conducted, with an emphasis on communication problems of immigrant professionals in job-related situations. Finally, Chapter Six, entitled Summary and Discussion, contains a summary of the study done, an interpretation of the results, and implications for future research.

Chapter One Endnotes

1. Language and cultural obstacles seem to be the two major barriers to intercultural or international communication. Details see E. Bruce Peters, "Cultural and Language Obstacles to Information Transfer in the Scientific and Technical Field," Management International Review 15 (1975/1): 75-88.
2. Peters discussed seven factors which he believed would make information transfer difficult, such difficulty particularly would show in a cross-cultural situation. The factors included (1) semantics, (2) perception, (3) linguistics, (4) kinesics, (5) proxemics, (6) cultural mores, and (7) occupational mores. Details see E. Bruce Peters, "Cultural and Language Obstacles to Information Transfer," Proceedings: Academy of Management (1973): 106-112.
3. See David Berlo, the Process of Communication (New York: Holt, Rinehart & Winston, Inc., 1960), pp. 40-72.
4. Scott believes that any of the following five causes can make that communication breakdown happens: (1) the nature and functions of language, (2) deliberate misrepresentation, (3) organization size and complexity, (4) lack of acceptance, and (5) failure to understand. Details see William G. Scott, Organization Theory: A Behavioral Analysis for Management (Homewood, Il.: Richard D. Irwin, Inc., 1967), pp. 301-321.
5. Knippen summarized a discussion regarding the importance of communication to organizations, see Jay T. Knippen, "Grapevine Communication: Management and Employees," Journal of Business Research 2:1 (January 1974): 47-48.
6. Karlene H. Roberts, "On Looking at an Elephant: An Evaluation of Cross-Cultural Research Related to Organizations," Psychological Bulletin 74:5 (1970): 327-350.
7. Anant R. Negandhi, "Cross-Cultural Management Studies: Too Many Conclusions, Not Enough Conceptualizations," Management International Review 14 (1974/6): 59-67.
8. When immigrant professionals face personal communication problems, they develop a phenomenon called "communication apprehension," which means that because they are afraid to make mistakes in their communication behaviors, they may retreat from such situations as group discussions and report-writing assignments. Details see James C. McCroskey and Virginia P. Richmond, "The Impact of Communication Apprehension on Individuals in Organizations," Communication Quarterly 27:3 (Summer 1979): 55-61.
9. For critical reviews of research done in this cross-cultural area, see endnotes 6 and 7 above.

10. According to Farace, et al, communication networks have been described as "repetitive patterns of interaction among the members." To describe and analyze networks, they believe that there are initially two concepts needed to be reviewed: (1) members, and (2) the links among members. Organizational networks, according to the authors, "provide the mechanism by which communication can move from member to member; they permit the control and coordination of individuals, groups, and larger components within the organization (p. 179)." For a detailed discussion of such a system-related organizational network communication, see Richard Farace, Peter Monge, and H. Russel, Communicating and Organizing (Reading, Mass.: Addison Wesley Publishing Co., 1977), pp. 177-203.

11. See endnotes 1 and 2 above.

12. V. Lynn Tyler, Peggy Hall, and James S. Taylor, "Intercultural Communication Data Acquisition," Molefi Kete Asante, Eileen Newmark, and Cecil A. Blake, eds., Handbook of Intercultural Communication (Beverly Hills: SAGE Publications, 1979), p. 233.

13. See such examples as (1) Karlene H. Roberts and Charles A. O'Reilly III. "Measuring Organizational Communication," Journal of Applied Psychology 59:3 (1974): 321-326. (2) Paul M. Muchinsky, "An intra-organizational Analysis of the Roberts and O'Reilly Organizational Communication Questionnaire," Journal of Applied Psychology 62:2 (1977): 184-188. (3) E. Bruce Peters, "Cultural and Language Obstacles to Information Transfer in the Scientific and Technical Field," Management International Review 15 (1975/1): 75-88. And (4) Brent D. Ruben and Daniel J. Kealey, "Behavioral Assessment of Communication Competency and the Prediction of Cross-Cultural Adaptation," International Journal of Intercultural Relations (1979): 15-47. For a review of these four articles, see Chapter Two of the current study. And for the research dimensions and items used, see Chapter Three under the discussion of "Measuring Devices Used."

14. Ibid.

15. Michael J. Flack, "Communicable and Uncommunicable Aspects in Personal International Relationships," Journal of Communication 16:4 (December 1966): 283-290.

16. Ibid., p. 283.

17. J.M.Jackson, "The Organization and its Communication Problems," The Journal of Communication 9 (1959): 158-167.

18. In his model of the ingredients in communication, Berlo believes that the degree of fidelity of communication depends upon the same requirements for both the communication sender and its receiver; they both need (1) communication skills, (2) attitudes, (3) knowledge level, and (4) social-cultural system. Berlo explains that the more similar they share these four factors, the more easier for them to communicate. Like-

wise, the degree of similarity existed between American nationals and their immigrant counterparts could decide the degree of success of communication encounters between them. Details see Berlo, pp. 40-72.

19. Richard V. Farace and Donald MacDonald, "New Directions in the Study of Organizational Communication," Personnel Psychology 27 (1974): 1-15.

20. Ibid., p. 2.

21. Bonnie Johnson, Communication: the Process of Organizing (Boston: Allyn and Bacon, Inc., 1977), pp. 13-53 (Chapter 1).

22. Jackson discussed some characteristics of organizations. See Jackson, pp. 158-160.

23. George Herbert Mead, Mind, Self, & Society (Chicago: the University of Chicago Press, 1962): 335.

24. All these seven factors were named by Peters, see endnotes 1 and 2 above.

25. Language patterns determine what one sees, for "the fact of the matter is that the 'real world' is to a large extent built up on the language habits of the group." Cited from Edward A. Sapir, selected writings in Language, Culture and Personality (Berkeley: University of California Press, 1949), p. 162.

26. Richard E. Porter, "An Overview of Intercultural Communication," in Larry A. Samovar and Richard E. Porter, eds., Intercultural Communication: A Reader (Belmont, Calif.: Wadsworth Publishing Co., 1972), pp. 3-18.

27. Ibid., p. 13.

28. Ibid.

29. Edward T. Hall, The Silent Language (Garden City: N.Y.: Anchor Books, 1959), p. 20.

30. Porter, pp. 3-18.

31. LaRay M. Barna, "Intercultural Communication Stumbling Blocks," in Jean M. Civikly, ed., Messages: A Reader in Human Communication (New York: Random House, 1977), pp. 380-388.

32. Colin Watanabe, "Self-Expression and the Asian-American Experience," The Personnel and Guidance Journal 51:6 (February 1973), pp. 390-396.

33. Marian Yuen Tinloy, "Counseling Asian-Americans: A Contrast in Values," Journal of Non-White Concerns 6:2 (January 1978): 71-77.

CHAPTER TWO

A REVIEW OF THE LITERATURE

Basically speaking, there are two objectives pertinent to the present review. First, the goal is to build a foundation upon which the current study can be based. Second, the process demands a search for major publications which may help future researchers initiate their cross-cultural studies relevant to organizations.

More specifically, in this chapter, three major issues relevant to the current study have been discussed: (1) communication as an important issue in organizations, (2) intercultural communication in organizations, and (3) cultural and managerial behavior and attitudes. The literature presented mainly covers the years of the seventies, but it contains a few important earlier highlights and theories.

I. COMMUNICATION AS AN IMPORTANT ISSUE IN ORGANIZATIONS

Managing an organization depends heavily upon communication. It serves an important role to organizations in satisfying three functions imperative to its survival:

1. Communication seems to provide members with shared knowledge about an organization's goals;
2. Communication is the vehicle by which an organization is embedded in its environment, and
3. Communication mediates the inputs and outputs of an organization.¹

An effective communication can satisfy two purposes important to organizations: - (1) passing along the information, and (2) improving members' mutual understanding. Haney says that "it is difficult, in fact, to

imagine any kind of interpersonal activity which does not depend upon communication in one form or another.² Thayer adds that most administrators in most business and industrial organizations have spent at least 75 percent of their time communicating.³ They focus primarily on the "enhancement of creativity, resolution of conflict, improvement of employee morale, and the raising of production."⁴

Because of its importance, the field of organizational communication is receiving a great deal of attention today. One of the explanations for such an attention is that "communication is organization in action." Brown contends:

In human organization, leadership depends upon the communication of an understanding of mission, means, and method to effect response, both rational and emotional, in the human beings who form the organization. Since both the initiation and response in this process of communication are man-centered, the human nature of this aspect of organization is clear. The complex technical devices which have come to facilitate the process of communication in larger organizations tends to divert attention from the essential truth that effective communication is more a matter of minds than of machines.⁵

As organizations expand in size and structure, so does the complexity of information transformation, where people involved have to communicate in simple face-to-face encounters and to deal with the interference of space and time. Accordingly, the problems of communication multiply as organizations become more divergent and complex. Brown believes that such a phenomenon is derived more from the human aspects of the process than from the technical means used. As a result, Brown observes that it is more important to analyze the human aspects of communication:

Where communication involves the exposition of complex data, even if all parties involved are rational, objective, and unconcerned with philosophical overtones, there remains the problem of the transfer of the conceptualization of the sender to the conceptualization of the receiver. The human mind is a marvelous thing, but it has no magical power to comprehend something entirely outside

its previous experience or knowledge. Training and education, from infancy to adulthood, is largely a matter of making symbols meaningful as people are exposed to increasingly complex material.

Generally speaking, what people have called communication problems are often difficulties which exist in organizations. Jackson points out that in order to overcome the barriers to communication, four symptoms must be solved: (1) the problem of trust or lack of trust, (2) the problem of creating interdependence among persons, (3) the problem of distributing rewards fairly, and (4) the problem of understanding and coming to common agreement about the social structure of the organization.⁷ As one would expect, any members in an organization would face these barriers; nevertheless, owing to immigrant professionals' language, cultural, and personal backgrounds, their problems are more stringent, their frustrations appear more evident, and their experiences may also be more complex and serious than native-born American professionals have encountered in their experiences.

To overcome these obstacles to effective communication, immigrant professionals must possess some competence in communication; that is to say, they must enjoy the ability to relate effectively to other people in their organizations.⁸

According to Thayer,⁹ there are three consecutive steps involved in this effective process. First, any people participating in an inter-cultural situation must be aware of their respective "communicate-abilities."¹⁰ Both immigrants and nationals alike cannot interact with one another beyond their competence to comprehend, nor beyond consequences as they perceive for themselves. When one assesses a particular person's communicate-abilities, one usually can check the person's past communi-

cation record and his/her potential to influence and be influenced by others. Second, Thayer believes that there is that strategic competence, which determines how effective or ineffective the person interacts with others. The strategic competence permits the person to make a combined determination of his/her communicative competence and the circumstances involved. The person can evaluate the circumstances as possible, impossible, or inevitable. How effective a communication process shall be is derived from that particular circumstance the person is involved in, and his/her communicate-abilities perceived. Third, the final step of determining the person's intercultural effectiveness is dependent upon the techniques the person applies. Thayer observes that although the person's appropriate and adequate techniques can help him/her to promote an effective communication process, still any techniques can be useful only to the extent that the situation has been fully and accurately determined.

Because effective communication is central to the efficient management of organizations, many establishments have spent tremendous time and money in training their employees. Nevertheless, there is one element pertinent to an individual's behavior, which did not seem to attract much attention among those in industry; the neglected factor is that of speech anxiety, or as McCroskey and Richmond called it "communication apprehension."¹¹ The term has been defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons."¹² The necessity of focusing on the issue is apparent not only because it is neglected by the industry, but more importantly, it appears to be a significant barrier to effective

communication in organizations.

McCroskey and Richmond have cited research done by themselves and other scholars and conclude that:

The proportion of such (communication apprehension) people in all age groups in the United States is approximately 20 percent. Some estimates range as high as 40 percent. Research in other cultures suggests very similar proportions within most groups, with some varying substantially below this level (such as Israelis and Jewish Americans) and some varying substantially above this level (such as Germans, Indians, Japanese, and Mexicans).¹³

According to the authors, such people's fear of oral communication has stimulated them either to avoid or to withdraw from the possibility of such communication encounters. By reviewing other research evidence, McCroskey and Richmond have concluded that basically articulate people are perceived to be attractive, competent, sociable, and possessive of leadership qualities. Likewise, they have a better chance of employment, advancement, and are more satisfied with their jobs than those people who are not articulate. On the other hand, the researchers believe that people with high communication apprehension do not necessarily mean that they are less intelligent, hence excluding them from the employment may lose potentially valuable employees. Nevertheless, since they are reluctant to engage in communication, an organization may not receive the best efforts and inputs from these people. Furthermore, they may be shown detrimental to an organization's climate as well. To deal with such a problem, the authors suggest that it is important to screen these people out from organizations, and solicit professional help from such experts like behavioral psychologists and communication specialists.

From the previous discussion, the proposition that communication is an important issue in organizations has been established; therefore,

it is imperative to recognize some consequences of communication in organizational settings. Jackson concludes that research evidence supports the following four statements:

1. The effect of any particular communication depends largely upon the prior feelings and attitudes that the parties concerned have towards one another.
2. The effect of any particular communication depends upon the pre-existing expectations and motives of the communicating persons.
3. The effect of a superior's communication with a subordinate depends upon the relationship between them and upon how adequately this relationship satisfies the subordinate's needs.
4. The effect of a superior's communication with a subordinate depends upon the amount of support this subordinate receives from membership in a group of peers.¹⁴

II. INTERCULTURAL COMMUNICATION IN ORGANIZATIONS

1. Introduction

There are many factors in a communication encounter whose values are based upon, at least in part, by culture. These factors affect one's perceptions and behaviors, and at the same time, determine the message that one wants to send.¹⁵ Because of this phenomenon, intercultural communication appears to be a problem area that many people must face everyday. While people hope to jump over the boundary provided by time and space in separating them around the world, different cultural variables, different personal behaviors, and different value systems have set some obstacles, thus driving people apart from one another. One reason for such a problem lies in words and gestures which are often distorted or misunderstood. Yousef observes that:

the connotations of verbal and non-verbal behavioral patterns sometimes vary from one extreme to the other in two different cultures. Customs, beliefs, or attitudes can only be understandable and meaningful in their social and cultural contexts.¹⁶

An effective communication influences people on two levels, both cognitively and experientially.¹⁷ On the cognitive level, communicants involved share the same kind of background knowledge, so they can link their thoughts verbally to the extent of their cognition. And cognitive communication can happen even between people from disparate cultural backgrounds, provided that persons involved:

- (a) are willing to share information and are interested in the subject,
- (b) dispose of an adequate register of language relevant to each other,
- (c) approach the subject with a commensurate attitude of mind,
- (d) agree keeping apart the communication's cognitive and experiential dimensions.

On the experiential level, where understanding derives from personal feelings, usually disparate cultural backgrounds have made that appreciation difficult. Nevertheless, the more people can share common knowledge, the more easily they can share their feelings. Although a shared culture facilitates such an information exchange, still truly effective communication can occur only in a small group of people with whom they feel psychologically comfortable. This may be a reason why even a family of homogeneous background may still face a communication problem.

From this recognition, one understands that the study of intercultural communication involves the study of both communication and culture. In the pages that follow, a central issue of immigrant professionals and their intercultural communication behaviors in organizational settings will be discussed.

2. Immigrant Professionals and Intercultural Communication

According to Hall,¹⁹ culturally diversified concepts of time and space to different people around the world have separated them from one

another;²⁰ yet the modern transportation facilities and communication equipment seem to shorten that distance, and make it more convenient to travel or to send out a message. In such a case, this communication behavior of message interactions between communicants of different cultural backgrounds is called intercultural communication.²¹

For some time anthropologists have been conducting research in field work in different parts of the world, and they are particularly interested in this intercultural encounter experience. On the other hand, communication scholars have emphasized a descriptive study of interpersonal communication, without regarding much about technical concerns of anthropologists. For this reason, the theory and research in one discipline may not be interwoven with that of the other.

Although many communication scholars have been giving workshops or applying other types of techniques in helping people going abroad, it was not until the sixties that the study of intercultural communication began to attract much attention. Nwankwo believes that it has become an important area of study in the field of communication mainly because (1) it had gained its recognition of significance among policy makers, (2) it had successfully established itself as a division of International Communication Association, and (3) it had produced its first crops of textbooks in intercultural communication.²² Before then, however, communication scholars did not use the concept of either culture or intercultural communication in their theory building until Smith published his landmark book and declared in Communication and Culture that "intercultural communication (is) a significant illustration and testing ground for hypotheses about communication generally"²³ and that culture and communication are "inseparable."²⁴ Despite the clarification demonstrated by

Smith and the popular nature of culture, however, some communication scholars believe that they should limit the intercultural communication study to the interpersonal level of interaction, and to separate it from some other forms of communication like international, interracial, and interethnic communication.²⁵

Communication behaviors of immigrant professionals in American organizations can be classified as a special kind of interpersonal communication, which may or may not be interracial or interethnic, depending upon personal backgrounds involved in interaction occasions, but it can never be addressed as an international communication phenomenon.

In this section of immigrant professionals and intercultural communication, three elements relevant to the present study will be discussed, namely, (1) critical components of intercultural communication, as shown in immigrant professionals' communication behaviors in organizations, (2) theoretical foundations for immigrant professionals' communication performance, and (3) intercultural communication data acquisition.

(1) Critical Components of Intercultural Communication

One approach to effective intercultural communication is to reduce cultural differences, so that by means of increased mutual similarity, the communicants involved can experience a rewarding process. However, research results suggest that "moderate differences produce the most effective communication."²⁶ One speculation for such a conclusion is that it is not desirable to eliminate totally cultural differences, which represent different people's cultural heritage and assets. A moderate level of difference is most desirable for intercultural communication, mainly because too much cultural differences suggest too many communica-

tion problems and too little difference is both boring and not stimulating for an intercultural encounter.

The problem of choosing which components to study for intercultural communication, according to Stewart,²⁷⁾ depends upon three major considerations: (1) the cultural background of researchers, (2) the significance of the choices, and (3) an arbitrary selection based upon convenience. Along the same line, two factors must be clarified. First, in order to take an empathic attitude towards intercultural communication, a correlation of cultural difference and its influence on people's behaviors and patterns of thinking must be kept in mind. Porter declares that "culture manifests itself both in patterns of language and thought and in forms of activity and behavior."²⁸ Second, major things which can be affected by a cultural difference must also be detected. Stewart suggests that there are three types of personal behaviors and patterns of thinking which are dominated by culture, the variables include people's perceptions, assumptions, and patterns of thinking.²⁹

Scholars sometimes select slightly different terms to describe a similar concept or phenomenon; therefore, duplicate or similarity in naming components of intercultural communication cannot be avoided. The three basic lists of critical components of immigrant professionals' communication behaviors are presented by Stewart,³⁰ Porter,³¹ and Ruben and Kealey respectively.³²

Stewart's presentation comprises nine areas: (1) language and thinking, (2) values, (3) interfaces in communication (the rapport between communicants involved), (4) orientation to action (mainly on decision-making and problem-solving areas), (5) forms, principles, and represen-

tation, (6) trust, (7) public and private rules, (8) reserve of meaning (the sender amplifies the basic message so the meaning can be clearly received), and (9) competence theory of implied-observer agent (any personal quality of an observer in American thinking).³³ Of these nine areas discussed by Stewart, the most strenuous contribution of his argument, and at the same time, with a direct guidance to the present study, is represented by his discussion of interfaces in communication.³⁴ According to him, there are basically two different kinds of interfaces, sympathy and empathy. Sympathy established itself as an effective interface when the communicants involved share a great deal of common resemblance in terms of perceptions and feelings; however, when personal differences appear, such as when immigrant professionals try to communicate with their American colleagues, sympathy might become a communication barrier, where Stewart says that they need empathy. When immigrant professionals and their counterparts apply the empathic approach, its purpose does not try to gain a similarity between communicants involved, but to recognize their mutual objectives in a communication situation; hence an empathic attitude makes the communication easier to attain the mutual goal of understanding one another.

Whether interpersonal behavior involves immigrant professionals or not, Stewart believes that people are engaging in a dual alternative of competence and performance theories, and are motivated by Foa's social exchange theory of resources.³⁵ Based on empirical investigations, the six established resources which Foa recognized are love, services, goals, money, information, and status.³⁶ According to Stewart, Triandis has moved even closer to an integration of the arguments presented, hence Triandis' model can be a better testing ground for cross-cultural

performance.³⁷

Besides the component of interfaces in communication, Stewart has made some effort to illustrate another component, that of language and thinking. The latter component appeared to be an even more serious communication barrier for immigrant professionals in American organizations, especially for those immigrants originally coming from non-English speaking countries.

Stewart presents the element by stressing two points: First, although he suggests that "language is a human product, while thinking is a process,"³⁸ and that they appear in the Whorfian hypothesis as mirror images, but he believes the hypothesis itself cannot be fully accepted or rejected because language and thinking are in a form of multiple connection. Furthermore, he contends that the hypothesis mainly applies to the Western world and its language systems, an argument yet to be tested in foreign territories. The second point Stewart tries to express is that language functions differently from culture to culture, and certain languages can code better certain kinds of experiences than others, a point well accepted by scholars concerned.

Compared to Stewart's presentation, Porter's list of cultural components covers a broader range of spectrum. According to his argument,³⁹ the term culture refers to:

the cumulative deposit of knowledge, experience, meanings, beliefs, values, attitudes, religions, concepts of self, the universe, and self-universe relationships, hierarchies of status, role expectations, spatial⁴⁰ relations, and time concepts acquired by a large group of people.

Like Stewart, Porter also suggests that people apply an empathic attitude when they communicate interculturally. Porter observes:

The barriers to communication caused by this perceptual variance

can best be lowered by a knowledge and understanding of cultural factors that are subject to variance, coupled with an honest and sincere desire to communicate.⁴¹

Porter listed eight factors: (1) attitudes, (2) social organization, (3) patterns of thought, (4) roles and role expectations, (5) language, (6) space, (7) time, and (8) nonverbal expressions. Porter explains that the separation of them is somewhat arbitrary, for they are overlapped to affect people's perceptions and the meanings which they attribute to their behaviors.

Two of the above popular factors, attitudes and social organization, are especially relevant to the present study. Attitudes mainly refer to such items as ethnocentrism, world view, values, stereotypes, and prejudices. A basic cultural variable is ethnocentrism. The concept demonstrates that there is a tendency either consciously or unconsciously to apply one's own customs as criteria by which to judge everything. This attitude is one of the basic reasons that immigrant professionals are facing some communication problems.

In order to adjust to American values and culture, immigrant professionals sometimes must make some personal changes. However, even when they decide to make such an adjustment, there is a burden of to what degree that they should make the accomodation. For example, immigrant professionals in American organizations must be puzzled by the following four questions:

1. If they decide to change their attitudes to suit the new atmosphere, then how shall they deal with their motherland values and attitudes, especially those which run contradictorily to American values and stereotypes?

2. How shall they face their own group in the future, those like

themselves with similar backgrounds and coming from the same motherland? Will their countrymen approve their change? If they do, then to what degree?

3. How will their newly acquainted American colleagues and friends accept them? Will the majority welcome them so as to provide them an "us" feeling, or will they still be seen as outsiders in the long time to come? And most importantly,

4. How will they feel about themselves? Will they be happy about their new selves, or will they still possess a constant struggling mind? There are no easy answers to these questions, maybe all an immigrant professional can do is to pay a price that he/she can afford and be happy about it.

Social organization as a component in Porter's illustration, according to his explanation, demonstrates "the societal composition of cultures."⁴² There are two kinds of societal compositions which are related to human beings' perception and communication behaviors. The first is based upon geographic locations such as a nation or a tribe, and the second on role societies like race or a professional society. Porter further explains that there are two types of communication behaviors: cognitive and experiential. Cognitive communication can deal with members of both geographic and role cultures, because it deals with things that people are aware of. On the other hand, experiential communication can only happen among people of the same geographic culture, for it derives its essence from a knowledge based upon personal feelings in that particular culture. One can predict that immigrant professionals face less problem with cognitive communication,

especially when the discussion subject is related to their technical trainings, but they must experience frustrations with their American colleagues on a "social-cultural basis." The problem arises mainly because they are trained in two different societies and cultural systems, consequently their feelings and perceptions are different, too.

Ruben and Kealey have published several articles on the subject of intercultural effectiveness.⁴³ They propose that people need to be sensitive to the value, aspirations, and orientations of other human beings. By suggesting a seven-point behavioral guideline, Ruben and Kealey believe that people need to follow it when they communicate cross-culturally. The guideline includes (1) display of respect, (2) interaction posture, (3) orientation to knowledge, (4) empathy, (5) role behavior, (6) interaction management, and (7) tolerance for ambiguity.⁴⁴

When people interact with other people on a cross-cultural basis, in ways that demonstrate a mutual respect, acknowledge a possible difference in personal perception, and take a descriptive and non-evaluative attitude toward one another, a much smoother foundation for interpersonal communication can be achieved. In other words, people need to have an openminded and empathic attitude, so they can tolerate a new or ambiguous environment without experiencing discomfort. Such a perspective is particularly relevant to communication behaviors of immigrant professionals employing in American organizations.

(2) Theoretical Foundations of Immigrant Professionals' Communication Performance

The purpose here is to search for a theoretical orientation toward immigrant professionals' communication performance in American organizations. A systematic examination of basic concepts is useful, so that the ground rules and basic structure of intercultural research can be crystallized, possibly then a unified field of inquiry can be found.

a. The Problem of Similarity and the Problem of Difference

In order to discover why immigrant professionals communicate the way they do, one approach is to look at the issue of similarity and of difference. People with the same language and cultural background face fewer communication barriers mainly because they share more similarities and fewer differences, and people like immigrant professionals encounter more communication problems simply because they, as compared to their American colleagues, share more differences and fewer similarities.

Both Stewart⁴⁵ and Asante,⁴⁶ et al. maintain the importance of the distinction between similarities and differences to the effect of promoting or impeding intercultural communication; their purpose is to identify the issues involved in an interaction across cultural boundaries.

Stewart observes that in any cross-cultural communication situation, people need to separate the similarities of communicators from those of dissimilarities. Stewart declares:

It is becoming increasingly important to revise the simple notion of similarity as the basic principle of communication and of

information. Theory would benefit from a systematic investigation of the effects on communication of repetition and sequences in time.⁴⁷

According to Asante, et al, "the field of intercultural communication has emerged as a response to the continuing drama of Western orientations in social science."⁴⁸ Therefore, it is necessary to get out of the trapping of ethnocentrism and to study varified communicative acts. Asante and his associates believe that scholars need to apply a descriptive attitude to study the process of intercultural communication, and scholars are also required to observe first before they can theorize.

According to Stewart,⁴⁹ future studies in intercultural communication will result in hypotheses and metatheories around an existing environment of difference and uniqueness. In the study of cross-cultural research, difference is the norm rather than the exception.⁵⁰ Such an argument mainly derives from complex explanations of theories of competence versus theories of performance in an interpersonal setting. In order to cope with the field full with explanations of difference, Stewart suggests the use of the concept of choice. "Choice can be treated as metatheory, and with its first kin preference, it is a powerful concept that lies outside ordinary causal systems."⁵¹ With the selection of choice, one in effect applies it to deal with a least understood phenomenon in any communication problem; that is, to provide an explanation "between content of a message, its effect on the receiver's predispositions and its effect on behavior."⁵²

b. Two Schools of Thought

According to Asante, et al,⁵³ there are two major schools of thought regarding the value of intercultural communication: (1) the cultural

dialogue school, and (2) the cultural criticism school. The dialogue school argues that scientific knowledge provides a practical usage for human beings; supporters of the school encourage a search for theoretical foundations which would help to improve a mutual understanding of people around the world. Intercultural communication for them represents another endeavour of human beings trying to discover a satisfactory way of human encounter. Both proponents of internationalism and humanism are representatives of this school of thought.

The cultural criticism school, on the other hand, is searching for "the point of conflict in each culture in order to isolate them as researchable issues in transcultural interaction."⁵⁴ For these researchers, to classify the cultural differences across the national boundaries is a necessary first step before other scholars can conduct their researches. The authors contend that "the creation of concepts must precede their manipulation."⁵⁵ Furthermore, they believe that the cultural critics are operating on three distinct levels, namely:

(1) classificatory, (2) analytic, and (3) applicative. At the classificatory level, the researcher attempts to identify the "barriers" to communication across cultures; at the analytic level he or she explores the barriers in terms of priority, intensity, or difficulty. When the cultural critic has made the classification and analysis, application to specific settings become possible; this level is called applicative.⁵⁶

After briefly introduced to these two approaches to the study of culture as applied to human interaction, one thing also needs to be clarified, that is, seldom there is any scholar who sticks to either one school without some overlapping to the other. The two schools of thought can benefit the study by providing it with a theoretical foundation upon which to conduct this type of descriptive research.

c. Developing a Theory

When scholars in communication, anthropology, sociology, psychology, or related disciplines try to develop a theory and synthesize the study of intercultural communication, they understand that as a newly formalized area of study, any theory building of its kind may just be a tentative speculation. Of course, at minimum they hope to attract more discussions and reconceptualizations leading to the "right direction." The same is true for the present discussion, the purpose here is to search for a theoretical foundation for this line of research.

Howell suggests an interaction theory with a multicultural model to organize and systematize the study of intercultural communication.⁵⁷ An interaction approach applies a linear model to study the sender-receiver relationship. Howell contends that "the effort to interact generates something quite unique that exists independently of those making the effort."⁵⁸ For instance, it is like water which is composed of hydrogen and oxygen, but one cannot, from the study of these two elements, appreciate the nature of water. The same is true for cross-cultural research, one cannot, simply by observing people's respective behaviors, predict what they as a group will feel or behave.

An interactive approach to Howell is to study any communicative act by a moment-to-moment method, localized in time and place data collection. The author explains that any arbitrary discretion of time and place promises that a researcher can report what happened in that unique situation, and make later data accumulation and comparison possible. Furthermore, since dyad is the basic unit of human interaction, regardless of the size of people involved in any particular situation, one should

therefore use the dyad as a basic unit to the study of cross-cultural phenomenon. If it is accepted as the basic unit, even for a simple interaction involving only two persons, as said then, both can partially contribute to the communication, but nobody can control that situation. In such a case, both immigrant professionals and their American colleagues are partially responsible for their communicative performance. If there is any barriers existent between them, both the sender and the receiver should be studied. Howell further contends that an inevitable result of applying an analytical approach to the study of communication is the increasing complexity of paradigms and models. For one thing, even for a two-person interaction, one sometimes applies a technique called "internal monologue," a feedback one communicates only with oneself, but it can change one's behavior and thinking process.

On discussing intercultural communication and research, many scholars stress the value of empathy upon the human efforts of promoting mutual understanding.⁵⁹ One factor however, scholars seemed to neglect. That is, empathy is constructed as a cognitive element.⁶⁰ Consequently, different people will demonstrate diversified empathic responses, if they demonstrate them at all. For one thing, human perceptions and experiences limit them to be sensitive to certain stimuli and feelings, but not to the others. For another, even for the same stimulus, different people might experience unsimilar empathic responses. Therefore, as Howell interprets it, empathy does not comprise of the impression of how other people feel, but of an association with what one perceives other people might feel. Based on such an assumption, any genuine empathy is hard, since it involves a cognitive dimension. In a cross-cultural situation,

empathy is a cultural phenomenon dominated by people's respective cultural background. In other words, it is cultural bound. One can perceive what one's culture and language have trained him/her to perceive. For this matter, Howell maintains that:

information, knowledge, and understanding are critical variables that determine empathic response. Control of attention and general sensitivity are as necessary as before, but they no longer, in and of themselves, provide the key to understanding the empathic process.⁶¹

d. A Creative Act

One of the basic problems of treating communication research in an analytical approach is that one confronts human interaction as if it were a mechanical phenomenon. In reality, what happens in any human communication is more than a result, which can be interpreted analytically.⁶² For one thing, hypothesizing internal monologue with its negative effects provides some problems to researchers' sole dependence on analytical approach. What they demanded more looks like an artistic composition. In other words, when one communicates interculturally, one should treat the process of human interaction as if it were a creative act. When dealing with human natures and behaviors, one needs more than just a scientific and quantitative analysis to fully comprehend them. Sometimes instincts and Gestalt of events can stimulate new interpretations and appreciation, an approach one simply cannot perceive from an analytical perspective.

Creativity can generate new concepts; nevertheless, Howell believes that people can manage this new technique only after they have reached the limits of their analytical thinking process. Furthermore, creative communication is in the "here and now," it can be most profitable if the

time limit is set at present. In addition, unless people involved in a communication situation can control their internal monologue, otherwise creativity cannot appear either, mainly because they have already been dominated by their expectations.

To reflect this issue to the present study, if immigrant professionals and their American colleagues can take a creative attitude, they can limit their communication problems. For one thing, they will not limit their imaginations to their own cultural boundary, such an attitude encourages both the sender and the receiver in a communication process to take a perspective full of understanding and appreciation.

(3) Intercultural Research Data Acquisition

In any human relations research, according to Tyler, Hall, and Taylor,⁶³ a researcher hopes to generalize his/her research findings, to certain extent, to all human beings. To generalize one's data, it seems more convenient and pertinent to analyze them around a few dimensions, rather than trying to fit them into hundreds of different beliefs, values, opinions, and behaviors. On the other hand, a basic purpose of conducting intercultural research is that one might develop the best explanations, with least risk of misinterpretation to a research problem. To achieve such an expectation, three basic factors need to be considered: (1) the importance of holistic and analytic data, (2) popular research methods used to generate the data, and (3) research problems on intercultural research.

a. Importance of Holistic and Analytic Data

According to Howell,⁶⁴ both holistic and analytic data are

important to a research problem, and they are compatible rather than mutually exclusive with each other. By combining holistic data, mainly an Eastern philosophy, with analytic data, viewed as a Western civilization, any interpretation and integration of facts about human life and behavior appear to be easier than to apply either one alone.

With an analytic process, people can identify factors involved in a phenomenon, both separately and together as a whole, so as to study the meaning presented behind the phenomenon. When one applies such an approach, one is making a continuous and conscious effort to monitor, as well as to predict what will happen next. Holistic effort, on the other hand, does not involve a careful calculation, but rather, attributes to one's inspirations and instincts. People with this ability would rather depend upon their unconscious imaginations than upon making a careful step-by-step calculation on events at hand, or upon speculations about what will happen next.⁶⁵ In other words, people with this capacity feel even more comfortable to rely upon their feelings than upon their reasonings. They trust their subconscious critical thinking, and believe that they are capable of making unpremeditated, spontaneous responses.

The briefly review of these two propositions has made it clear that under certain circumstances one approach may be better than the other. When people are involved in an intercultural situation, they will benefit especially from having the sensitivity to determine which perspective will be the better choice under the circumstance; they will also be happy if they can switch back and forth easily if they so choose. In a cross-cultural communication situation, the importance of studying holistic data mainly because for many cultures it is the

norm. Because of such a concern, intercultural research in the future must therefore be able to solicit both kinds of data base with competence.

b. Popular Research Methods

According to Tyler, Hall, and Taylor,⁶⁶ the most popular research method used for intercultural communication is that of survey/interview techniques. Popular as it is, this approach also provides some problems, however. First, because some specific groups of people have made themselves either more accessible or inaccessible to certain research problems, there is the problem of whether a sample chosen can correctly represent people in the real world. Second, there is that concern that survey methods catch only those who spread over as isolated persons, rather than as representative groups to reflect certain cultural heritage. Third, there are some worries like low returns of responses, self-denial of certain individuals to participate, incomplete or out-of-date census data, and interference from some governmental control and censorships.

Perhaps besides such methodological concerns, culture also provides some limitations to the survey/interview approach. Clearly shown is the possibility that people with distinct cultural backgrounds will lead themselves to respond differently to the same research problem. Even for any similar responses, owing to the difference in perceptions, which may not reflect the same causes either. Sometimes even the researcher needs to guard against his/her own bias or patterns of thinking to be mixed up with respondents' answers.

When one applies a questionnaire to conduct an intercultural research, Tyler, Hall, and Taylor believe that the most successful procedure to

use is that of the Q-sort type of technique. By using it, respondents with different cultural backgrounds can arrange the research statements, ranging from the strongest agree to the strongest disagree, according to their respective experience. Although the authors admit this approach probably is superior to most other procedures and methods used, they also contend that researchers must be careful when they apply it, so they can detect any inconsistency given in the process. Furthermore, by citing Triandis, the authors argue that to validate any themes or values pertinent to a particular culture, a researcher must check the frequency of appearance of that specific themes and values. For example, if the same theme appears repeatedly in different conditions, one can conclude that such theme is proven to be more important than those which do not show up in frequency. Such other considerations like designing a questionnaire by using simple and clear words, avoiding stimulant topics and sensitive areas for certain cultural groups, and operating it on short-answer and open-ended questions are some of the basic common sense knowledge for people with an intention to use this approach.

Another strategy useful in conducting intercultural research is that of emic-etnic approach.⁶⁷ The emic approach can be used to present what people with a specific cultural background believed to be their basic value system. Whereas an etnic approach can generalize its assumptions acceptable to all human beings. When applying such a process, two problems needed to be controlled: (1) The problem of allowing researchers to perform comparable studies, and (2) the problem of personal bias involved in one's observation plus subjective coding of the data found. To deal with the second problem, one can apply a team of investi-

gators and let them conduct a reliability check.

Currently, a serious challenge to intercultural research is the criticism that little synthetic efforts performed by researchers regarding their information found and research methodology applied to collect the data.⁶⁸ Tyler and her colleagues state that when scholars with different academic backgrounds conduct an intercultural study, they apply their own methodology, which makes an integration of research findings almost impossible to start. What is required, the critics contend, is an integration and interaction of investigators, so they can design a popular and acceptable research procedure.

c. Major Problems of Intercultural Research

The fundamental purpose of any cross-cultural research has been either one of hypothesis testing for a research concept, or search for some evidence for a theory-building attempt. If either approach is proved to be useful, a cross-cultural confirmation will then enlarge the scope of generality for an original hypothesis. On the other hand, if it fails to confirm the original finding in another cultural setting, the researcher will face a dilemma of deciding whether it is a methodological problem, or that some undetermined cultural factors have distorted the original finding. Sometimes even the same questionnaire design and communication may not transmit a similar meaning across the cultural boundary.

Another problem is that of the conceptualization of a research idea. Any research concept is comprised of an interrelation-

ship among the self, the others, and the situation.⁶⁹ Assuming the basic similarity of human nature, one can determine that for cross-cultural studies, it is the situation which functions as a basic variable in one's research. For instance, people's interpersonal behavior and their personalities are influenced and governed by their distinct cultural heritage. They can learn a tradition mainly because they are a part of a group of people living in the same geographical world.

The subject of research design provides another problem for intercultural research. Problems arise from either sampling or data collection procedures. Researchers are aware that if they select samples from student subjects, they face little problem of getting subjects, but face a major drawback of external validity; that is, being able to generalize the findings to the real, "outside" world. Researchers understand that a sampling from the real, outside population is preferable, but that they then will have to overcome such challenges as out-of-date or incomplete census data, complicated sampling procedures and data collection limitations, and the unavailability of certain people as research subjects, like women and illiterates for some cultures.

Even if researchers are fortunate enough to get the subjects they would prefer, such access does not guarantee that they can successfully collect usable data. Lack of interest and infrequent experience with researches will make people raised outside a Western culture suspect the real purpose of a study.⁷⁰ Without a legitimate reason for the request, and an acceptable reward for their participation, they usually will not cooperate with researchers. A final research problem provided by

different value systems and trainings. For example, if one chooses to use a Likert-type scale, some people cannot distinguish the fine distinction between "strongly disagree" to "moderately disagree." As a result, although Bem has argued that "stateways can change folkways,"⁷¹ and that "when behavior has been changed, attitudes often follow."⁷² Nevertheless, when one faces the above mentioned incident, sometimes it is simply easier to watch how people behave rather than to listen to what they say how they will behave.

3. Cross-Cultural Management Research

(1) Cross-Cultural Studies in the Sixties

As mentioned, intercultural communication involves the phenomenon of communication between people with different cultural backgrounds. As a newly independent area of study, however, intercultural communication faces the uncertainties about what constitutes its basic body of knowledge.⁷³ Empirical studies on intercultural communication per se is scarce, and most studies done are in the area of cross-cultural management comparisons.

To conduct cross-cultural research, management scholars had rested their works on a clear difference between them and so-called universalists.⁷⁴ To cross-cultural theorists, the cultural differences were a major source of variation in cross-national managerial behavior. The universalists, on the other hand, did not believe that there was such a difference existent at all. They claimed that no matter who they were or what countries they belonged to, no real distinction appeared in people's managerial behaviors and principles. To them,

management personnel around the world must be involved in similar activities, so they must behave in certain ways to get the job done. Consequently, cultural variables had promised cross-cultural scholars in the sixties with a basic premise on which to conduct their studies.

One of the major evaluations of cross-cultural research pertinent to organizations was provided by Roberts.⁷⁵ She had reviewed 526 articles and categorized them into 26 areas. More specifically, Roberts organized them into three broad subjects: (1) characteristics of individuals in organizations, (2) organizational subunits, totalities, and interaction, and (3) research methods used by cross-cultural investigators.

On characteristics of individuals in organizations, Roberts said the major thrust of the literature was based on studies and discussions of attitudes and values, management, perception, and personality variables. Generally speaking, the research problems were examined by behavioral scientists in American organizations, and they usually collected their data based on individuals' responses on surveys or case studies. For instance, Haire and his colleagues had conducted a study on leadership and managerial role, and they collected their data based on a cross-cultural survey of managerial motives and attitudes. The investigators requested 3,641 managers from 14 countries to finish an attitude questionnaire.⁷⁶ A major part of their questionnaire items is based upon Maslow's presentation of a hierarchy of basic human needs;⁷⁷ it measured managers' managerial styles and their degree of need fulfillment. They reported that managers with diversified cultural backgrounds were surprisingly alike in their responses to research questions. They therefore concluded that research evidence sustained the speculation

that managers from the highly industrialized nations would behave alike, and that cultural differences did not make any major changes in their business operations.

Furthermore, of all the cross-cultural studies reviewed by Roberts, she said that the subject of participative management had attracted more research interest than did any other single topic on individuals' behaviors pertinent to organizations. For instance, the above mentioned Haire, et al study can be categorized as such, so are the research reports provided by the Likert, Whyte, and Fiedler groups respectively. For the testing of their hypotheses overseas, Likert and his associates tried to repeat their earlier work in America.⁷⁸ Their main concern was with the "closeness of supervision." The findings, as reported from the United States and abroad, generally supported the proposition that general supervision had provided a higher productivity and job attraction than close supervision did. Whyte and his colleagues, on the other hand, did not support the Likert's findings on the closeness of supervision, rather they contended that job satisfaction depended upon whether the superior understood his/her subordinates. When there was such an understanding existent, a high correlation between closeness of supervision and job satisfaction appeared. Although Roberts suspected the sample used by the Whyte people to make the aforementioned conclusion, she praised Whyte who took necessary steps in his conceptualization. For instance, Whyte used data collected from three countries that he was familiar with--Japan, Peru, and the United States. Furthermore, Roberts thought the comparison was made possible because the data was solicited from three distinctive cultures. Finally, Fiedler's research must be mentioned. The Fiedler

people applied a research procedure different from the ones taken by either the Likert or Whyte groups. They used culture as a moderator variable, and they thought it might provide some evidence in their independent variables. Such that they measured interpersonal closeness between the superior and the subordinate by deliberately mixed culturally homogeneous and heterogeneous people together. They found that although it did show some effects on interpersonal relationships, nevertheless, cultural variable could not be proved to be the sole factor in making that difference.

Contending that it was a key area to organizations, Roberts seemed disappointed when she concluded that:

Cross-cultural communication studies actually done in organizations are nonexistent. Existing studies are a potpourri and devote little attention to synthesizing concepts and principles.⁷⁹

Coming from the same concern, Nath was cited as saying that "of twenty survey reports he reviewed, only three were based on samples of working managers rather than students."⁸⁰

Furthermore, Roberts also contended that both verbal and non-verbal communication behaviors needed to be studied, in order to understand how plans and activities of intercultural organizations were formulated and performed. If one accepts Hall's definition that "culture is communication"⁸¹ or expects to find a better knowledge on how people have communicated in an intercultural situation, such attitudes and research perspectives are of special importance. Based upon Roberts presentation, one can summarize the cross-cultural research in the sixties as follows:

Taken together, the cross-cultural studies related to individual behavior in organizations tell us little. While there is some

concensus on the substantive issues that should be pondered, and some steps toward adequate conceptualization in these areas, there is little explanation of why cross-cultural investigations are necessary at all. The area is characterized by little innovation in research approach, which might help to develop new and important foci, nor is there standarization in design to facilitate comparison among studies.⁸²

Negandhi had criticized the researchers for their lack of conceptualization in their studies presented, so he suggested two points for consideration: First, intercultural researchers needed to consider their research designs. For instance, they needed to consider what variables they should list under organizational patterns and effectiveness, so they could study their correlations with their cultural variables. Negandhi believed that unless intercultural researchers had tried to start with this minimum, their findings would always be tentative. Second, the critic contended that intercultural researchers needed to have a better conceptual definitions of those variables listed under socio-cultural factors, and they also needed to deliberate better ways for their operational measures.⁸³

Based on these two critics' contentions, one can conclude that conceptual clarifications of definitional terms are important for both the crystalization of a theory-building and research design, and that as a newly formed area of study, the field of intercultural communication and research has approached a stage that time factor and personal dedication can determine, for how long and in what forms, it can become another knowledge of a scientific discipline.

(2) A Distinctive Example, Japanese and American Managerial Perspectives in Comparison

In terms of the study of cross-cultural performance of organizational

behavior, Japan definitely represents another successful approach to an industrial management and operation.⁸⁴ Eastern philosophy has guided Japan in pursuit of a managerial style which deserves much attention and simulation across the industrial societies. Such values like paternalistic familism and cohesiveness have generated harmony, unity of hierarchy, and morale in production and job satisfaction. Consequently, it will be unsuitable to neglect the Japanese management model. A case review of Japan and the United States seems pertinent, since both have demonstrated in their own successful approaches as two examples of industrial and managerial models. But separately, each has shown a distinctive cultural difference.

In order to make a better presentation of this case study, the literature reviewed has ranged from the similar influence on people to an opposite of two different kinds of management patterns. As a result, it first covers a study based on a sample selected from American managers of Japanese ancestry. By following the variable of cultural factor, gradually only the Japanese trained personnel are cited as research samples. By taking such a perspective, hopefully the persistence of cultural influence upon a person's managerial behavior can be demonstrated in the review.

Based on the assumption that Japanese-American managers in Hawaii might have shown some ancestral cultural influence on their attitudes, Kelley and Reeser had conducted a study just to test that hypothesis.⁸⁵ To justify their proposition, the researchers provided such familiar explanations about Japanese management operation; they said such factors like formal rules, seniority, lifetime employment, paternalism, and

team commitment etc. had shown their effects on Japanese industrial society. On the other hand, such Western values like individualism, self-confidence, ego-security, independence, and trust in others etc. had shown their deep gravity toward American business practices and employee behaviors. As a consequence, "in the United States there has been a clear tendency to separate homelife from worklife."⁸⁶

The study of Kelley and Reeser was performed by sending out a questionnaire to 43 branch managers of banks in Hawaii, and their research data generally supported these four conclusions: Compared to their counterpart, American managers of Japanese ancestry showed more respect to formal authority, in terms of position power; favored a long term employment commitment; inclined more toward being a team worker; and felt more paternalistic toward their subordinates. Nevertheless, the authors also admitted that for generations of cultural interactions in Hawaii, respective values and attitudes might have been accepted by the other side, so a sample drawn in Hawaii might not represent typical of all Caucasian and their counterpart businessmen.

In another study, Kelley and Worthley had performed a research on Caucasian-American, Japanese-American, and Japanese managers, they were interested in managerial philosophy and its relation to culture.⁸⁷ Again, they applied a survey technique by sending out three questionnaires each to respondents in Hawaii and Japan, with translated version for the latter. The first questionnaire tried to find out whether the respondent believed that routine problems should be regulated by written operating procedures. The second questionnaire would determine whether in actual practice the written procedures for job duties had been followed. And

the third questionnaire was designed to measure a respondent's attitude toward centralization of a decision-making process.

Their findings provided some mixed results. For examples, on the problem of paternalism, specifically represented by items like whether a superior should get involved in his/her subordinates' off-the-job problems, both the American and the Japanese managers failed to support the hypothesis. The authors speculated that these contrary to expectation findings demonstrated that the Japanese were tired of their traditional paternalistic role. On the problem of long term employment commitment, the data showed that over 90 percent of the American managers had rejected the idea, whereas the Japanese were split at about 50 percent each. The result showed that culture still provided its influence on respective respondents' managerial philosophy. On the problem of promotion up to the middle management positions mainly based on one's seniority with the company, the authors found all the three groups had rejected the idea; however, the statistical data showed that over 90 percent Americans strongly disagreed, whereas only 63 percent Japanese managers disagreed. The major difference showed that for the Japanese, cooperation and belongingness were important values, whereas self-motivation and individualism were favored as American virtues. Therefore, in Japan nearly 80 percent of Japanese managers had favored a centralization of decision-making process. Especially for the non-routine matters, Japanese believed that they should be judged by a group of top-level managers. The message was simple for Americans, they responded by two-thirds majority to reject the idea. For their conclusion, the authors made these two observations: (1) American managers had expressed much greater diversity in

their responses, which might have reflected their diversified social values and attitudes. (2) For Japanese managers, their responses were complimentarily to their cultural values.

In the final part of this case review, a study done by Pascale will be reported.⁸⁸ Pascale conducted research by collecting data from two sets of samples, and he would like to determine any distinctions which had appeared between Japanese- and American-managed firms operated in the United States. Because of cultural differences, although there were speculations to apply the Japanese model to the Western industrialized society, still there were some cultural values which could not be transferred to a Western environment. Based upon such an assumption, the researcher was pondered by how the two different managerial philosophies would have provided any major difference, if they demonstrated at all, to a similar work force.

Pascale reported that he had made a careful selection of companies in the United States, so he could have matching sample subjects ruled by two different management philosophies. To collect his data, Pascale depended upon questionnaires distributed to his manager and work force samples, a structured interview with some selected managers, and a 20-minute Bales-type unobtrusive observation on workers at each research site.⁸⁹

The findings were presented in three categories: (1) resources invested in employees, (2) job satisfaction and productive work attitudes, and (3) attendance and turnover. For the first category, Pascale found that Japanese companies generally paid less for the first two years of employment, but they paid more for the later years. They also invested

more on nonpayroll programs. Japanese engaged in more cross-trainings for their employees, thus compared to the American counterparts, Japanese firms promised their managers new jobs every 1.9 years, as 2.8 years for American companies. Furthermore, Japanese companies demonstrated more admissive attitudes to let their employees chat on the job, and they also spent more resources for both the janitorial service and social and recreational activities.

With such a treatment and resources invested in their employees, Pascale reported in his second category that workers in Japanese firms were shown to be more satisfied with their jobs, and as a result, performed fewer counter-productive activities. On the other hand, managers at Japanese firms expressed mixed feelings toward their jobs, although they showed slightly positive behaviors at work.

On the attendance and turnover category, Pascale found no difference between Japanese- and American-managed firms. If one wonders why workers at Japanese firms were shown to be more satisfied with their jobs, Pascale cited two cross-cultural studies conducted by Kerr and Siegel, and Whitehill and Takezawa respectively and stated that people would be happier with their work, if they were promised a greater interaction between their homelife and company activity, and if they could achieve greater personal needs and certain company goals.

As demonstrated by previous studies, cultural values could determine some managerial behaviors, but it would be impossible to accept the Japanese management model without some discretion. To a certain extent however, the Japanese experience deserved some deliberation . Moore explained:

The obvious problem is to reconcile Western behavioral theory--based on egalitarian, individualistic cultural assumptions--with the behavioral norms of different social systems. The key to improve behavioral effectiveness and satisfactions in many non-Western organizations may be through a conscious attempt to create in the organizational group a feeling of commitment and identification to it on the part of each member. That is, to create an "in-group" atmosphere with high cohesion.⁹⁰

(3) Communication Competence and Cross-Cultural Adaptation

In order to assist people's cross-cultural performance, Ruben and Kealey determined that the following seven interpersonal communication skills were important to cross-cultural adaptation: empathy, respect, role behavior flexibility, orientation to knowledge, interaction posture, interaction management, and tolerance for ambiguity. In order to investigate the reliability of the factors, Ruben and Kealey had conducted a study to determine how they would work.⁹¹ Their research sample was small, only seven couples were involved, but their research design and procedure deserved some attention.

The study was composed of a pretest and a posttest. For the pretest, the authors explained that by stressing the value of communication skills, the study would be more appropriate simply by observing the subjects' performance and behavioral measures than by determining their attitudes, motives, or personalities. For the seven communication skills, the indices were generated and a trained observer could assess the communication behaviors demonstrated by the subjects and recorded them on a Likert-type scale. For the posttest, the main purpose was to determine whether and in what ways the communication behaviors observed in the pre-test could be used to predict a success or failure in a cross-cultural adaptation. The authors tried to measure the dynamics of psychological adaptation, psychological adjustment, and interactional effectiveness.

For the measurement of the dynamics of psychological adaptation, Ruben and Kealey applied a cultural shock index, and asked respondents to reply the questions based on their cross-cultural experience. The questions were in such a design that they could be answered by selecting specific adjectives to describe their experience. For the dimension of psychological adjustment, the authors relied upon four adjustment indicators to demonstrate personal dimensions of cultural, vocational, social, linguistic, political, and life experiences in another country. For the final dimension of interactional effectiveness, they used an effectiveness index, and three indicators were recorded. Data for such indicators were sought by self-report, observer assessment, and ratings marked by colleagues and nationals.

Of the seven communication behaviors, the authors found that the skill of orientation to knowledge was shown highly correlated with the cultural shock index. According to the authors, such a correlation meant that people who had experienced the most intense cultural shock were those who were aware most of their personal values, biases, perceptions, and the like. Second, they found that both respect and interaction posture dimensions were correlated with one's psychological adjustment. The authors contended that when one demonstrated a genuine tolerance and respect toward another culture and its people, one would feel relatively comfortable in that specific environment. Last, the authors found that those highly task-oriented people were shown negatively in their interactional effectiveness. One explanation might be that when one demonstrated too strong on problem-solving techniques, one might neglect the human side of interpersonal behavior.

From Ruben and Kealey's study, one learned that some communication behaviors were proved to be valuable for cross-cultural competence, thus one might determine his/her area for improvement and training. Furthermore, such communication skills could be used for recruitment of cross-cultural personnel and counseling for cross-cultural adjustment. With more studies performed in this area, the information found could be used to improve mutual understanding among peoples around the world.

(4) Some Related Research Studies

According to Casey,⁹² Research in the field of comparative management has focused on three different approaches: (1) "the model-builders," (2) "those who have collected data from managerial behavior and attitudes in different countries," and (3) "those who endeavour to put into cultural profile the distinctive characteristics of managers in one country."⁹³ The current study of immigrant professionals employed in American organizations was designed to use the last approach in order to study the communication problems among immigrant subjects in the United States.

Such a design was supported by several related research studies. In this final section of cross-cultural management research, a total of five studies will be reviewed: (1) Casey's study on "Attitudes to Work Behavior Amongst Chinese Managers,"⁹⁴ (2) Daniels and Arpan's report on "Comparative Home Country Influences on Management Practices Abroad,"⁹⁵ (3) Harari and Zeira's paper on "Morale Problems in Non-American Multinational Corporations in the United States,"⁹⁶ (4) Bennett's article of "Response Characteristics of Bilingual Managers to Organizational Questionnaires,"⁹⁷ and (5) Carr's research of "Current Patterns and

Future Trends in Employment, and Training and Development Programs for Foreign National Managers."⁹⁸

For his study of attitudes to work behavior among Chinese managers, Casey had the sample of 94 managers in Hong Kong and 87 in Singapore, who were drawn from a variety of specialities, including engineering, computer operations, finance, marketing, and production. The central hypothesis of the study was that "perceptions of the behavioral demands of management activity are measurable and can indicate the kinds of similarities and difference which are discernable in traditional cross-national studies of managerial attitudes, beliefs, and values."⁹⁹ More specifically, the study was concentrated upon four elements of managerial work behavior: (1) the allocation of time spent in different forms of activity, (2) the areas of work where pressure was felt by the respondent, (3) the need within the job to form different kinds of relationships, and (4) those areas of the managerial job which were subject to uncertainty. The study applied a questionnaire approach in a seven-point rating scale format.

For the results, Casey reported that "time spent between different forms of activity is subject to influence both from the nature of the work carried out as well as the environmental factors operating in any particular culture."¹⁰⁰ Based upon the overall sample, Casey found that the largest proportion of time was devoted to talking with other people (32.80%) and involvement in handling paperwork (39.77%). In addition, Casey found that the concept of "obligations at work" demonstrated strongly in the Chinese approach to business. To the element of the need to form relationships, Casey reported the consistent response pattern relating to the need to seek cooperation inside the organization. As for the effect of uncertain business conditions upon corporate planning and its daily

implementation, Casey found a low level of response to a definition of uncertainty affecting the managerial job. To this finding, the author explained that much of the business was in the category of import-export, the foundation of it depended upon what sells rather than the new venture, it is in the latter area which faced the most uncertainty because of governmental regulations and other operational considerations.

For their report on comparative home country influences on management practices abroad, Daniels and Arpan contended that when people working in a foreign country, their management process was influenced not only by the environment in the country studied, but also by characteristics of the native country.¹⁰¹ The investigation of their report included both preinvestment decisions (phase one) and postinvestment operations (phase two). In phase one, "the study sought to uncover differences in management attitudes which might influence the degree of foreign expansion."¹⁰² In phase two, firms were asked "to identify and rank both environmental variables and internal firm parameters they considered when determining selected policy and procedures; to specify the organizational location of the decision-makers; and to comment in general about cultural differences in multinational firm management."¹⁰³

To collect their research data, in phase one, Daniels and Arpan interviewed 40 corporate managers; and in phase two, they relied mainly on questionnaire responses from 60 controllers or financial vice presidents of subsidiaries in the United States. In order to validate and expand their findings, 10 of the respondents were interviewed by telephone and another 16 were interviewed personally.

For the findings, the authors reported that in phase one pre-

investment decisions, "proximity of language, geography, and customs were the important motivators for the location of the first foreign investments."¹⁰⁴ For their postinvestment findings, Daniels and Arpan concluded that "home country influences were often a cause of management differences."¹⁰⁵ But such differences, according to the authors, applied mainly to smaller- to medium-sized multinational firms. The truly large firms exhibited the least amount of difference by nationality in management techniques or philosophies.

In their paper, Harari and Zeira reported that they tried to reveal the specific sources of morale problems in non-American multinational corporations in the United States.¹⁰⁶ The study was conducted by two complementary ways: (1) an intensive study of one firm by means of focused observations, questionnaires, and interviews. (2) Intensive interviews with the personnel managers and staffs in American subsidiaries of two additional firms.¹⁰⁷ The morale problems Harari and Zeira found were summarized into four types of factors: (1) the policy of reserving key managerial positions for parent-country nationals, (2) the initial unfamiliarity of parent-country nationals with the subordinates' expectations and with the local environment, (3) the imposition of certain managerial styles prevalent at headquarters which were perceived by host-country nationals as counter to proper patterns of management, and (4) the special rewards given to parent-country nationals.¹⁰⁸

In Bennett's study of response characteristics of bilingual managers to organizational questionnaires,¹⁰⁹ the author reported that he was interested in three areas relevant to his study: (1) language of presentation of response material, (2) nature of sample of respondents, and (3) organizational versus wider cultural antecedents of responses. In

order to investigate language particularly, the author designed an organizational questionnaire based on Likert's seven organizational variables.¹¹⁰ The format of the questions was that under each statement, the subject was required to respond on a seven-point scale from strongly agree to strongly disagree. The sample included 51 Filipinos and 71 Hong Kong Chinese bilingual managers under conditions designed to provide them either an English response set or a Chinese or Filipino response set. Results indicated that apparently equivalent questions generated negative responses in the English response conditions and positive responses in the Filipino and Chinese response conditions.¹¹¹ To interpret such contrary findings, the author suggested that "the differences relate to a switching of reference groups depending on language of presentation of the questionnaire."¹¹² Furthermore, Bennett stressed that:

The English response group adopt an English set and use as their reference group the Europeans at the top of the organisation, categorising them unfavourably. The Chinese and Tagalog (Philippine) groups, on the other hand, with their own particular language, see the questions as relating to them as managers and, therefore, answer in a positive form.¹¹³

For the final review of the current discussion, Carr's presentation will be cited.¹¹⁴ She contended that although it was a well-known fact that "the true profit potential of the multinational firm lies in the procurement, training and employment of foreign nationals;"¹¹⁵ nevertheless, she believed there was a gap existent between that contention.

Carr's study was performed by sending a questionnaire to 275 firms, 86 of which completed and returned the questionnaire. The author reported that she found:

none of the companies ranked cultural study of the foreign country, language study or self-awareness and understanding as the area of major emphasis in their training program. It seems that the man

must currently undertake this part of the training on his own or is expected to have it prior to selection. In the event of high turnover or managerial problems in a company, the lack of cultural, language and personal studies should be given serious consideration as a possible cause of manager maladjustment.¹¹⁶

Consequently, the author concluded that the foreign national and the domestic manager faced different problems and responsibilities; as a result, she believed that the training programs should differ accordingly. As companies become more experienced, the author hopes that people can realize that the success of the multinational firms is dependent upon the success of foreign nationals within the organization.

III. CULTURAL AND MANAGERIAL BEHAVIOR AND ATTITUDE

As indicated, various cultural values, attitudes, and behavioral patterns have caused the problem of intercultural communication and as a result, separated people from one another. For instance, some Americans think foreigners have no sense of time, or that "drive" and ambition are American qualities. On the other hand, many foreigners believe that Americans are arrogant and inconsiderate, or that Americans are very materialistic and interest mainly in a financial success. In this section of the literature review, some of the basic values contrasted between American and foreign cultures will be cited, with a special attention be given to their influence on people's managerial behavior and attitude.

According to Nowotny,¹¹⁷ the major difference between American versus European management philosophy appears in their respective orientation toward the concept of time. Europeans concentrate their time limit on the present and the past, but Americans stress the future and the present. The cleavage illustrates the European's respect for wisdom, stability, quality, and diversity; and the American's vitality, informality,

quantity, and organization. Nowotny contends little change can happen to the tradition except when both sides give up some of their attachments.

Basically speaking, management philosophies between Americans and Latin Americans are different, too. Such difference in attitudes has led them to take separate management approaches.¹¹⁸ For Latin Americans, management is an art, so they cannot understand Americans' scientific approach toward their management problems. Latin Americans believe that decision makings are heavily dependent upon intuition and the passion of the intellect. They tend to be emotional, impatient, impulsive, and disregard objectivity. Compared to the Latins, Americans are the opposite. Therefore, such a philosophical difference has posed a challenge for a better understanding between Americans and their counterparts.

Compared to other philosophical approaches, Asian cultures have challenged Americans to an understanding of the "East-West difference mystery." To sustain such a contention, Watanabe demonstrates some salient cultural values not familiar with by the Western world.¹¹⁹

First, there is that filial piety and an unquestioning respect for authority in Asian societies. Asians generally are bounded by familial and social authority to the extent of sacrificing their own desires and ambitions. The respect for authority shows its power not only in family, in terms of age and hierarchy, but also in social and organizational hierarchies as well.

Second, owing to the paternalism tradition of Asian people, communications in both the family and the organization flow from the top to the bottom, a clear one-way approach. Nevertheless, such paternalism also requires people on the top, according to their hierarchical order, to take

care of people on the bottom. Such as parents protect their children, and elders take care of their younger brothers and sisters, in terms of the latter's welfares and benefits. For Asians, it seems true that they can always depend upon their families and superiors.

Third, from an Asian's viewpoint, American value of individualism runs totally against their respect for authority and filial piety. Asians are trained to be inconspicuous and silent, therefore they restrain their feelings and emotions to themselves.

Last, there is a deep belief of fatalism among Asian people, a character of calm acceptance of one's situation and destiny. As tortured by constant natural and political upheavals in recent Asian history, Asians have learned to accept their fate over which they have no control. They adapt themselves by trying to make the most out of existing situations, rather than to control their environments or to create their opportunities. In other words, Asians have learned to be passive.

For the final comparison of the Middle Easterners and Americans, Yousef notes that Americans generally base their friendship and relation on equality, whereas for the Middle Easterners, before people engage in any conversation, they would like to know the background of the opposite.¹²⁰ Yousef says:

To the Middle Easterner, a basic question that determines the issue of any conversation, social intercourse, or business congress is: "Who are the communicants?" Social, professional, and academic positions, age, family influence, and clan power are ever-present factors in communication, whether on the interpersonal and individual level or on the group interaction level. Throughout his life, the Middle Easterner identifies and is identified with the extended and nuclear family of his nativity.¹²¹

Based on the previous discussion, one can expect that for a communi-

cation across cultural boundary, one needs to possess an openminded and sensitive attitude. Otherwise, such personal background and value system can pose as barriers to intercultural encounter. Any such negligence can cause a communication problem, with effects ranging from a simple mis-understanding to an international conflict and disaster.

IV. A CONCLUDING STATEMENT

Several points can be drawn from this literature review regarding the intercultural professional situation: (1) to communicate cross-culturally, both immigrant professionals and American nationals need to take an empathic attitude, such that they both can recognize their mutual objectives in a communication situation and make the communication easier to attain the mutual goal of understanding each other. (2) Because of cultural and language differences, immigrant professionals and their counterparts share more differences than similarities. As a result, to promote intercultural communication, it is important to identify the issues involved in an interaction across cultural boundaries. (3) It is beneficial to apply a multicultural model to organize and systematize this line of research. (4) To conduct intercultural research, special attentions should be focused on the design of a popular and acceptable procedure, an integration of research findings, and some methodological challenges presented by different cultures and respondents. And (5) to immigrant professionals working in American organizations, respective native cultures still influence their communication behaviors and performances. Therefore, to provide special training programs to foreign nationals seemed both necessary and beneficial to all concerned parties.

Chapter Two Endnotes

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CHAPTER THREE

RESEARCH DESIGN AND COLLECTION OF DATA

This chapter will discuss (1) research design, (2) measuring devices used, (3) selection of research subjects, (4) data collection methods, and (5) statistical data analysis performed.

I. RESEARCH DESIGN

A combination of two questionnaires and another two types of structured interviews were used to discover how immigrant professionals working in American organizations had been performing in this country. Specifically, the study limited its scope to the following three major aspects concerning the research problem: (1) immigrant professionals' personal organizational communication behaviors; (2) their job-related language abilities and competence, with an emphasis on oral interaction with American colleagues and report-writing ability; and (3) cultural influence on their encounters with American colleagues in a job-related environment.

To collect the research data, a 45-item instrument entitled "Immigrant Professionals' Communication Behaviors Questionnaire" was sent out to 180 immigrant subjects; 130 of them completed and returned the questionnaire. In order to make a reliability check of their answers, and at the same time to determine more about these

subjects' communication behaviors, three precautions were taken in completing the data collection procedures. First, 20 immigrant subjects were interviewed individually after they filled out the questionnaire, the interviews were conducted by using a standardized structured interview format. Each interview session last for one hour. Second, 155 native Americans working in the same organizations as the immigrant professionals and who had a working relationship with immigrant respondents were provided with another 20-item instrument termed the "Native Americans' Reflection Questionnaire;" 124 of them returned the questionnaire. In that questionnaire, they were asked to discuss their communication experiences with their immigrant colleagues. Third, oral comments regarding 20 Americans' communication encounters with immigrant colleagues were solicited in another set of structured interviews. Each interview session again lasted for one hour. Altogether, 254 respondents filled out the questionnaires, another 40 persons participated in later personal interviews.¹

By employing a survey approach, it was hoped to uncover both the sources and the kinds of communication problems which immigrant professionals must overcome almost daily while they are in the United States. The questionnaire used a Likert-type seven-point scale.

In order to get a higher percentage of questionnaire returns and at the same time to provide a better organization of data collection process, four research coordinators were used. These coordinators were employed

in the same organizations as the research subjects; they were responsible for delivering the questionnaires to intended research subjects and later for collecting them when completed.

The schedule called for sending out the immigrant questionnaire first; after a two-week duration, a follow-up reminder was sent to those who had not yet returned responses. Each coordinator had his/her own list of respondents in terms of dates and persons to whom the questionnaires were sent. The same procedure was repeated for the American counterparts. After these two sets of questionnaires had been circulated and returned, the structured interviews were conducted. A total of a three-month period was involved for the completion of the data collection process.

II. MEASURING DEVICES USED

1. Immigrant Professionals' Communication Behaviors Questionnaire

Four major categories were included in the Immigrant Professionals' Communication Behaviors Questionnaire; they were (1) immigrant professionals' personal organizational communication behaviors, (2) their intercultural performance in an American working environment, (3) their job-related language abilities and competence, and (4) their basic attitudes concerning respective communication behaviors in American organizations.

In order to determine immigrant professionals' organizational communication behaviors, a slightly revised and simplified Roberts and O'Reilly Organizational Communication Questionnaire was used.² The revision and simplification were deemed necessary for two reasons:

(1) a consistent numbering system could be maintained throughout the immigrant questionnaire, and (2) both the items and wording chosen could reflect more appropriately any possible communication behaviors of immigrant professionals. Respondents took 30 to 45 minutes to finish the immigrant questionnaire.

The original 46-item Roberts and O'Reilly questionnaire measures 16 dimensions of an individual's organizational communication behaviors. Of these, eight dimensions consist of multi-item scales scored on a seven-point Likert-type scale: trust, influence, mobility, desire for interaction, accuracy, summarization, gatekeeping, and overload. Four of the dimensions require the respondent to indicate frequencies with which written, face-to-face oral communication, and telephone conversations are used. The final dimension measures the degree of communication satisfaction in an organization.

Three of the dimensions (trust in superiors, perceived influence of the superiors, and mobility aspirations of the respondent) are considered noncommunication variables by Roberts and O'Reilly, they were included in the original and later adapted to the immigrant questionnaire because these dimensions repeatedly showed that they had influenced an individual's communication behaviors in an organization.³

Muchinsky conducted a study to assess the reliability and validity of the questionnaire developed by Roberts and O'Reilly.⁴ He used the instrument on two samples of employees, and the items were factor analyzed for each sample. According to his findings, the results revealed a high degree of similarity between the samples in terms of scale reliabilities and factor structure.⁵ Consequently, Muchinsky concluded:

Although the Roberts and O'Reilly questionnaire deals more precisely with individual communication in organizations than with organizational communication, with some additional variables and continued fine tuning the instrument should prove useful in the measure of a very elusive concept.

When the Roberts and O'Reilly questionnaire was adapted to the immigrant questionnaire, only the dimension of mobility, as represented by such question as "How important is it for you to progress upward in the Navy?" was deleted. Such a discretion was supported by Roberts and O'Reilly, as they explained in their supplementary notes to their questionnaire:

For users of the survey form interested in obtaining a general diagnostic picture of communication in their organization, some of the item sets may be cut profitably with little loss of information to the user.

The first 15 questions, presented in Table 1, cover some basic facets of immigrant professionals' general organizational communication behaviors.

Table 1

Dimensions and Items Shown on the Immigrant Professionals' Communication Behaviors Questionnaire Regarding the Immigrant's General Organizational Communication Behaviors in an American Organization

Dimensions	Items
Perceive Influence of the Superior	How free do you feel to discuss with your immediate superior the problems and difficulties you have in your job, without jeopardizing your position, or having it "held against" you later?
Trust in Superior	Immediate superiors at times must make decisions which seem to be against the interests of their subordinates. When this happens to you as a subordinate, how much trust do you have that your immediate superior's decision was justified by other considerations?
Influence	How much weight would your immediate superior's recommendation have in any decision which would affect your standing in your organization, such as promotions, transfers, etc.?

(Table 1 continues)

Directionality --upward --downward --lateral	While working, what percentage of the time do you spend interacting with: immediate superior, subordinates, and peers.
Frequency Various Modes of Communication Are Used	Of the total time you engage in communication while on the job, about what percentage of the time do you use the following methods to communicate: written, oral face-to-face, telephone.
Accuracy	When receiving information from the sources listed below, how accurate would you estimate it usually is: from superiors, from subordinates, from peers.
Overload	Do you ever feel that you receive more information than you can efficiently use? Is the total amount of information you receive in a typical week enough to meet the information requirements of your job? While at work, we often receive the same information more than once. How often do you estimate the information you receive on the job is received more than once?
Gatekeeping	Of the total times you spend receiving information at work, what percentage goes to: superiors, subordinates, peers.
Summarization	Of the total time you engage in communication while on the job, do you summarize by emphasizing those aspects which are important and minimizing those aspects which are unimportant?
Underload	In a typical work week, approximately how often do you have less than the amount of information you could consistently handle for making the best possible work-related decisions?
Desire for Interaction	How desirable is it for you to interact frequently with: superiors, subordinates, peers.
Degree of Communication Satisfaction in an Organization	How do you feel about your communications in general, including the amount of information you receive, contacts with your immediate superiors and others, and the accuracy of information available, etc.?
Note: All the research items were followed by a seven-point scale, respondents were asked to mark on the scale accordingly.	

The purpose of the second part of the immigrant questionnaire was to determine the respondent's intercultural performance and adaptation

in an American working environment. To determine such intercultural dimensions, research done by Ruben,⁸ and Ruben and Kealey were applied.⁹

According to Triandis,¹⁰ there have been considerable research regarding communication behaviors which might contribute to communication effectiveness within one's own culture. Efforts to generalize how these perspectives could be applied to a cross-cultural situation have not been fully developed.¹¹ Based on an integration of research findings from studies conducted by researchers in an intracultural environment, Ruben and Kealey summarized the following seven interpersonal dimensions as providing similar importance to intercultural competence:

1. Display of Respect--"The ability to express respect and positive regard for another person."¹² Respect can be displayed from a number of ways, which include eye contacts, body posture, voice, and expressing an interest.

2. Interaction Posture--"The ability to respond to others in a descriptive, nonevaluating, and nonjudgmental way."¹³ By applying a descriptive, nonevaluative manner, one provides others with a supportive climate and demonstrates a genuine concern for one's audience.

3. Orientation to Knowledge--"Different people explain themselves and the world around them in different terms."¹⁴ Some people tend to believe that their values and opinions are suitable to everyone, others assume that their perceptions are valid only for themselves. Presumably, the more one perceives that such knowledge is individual in nature, the more one feels comfortable in a new environment.¹⁵

4. Empathy--It represents "the capacity to 'put oneself in another's shoes.'"¹⁶ Communication scholars in general give high remarks to an empathic attitude,¹⁷ they believe that the perspective is beneficial to

both intracultural and intercultural communication.

5. Self-Oriented Role Behavior--It means that "individuals function in a variety of roles within group settings. . . The capacity to be flexible and to function in both sorts of roles (concern for both people and production) in either a balanced or a cyclic fashion can contribute to effectiveness within an organizational context."¹⁸

6. Interaction Management--"Effective management of interaction is displayed through taking turns in discussion and initiating and terminating interaction based on a reasonably accurate assessment of the needs and desires of others."¹⁹

7. Tolerance for Ambiguity--It is "the ability to react to new and ambiguous situations with little visible discomfort."²⁰ When communicating in an organizational context, this quality provides special assistance to members of a new environment.

To test the efficiency and reliability of the above seven dimensions, Ruben first generated operational definitions for each component dimension, so they could be determined by specific and observable behaviors. Next, the Q-factor analysis was performed; the purpose was to develop a form which could be easily operated even by an untrained observer.²¹ In addition, as reported in Chapter Two,²² Ruben and Kealey further conducted a study to check the reliability of their instrument.

By citing both the dimensions and the operational definitions of the Ruben and Kealey's assessment for intercultural adaptation, a total of nine items were drawn for the immigrant questionnaire. It was used to measure both immigrant professionals' behaviors toward American culture and its native working people, and how the immigrants felt that

they were treated by their American colleagues around the aforementioned dimensions. Table 2 shows both the research dimensions and the actual items used for the category of intercultural adaptation to immigrant professionals in American organizations.

Table 2

Ruben and Kealey's Cross-Cultural Adaptation Dimensions as Presented in the Immigrant Professionals' Communication Behaviors Questionnaire

Dimensions	Items
Display of Respect	Based upon your experiences, do you feel that you have received decent respect from your colleagues at work to you and your culture? How much do you show your respect and appreciation to your colleagues at work and their culture?
Interaction Posture	When you communicate with your colleagues, what is your general attitude and behavior? How do you feel about your colleagues at work generally interact with you?
Orientation to Knowledge	Do you believe that your colleagues at work should possess the same kinds of perceptions, values, feelings, and insights as you do?
Empathy	When you communicate with people in your company, do you think that they are aware of your feelings and viewpoints?
Ambiguity Tolerance	How accurate do you feel that you can see things from your colleagues' perspective, to understand their feelings and thoughts?
Interaction Management	Are your colleagues at work willing to take turns in a discussion, for example, to listen as well as to talk?
General Adaptation	In general, do you feel that you have adjusted well and are happy in your working environment?
Note: All the research items were followed by a seven-point scale, respondents were asked to mark on the scale accordingly.	

The third part of the immigrant questionnaire was designed to detect the immigrant's job-related language abilities and competence. To fulfill such an expectation, Peters' research on the subject of cultural and language obstacles to information transfer in the scientific and technical field was consulted.²³ The purpose was to determine the major research dimensions which should be included in the immigrant questionnaire.

Because in this third part of the questionnaire, the emphasis was on an immigrant's job-related language performance, one phenomenon was made clear from the Peters' discussion. According to the research outlined in his contention, the language of the science is precise and carries a limited number of exact meanings, and the language of every day usage is imprecise and subject to reactions based on culture and other personal perceptions.²⁴ Consequently, two dimensions seemed relevant to the current study; for the job-related technical communication, the emphasis was on immigrant professionals' technical training and communication abilities in report writing and oral discussions, and for the non-technical communication, the stress was on their daily social interaction with their American colleagues.

Second, all professionals working in an organization must behave as "organizational communicators;" by virtue of their professions, they must engage in constant communication activities as message-senders as well as message-receivers. To be a good message-sender, one needs to have the ability to express oneself; and to be a good message-receiver, one needs to have the ability to perceive correctly messages sent by others. Therefore, both the perceiving and the expressing abilities were included as research dimensions.

Third, for many immigrant professionals, English is not their native language. When immigrants applied either English or any other native language of their own, both the thinking process and perception would be different, depending on which language they used. As a result, the ability of applying English language itself to express personal ideas and concepts was selected as a research dimension.

Last, communication can be verbal and non-verbal. Research done suggested that sometimes non-verbal communication carried more weight and caused more misunderstanding.²⁵ It would be unsuitable not to take that area of non-verbal communication into the questionnaire design.

Altogether, in this area of the immigrant respondent's language abilities and communication competence, a total of four areas had been included in the study: (1) verbal language ability, (2) non-verbal communication, (3) technical communication, and (4) non-technical communication. Table 3 presents both the research dimensions and the items used for this part of data collection.

Table 3

Research Dimensions and Items Regarding Immigrant Professionals' Language Abilities and Communication Performance as Presented in the Immigrant Professionals' Communication Behaviors Questionnaire

Dimensions	Items
Language Ability --Expressing	Based on your experience, do you generally feel that you have the language ability and confidence to express an idea or concept of yours, so people with whom you work can understand you easily? You probably have heard that words and objects are two different things, because we only use words to symbolize the objects. However, based upon your personal experience, do you occasionally stumble over because you don't have the right words or phrases to express what you mean?
Language Ability --Perceiving	How often do you have a hard time understanding what people in your organization are trying to tell you?

(Table 3 continues)

Language Ability --English	People with different perceptions will see things differently, and they use language to express what they have seen. Do you have experiences that sometimes you can explain things better in a language other than English, and vice versa.
Non-Verbal --Expressing	Do you sometimes use facial expressions or other gestures that people around you don't understand?
Non-Verbal --perceiving	A lot of times, without using a single word, our body or facial expressions will transmit a message for us. When your colleagues use such a silent language behavior, do you generally understand them?
Technical Comm. --Oral	When you give an oral report, do your colleagues generally feel enthusiastic about it?
Technical Comm. --Written	Can you write a solid, good report for your colleagues?
Non Technical	When you get together with your American colleagues in a social situation, how often do you feel embarrassed when they tell you a joke or describe a particular experience of theirs, yet you don't understand them?
Technical or Non-Technical Comm.	Is there any difference to you, whether you communicate in a social setting, or use technical terms of your training to communicate a work related matter?
Language Ability and Communication Performance	In general, how do you feel about your language ability and communication performance in your work?
Note: All the research items were followed by a seven-point scale, respondents were asked to mark on the scale accordingly.	

The final part of the immigrant questionnaire addressed the issue of immigrant professionals' personal adaptive encounters in a relatively new working and living environment. The emphasis of this set of questions was applied to determine whether immigrant professionals' personal attitudes and opinions had influenced their communication behaviors in American organizations. To find the research dimensions for this area of interest, Porter's overview of intercultural communication was consulted.²⁶

When immigrant professionals came to the United States, two major

possible challenges to them were language and culture. Porter says, "culture is very complex, varying along many dimensions." ²⁷ Any attempt to factor out the dimensions for a research project seemed to depend upon two major considerations: (1) the purpose and research problem of a particular project, and (2) a cultural variance along a minimal-maximal dimension. The amount of difference between any two cultural groups, such as immigrant professionals and their American counterparts, is dependent upon the social uniqueness of the two groups. ²⁸

Even with the above two considerations in mind, the selection of the research dimensions for this final set of instrument items was somewhat arbitrary. Altogether, five dimensions had been determined, namely, (1) attitude, (2) opinions, (3) customs, (4) world-views, and (5) race. The selection of the first two was fairly easy, for even within an intracultural situation, scholars had established their values concerning people's interpersonal communication behaviors. ²⁹ Both attitudes and opinions are psychological states of human beings; they can determine both the perceptions and the possible communication behaviors of individuals. ³⁰

Customs and world-views were selected as research dimensions, for they demonstrated in human behaviors two major cultural variables. One factor to categorize any person to a particular cultural group was based upon what customs and world-views that person carried. Consequently, when immigrant professionals were involved in a relatively new working environment, they still carried with them their native world-views and customs. Based on such an assumption, a correlation study of immigrant professionals' communication behaviors and their

customs and world-views was included in the questionnaire.

For the final dimension, a possible racial difference and its effect on the immigrant's communication behavior was established on the condition that communication behaviors of immigrant professionals in American organizations represented a special kind of interpersonal communication, which might be interracial or interethnic in nature. Therefore, its inclusion in the questionnaire appeared to be justifiable. Both the research dimensions and the items applied pertinent to this last set of questions are shown in Table 4.

Table 4

Immigrant Professionals' Personal Adaptations and Communication Performance as Reflected in the Immigrant Professionals' Communication Behaviors Questionnaire (scored on a seven-point scale)

Dimensions	Items
Attitudes	One of the basic problems as people communicate is when they do not share the same kind of cultural experiences. While you communicate with your American colleagues, do you think this possible difference has posed a problem to you or not?
Opinions	If people believe the same thing or take the same kind of opinion, theoretically they should have fewer problems of communicating with one another. Do you feel that your or your colleagues' beliefs and/or opinions have posed a problem to you when you communicate with them?
Customs	Sometimes our own cultural customs are valuable to us, but people with different value systems may not appreciate our customs. How often do you feel this way when you communicate with your American colleagues?
World-Views	Generally speaking, some people are optimistic, whereas some others are pessimistic. Do you think these two cleavages of world-views have caused a problem to you when you communicate with your colleagues?
Race and Communication	Did racial differences make any change to you in your communication behavior?

Except for questions 1, 16, 37, 43, and 44, which demanded the respondent to write down personal comments regarding the questions asked, all the rest of the items used a Likert-type seven-point scale. The questionnaire was summarized in the final question, number 45, which was used to serve as a validity check of the respondent's answers provided. Therefore, the respondent could decide to what degree that he/she felt all the previous 44 questions had correctly measured his/her communication behaviors in an American organization.

2. Native Americans' Reflection Questionnaire

As compared to the Immigrant Professionals' Communication Behaviors Questionnaire, a relatively short form of the "Native Americans' Reflection Questionnaire" was used for the study; only twenty questions were asked. Since language and culture provided two major obstacles for immigrant professionals working in a scientific or technical field, the selection of research dimensions and the questionnaire items was drawn from that particular concern. Some duplicate items concerning important language ability and cultural adaptation dimensions were used in both questionnaires.³¹ For the category of language ability, the duplicate research dimensions included (1) oral technical communication, (2) technical and non-technical communication, (3) non-verbal communication, and (4) language ability in general. For the category of cultural adaptations, the duplicate dimensions consisted of (1) interaction posture, (2) empathy, (3) race and communication, and (4) cross-cultural communication in general.

Although there were such duplications in the questionnaires used,

the wording of duplicate items was slightly different for the two sets of questionnaires. The American instrument was designed from a native American's viewpoint, in terms of his/her personal communication experiences with foreign (immigrant) colleagues in the same working environment. The term "foreign (immigrant) colleagues" was defined for American respondents as "those people who work with you on a similar professional job level and who are not native-born Americans."

Generally speaking, this questionnaire also tried to determine three relevant factors regarding immigrant professionals' communication performances in American organizations. First, questions about personal attitudes and intentions of either immigrant professionals or their American counterparts regarding their communication motivations with one another, they tried to address the issue of whether subjects were motivated to communicate with one another.³² Second, a series of questions focused on the actual communication behaviors of immigrant professionals as perceived by native-born American colleagues.³³ Attitudes and behaviors sometimes do not coincide with each other;³⁴ people may say one thing but behave the opposite. Therefore, reports provided by American respondents in terms of their perceptions of the immigrant subjects appeared relevant to the current research. Third, the last set of items were designed to evaluate immigrant professionals' communication abilities, in terms of their verbal or non-verbal communication, technical or non-technical communication, written or non-written communication, and interpersonal communication performance.³⁵

As shown in Table 5, the reflection questionnaire covered twelve different dimensions, plus a detailed demographic data section. American respondents were asked to reveal their fields of expertise, so one could determine which field (s) required better communication abilities, and to what degree immigrants working in those fields had met the requirements. Each respondent took around 20 minutes to answer the questionnaire.

Table 5
Communication Dimensions and Items as Shown in the Native Americans'
Reflection Questionnaire

Dimensions	Items
Working Relationships	Do you have any working relationship with foreign (immigrant) colleagues on your present job?
Intensity of Communication	In a typical work week, how much communication (including written, oral face-to-face, and telephone) do you have with your foreign (immigrant) colleagues?
Frequency of Communication	While working, what percentage of the time do you spend interacting with: foreign (immigrant) colleagues, native American colleagues.
Interaction Posture	When you communicate with your foreign (immigrant) colleagues, what is your general attitudes and behavior? How do you think your foreign (immigrant) colleagues generally interact with you?
Race & Communication	Did racial differences make any change in your foreign (immigrant) colleagues' communication behavior?
Non-Verbal Communication	A lot of times, without using a single word, our body or facial expressions will transmit a message for us. When you use such a silent language behavior, do you think that your foreign (immigrant) colleagues generally understand you?
Communication Abilities (both Technical and Non-Technical)	In terms of your foreign (immigrant) colleagues' communication abilities, is there any difference to you, whether if they interact with you in a social setting, or if they use their trained technical terms and demonstrated them in their job performances?

(Table 5 continues)

Communication Abilities (both Technical and Non-Technical (continues))	When any of your foreign (immigrant) colleagues gives an oral report, do you generally feel enthusiastic about it? In general, how do you feel about your foreign (immigrant) colleagues' language ability and communication performances on their jobs?
Empathy	When you communicate with your foreign (immigrant) colleagues, do you think that they are aware of your feelings and viewpoints?
Communication Problems	Basically speaking, do you have any communication problems with your foreign (immigrant) colleagues?
Cross-Cultural Communication	One of the basic problems as people communicate is when they do not share the same kind of cultural experiences. Do you think this phenomenon has posed a problem to you or not when you communicate with your foreign (immigrant) colleagues?
Degree of Satisfaction	In terms of your communication with your foreign (immigrant) colleagues in general, how do you feel about it?
Note: All the research items were followed by a seven-point scale, respondents were asked to mark on the scale accordingly.	

3. Two Types of Structured Interviews

Two sets of structured-interview questions were also employed.

Twenty immigrant professionals and twenty American nationals were interviewed. Using only the questionnaire approach, one would miss some vital information. In a face-to-face interview section, one could be more flexible in questioning the respondent and could also observe his/her behaviors. As a result, the questionnaire approach and interview techniques were used to complement each other.

(1) The Interview Format Used with Immigrant Professionals

There were three parts regarding the structured interview used with immigrant professionals: (1) a brief introduction about the study and the researcher, (2) 15 interview questions, and (3) a note of appreciation in the concluding remarks.

As shown in Table 6, the questions used were not limited to any specific communication dimensions; immigrant professionals could express their feelings, attitudes, and emotions concerning any communication experiences in an American working environment. Each personal interview session lasted for one hour, and the information collected was content analyzed for the study.

Table 6

Structured Interview Questions Used with Immigrant Professionals Working in American Organizations

Dimensions	Interview Questions
Technical or Non-Technical	In terms of technical or non-technical communication, which area do you think that you are more competent in? Why do you feel that way?
Communication Behaviors	What is your most preferred method of communicating with your American colleagues? And why? What is your least preferred method of communicating with your American colleagues? When you have a choice, would you usually prefer to communicate with other immigrant colleagues like yourself, or would you prefer to communicate with native-American colleagues? Why is that? In terms of your communication behaviors, what is your strongest point? And what is your weakest point? How did you decide?
Interaction Posture	What attitude do you think your native-American colleagues have toward you when you communicate with them? And reasons for your comments.
Communication Problems	What are some of the general communication problems you think you have regarding your job? And how did you deal with those problems? Have you ever had any communication problems with your native-American colleagues? Please describe one or two. What have you done about those problems?

(Table 6 continues)

Communication Problems (continues)	When you have a communication problem with your native-American colleagues, how can they help you to overcome such a problem?
Intercultural Encounter	One of the basic problems as people communicate with each other is when they do not share the same kinds of cultural experiences. Do you think this phenomenon has posed a problem to you or not when you communicate with your native-American colleagues? Your reasons for making such an observation.
Empathy	When you communicate with your American colleagues, do you feel that they understand your feelings and viewpoints? Why or why not? How do you know whether they understand your feelings or not? When they understand you, what do they do? In addition, when they don't understand you, what do they do?
Male and Female Communication Performance	From your experience, are there any difference between the way that male or female immigrant colleagues communicate on the job? Why is that?
Position and Communication	Does the type of positions which your native-American colleagues hold make any difference at all when you communicate with them? For example, whether they are your superiors, subordinates, or peers? Why do you think their positions make a difference or no difference to you when you communicate with them?
Communication Satisfaction	In general, how do you feel about your communication in your organization? Are you satisfied with it? Why or why not?

(2) A Structured Interview Format Used with Native Americans

Like the format used with immigrant professionals, the same three-part structure was maintained; however, two major differences were deemed necessary for this interview. First, while interviews conducted with immigrant respondents solicited their personal communication experience and problems faced in an American working environment, the present interview structure was used to seek general feedback about the Americans' intercultural encounters. Second, the questions were slightly different.

During this part of data collection, each American respondent was asked to comment on 14 interview questions. Americans' perceptions were thought to be important in pinpointing some of the basic communication performance and problems that immigrant professionals were facing everyday. All the major questions asked are presented in Table 7. Working closely with these communication-disadvantaged colleagues gave the interviewed Americans a unique perspective on the problems and possible solutions. Each interview lasted for one hour.

Table 7

Structured Interview Questions Used with American Nationals Who Had
a Working Relationship with Immigrant Professionals

Dimensions	Interview Questions
Technical or Non-Technical	In terms of technical or non-technical communication, which area do you think your immigrant colleagues are more competent in? Why do you feel that way?
Communication Behaviors	In terms of your immigrant colleagues' communication behaviors, what is their strongest point? What is their weakest point?
Communication Problems	What are some of the general communication problems you think your immigrant colleagues have? And what suggestions would you give them for improving or dealing with those problems? Have you ever had a communication problem with them? Please describe one or two. How can native Americans help their immigrant colleagues to overcome the latter's communication problems? Basically speaking, could you describe any communication problems that you have had with your immigrant colleagues? How would you deal with those problems?
Empathy	When you communicate with your immigrant colleagues, do you think that they are aware of your feelings and viewpoints? How can you tell whether they understand you or not?

(Table 7 continues)

Male and Female Communication Performance	From your experience, are there any difference between the way that male or female immigrant colleagues communicate on the job? Why is that?
Position and Communication	If the immigrant colleagues are your subordinates, does the positions which they hold make any difference to you when you communicate with them? If the immigrant colleague is your superior, does that make any difference to you when you communicate with the person? What if they are your peers, can you tell any difference when you communicate with them? Why is that?
Communication Satisfaction	In general, how do you feel about your communication encounters with your immigrant colleagues? Are you satisfied with them? Why or why not?

III. SELECTION OF RESEARCH SUBJECTS

California was selected as the location for data collection because it has a variety of ethnic groups and newly-arrived immigrants. In addition, industries such as aerospace, electronics, computer design and productions, and real estate attract immigrant and native professionals with related trainings.

Sometimes it is difficult for an outsider to gain access to an organization's employees and company time to conduct a study without arousing some "fear" or suspicion and without causing inconvenience to its employees. The American organizations chosen as major sources of research subjects: (1) were large enough to provide a variety of jobs and attract talents from different fields, (2) had a relatively large population of immigrant professionals, and (3) had some personal

connections with the author. The organizations chosen were (1) Hughes Microelectronics Division in Newport Beach. (2) Rockwell International in Anaheim, (3) Hughes Aircraft (the ground system group) in Fullerton, and (4) Pacific Hospital in Long Beach.

According to the Southern California Business Directory (1978), Hughes Microelectronics Division in Newport Beach has 1,800 employees, Rockwell International in Anaheim employs 7,500 people, and Hughes Aircraft's Ground System Group in Fullerton has 6,190 workers. The employee figure for the Pacific Hospital is not available. The first three companies are in the aerospace, radar system, and electronics businesses. All three hire a relatively large population of immigrant professionals.

A total of 254 people completed one or the other questionnaire, and 40 people responded to interview requests. Of the 254 questionnaire surveys, 130 were Immigrant Professionals' Communication Behaviors Questionnaire, and 124 were Native Americans' Reflection Questionnaire. Of the 130 immigrant surveys, 91 were completed by male respondents, 49 by females. Of the 130 immigrant professionals, 91 of them originally came from Far Eastern countries, 28 from other parts of the world, and 11 did not give their country of origin. There were 51 engineers, and 68 non-engineers listed in such fields as computer science, medical science, business, and various types of production. Eleven provided no such information.

Of the 124 native American questionnaires, 105 were returned by males, 19 by females. There were 51 engineers, 37 computer pro-

grammers or analysts, 15 persons in production fields, 10 in business, seven in medical science, and four listed as unknown. Forty-nine Americans said that they spent 40 percent or more of their communication time during the job interacting with their immigrant colleagues; 75 persons believed that they spent 39 percent or less time communicating with immigrant colleagues. Fifty-three Americans said they worked with six or more immigrant colleagues, but 67 said they worked with five or fewer immigrant professionals, and four persons provided no such information.

Of the 40 interview sessions, twenty each were held with immigrant respondents and their American counterparts.

IV. DATA COLLECTION METHODS

The whole process of the questionnaire part of the data collection was conducted during the summer months of 1980. The interviews were held in December, 1980. In early June, a total of 180 copies of the Immigrant Professionals' Communication Behaviors Questionnaire were sent out, with a two-week later follow-up reminder; 130 completed copies were returned, a return rate of 72 percent. In July, the same procedure was repeated again, with 155 copies of the Native Americans' Reflection Questionnaire being delivered. A final count showed that 124 usable copies were returned, a return rate of 80 percent.

Such relatively high return rates were achieved mainly because of the following several factors. First, a major benefit of separating

the delivery of the two sets of questionnaires was that they were easier to track and follow up the unreturned responses with reminders.

Second, four research coordinators were entrusted the circulation of the questionnaires. Coordinators were told to provide the immigrant questionnaire to any persons in their organizations who wore a non-U.S. citizen company badge. For security and clearance reasons, major organizations, especially those with government contracts, require their employees to wear a company badge at all times on the job. The badge usually carries a picture of the bearer, and a color code showing whether the person possesses U.S. citizenship. As a result, it was easy for the coordinators to separate Americans from immigrants.

Before these coordinators delivered any questionnaires, they put their own names and personal station numbers on the front page of the questionnaires so that subjects could use the company's internal mailing service to return them. Coordinators also were reminded to mark down the station numbers, but not the names, of those to whom the questionnaires were delivered so that any unreturned responses could be tracked down.

A similar process was followed for the American part of the survey. Any Americans receiving the questionnaire must first acknowledge working with at least one immigrant colleague. With either edition, questionnaires were delivered only to salaried employees. No operators or technicians were included in the study.

Third, subjects were requested to complete the questionnaires

during their leisure time, so they could respond in their homes with privacy, and as a result, no company time was used.

Fourth, anonymity of the research subjects was maintained. Consequently, no one should experience anxiety because of participation in the study.

V. STATISTICAL DATA ANALYSIS PERFORMED

Two major types of statistical analysis were performed: (1) measures of central tendency, and (2) measures of variability.

In order to measure central tendency, all the Likert-type seven-point scale items shown on the questionnaires were calculated for their respective means. This type of analysis revealed, for example, the three most serious communication problems among immigrant professionals. Comparisons were made from some selected duplicate items between the two sets of questionnaires.³⁶

For the measures of variability, each item's standard deviation and the variance were calculated. Based on such data, one could determine the ranges of some key issues derived from the responses. One could also determine whether some types of immigrants answered the questionnaire differently from others.

The results obtained by performing these two types of statistical analysis will be presented in Chapter Four, Questionnaire Data Analysis and Results.

Chapter Three Endnotes

1. All the instruments used for the study can be found in the appendix section: (1) Appendix I, "Immigrant Professionals' Communication Behaviors Questionnaire;" (2) Appendix II, "Native Americans' Reflection Questionnaire;" (3) Appendix III, "Structured Interview Questions for Immigrant Professionals;" and (4) Appendix IV, "Structured Interview Questions for the Native Americans."

2. Roberts and O'Reilly reported in an article how they had designed their questionnaire and Muchinsky provided a critical review of the Roberts and O'Reilly questionnaire. Details see (1) Karlene H. Roberts and Charles A. O'Reilly III, "Measuring Organizational Communication," Journal of Applied Psychology 59:3 (1974): 321-326. (2) Paul M. Muchinsky, "An Intraorganizational Analysis of the Roberts and O'Reilly Organizational Communication Questionnaire," Journal of Applied Psychology 62:2 (1977): 184-188.

3. For a detailed discussion of the 16 dimensions used, see Roberts and O'Reilly, pp. 321-326.

4. Muchinsky, pp 184-188.

5. Ibid.

6. Ibid., p. 188.

7. Roberts and O'Reilly, Supplementary notes to Organizational Questionnaire, p.2.

8. In order to decide the intercultural research dimensions used in the immigrant questionnaire, two articles reported by Ruben were consulted, namely, (1) Brent D. Ruben, "Assessing Communication Competency for Intercultural Adaptation," Group and Organization Studies 1:3 (September 1976): 334-354. (2) "Guidelines for Cross-Cultural Communication Effectiveness," Group and Organization Studies 2:4 (December 1977): 470-479.

9. Brent D. Ruben and Daniel J. Kealey, "Behavioral Assessment of Communication Competency and the Prediction of Cross-Cultural Adaptation," International Journal of Intercultural Relations (1979): 15-47.

10. Harry C. Triandis, Interpersonal Behavior, Monterey, Ca.: Brooks/Cole Publishing Co., 1977.

11. For a discussion of such an argument, see Ruben, 1976, pp. 334-345.

12. Ibid., p. 339.

13. Ibid., p. 340.
14. Ibid.
15. Ibid.
16. Ibid.
17. For a discussion of this empathy idea and its functions, see Chapter Two of the current study, pp. 25-31.
18. Ruben, 1976, p. 340.
19. Ibid., p. 341.
20. Ibid.
21. Details see Ruben, 1976, pp. 346-354.
22. See Chapter Two of the current study, pp. 54-56.
23. E. Bruce Peters, "Cultural and Language Obstacles to Information Transfer in the Scientific and Technical Field," Management International Review 15 (1975/1): 75-88.
24. Haney devotes a chapter to the discussion of perception and communication, details see William V. Haney, Communication and Organizational Behavior (Homewood, Ill.: Richard D. Irwin Inc., 1973): 55-132.
25. Jean M. Civikly, ed., Messages: A Reader in Human Communication (New York: Random House, 1977): 101-117.
26. Richard E. Porter, "An Overview of Intercultural Communication," Larry A. Samovar and Richard E. Porter, eds., Intercultural Communication: A Reader (Belmont, Ca.: Wadsworth Publishing Co., 1972): 3-18.
27. Ibid., p. 3.
28. Ibid., pp. 3-18.
29. Daryl J. Bem, Beliefs, Attitudes and Human Affairs (Belmont, Ca.: Brooks/Cole Publishing Co., 1970), pp. 1-3 and 14-23.
30. Ibid.
31. Nine items were duplicatedly applied to both the immigrant and the American questionnaires. They were items 19, 20, 22, 30, 34, 35, 36, 38, and 42 for the immigrant questionnaire; and items 5, 6, 7, 8, 9, 10, 11, 12, and 16 for the American questionnaire.

32. For a review of this set of questions, see Appendix II, Native Americans' Reflection Questionnaire, items 3, 5, and 17.

33. To review this set of communication behavior questions, see the American questionnaire, items 2, 4, 5, 6, and 7.

34. Bem, p. 69.

35. To review this set of questions, see the American questionnaire, items 8, 9, 10, 11, 12, 13, 14, 15, 16, and 19.

36. See endnote 31 above.

CHAPTER FOUR
QUESTIONNAIRE DATA ANALYSIS AND RESULTS

I. INTRODUCTION

The questionnaire data derived from this study were submitted to two basic procedures of statistical analysis: (1) respective means and standard deviations were measured for all questionnaire items, and (2) an analysis of variance was performed on twenty items for five groups of people who answered the immigrant questionnaire.

The relatively large sample plus some justifications to be discussed below made possible a comparison of respective attitudes and communication behaviors among five groups of immigrants. The five duplicate comparisons of subjects were (1) males versus females, (2) Far East versus non-Far East subjects, (3) engineers versus non-engineers, (4) supervisors versus non-supervisors, and (5) those supervisors with five or fewer subordinates versus those with six or more subordinates.

In scientific and technical fields, women working on professional job levels and holding positions such as scientists, engineers, computer programmers or analysts are relatively small in the United States, national figures suggested that less than twenty percent of the positions in the above fields are held by women professionals. For the study then, an interesting question arose as to how well the

women communicate as perceived by themselves and other people working around them? Therefore, the first grouping picked was a male-female comparison.

Second, when asked to identify the geographical origin of those immigrant professionals who had experienced the most serious communication problems, more than two thirds of the American subjects mentioned those immigrant colleagues originally coming from a Far East country. Consequently, immigrants coming from the Far East region may have some sort of a communication problem which American nationals could detect; therefore, this second grouping of Far East-non Far East immigrant professionals was used.

Third, in the highly technical and scientific fields such as aerospace and microelectronics, research and development is an important area of scientific concern. In order to solve endless technical problems, people working in that environment must have frequent contacts and teamwork. As a result, it would be relevant to separate the data by the respective engineering from the non-engineering immigrant respondents.

Fourth, communication is an important issue in organizations, and communication performance and leadership behaviors are positively correlated.² Therefore, theoretically, immigrant professionals with subordinates working for them must not be just technically competent but must possess communication confidence and ability as well. They must preside at group meetings, consult their superiors and group members, and participate in more higher level discussions. In other words, immigrant professionals with subordinates should demonstrate

some communication proficiencies. As a result, a separation of data into with or without subordinates was conducted.

Fifth, for immigrant professionals with more subordinates working for them, communication performance should be especially necessary. In order to be a group leader, they must preside at their own group meetings, participate in more higher level discussions, make more decisions, and apply for government research grants and commerical contracts. Such obligations show that immigrant professionals with more subordinates should possess better leadership qualities, so as to attain a higher-hierarchy position. Hence, for the final duplicate grouping of the data analysis, the data provided by immigrant respondents were further divided into those with fewer as compared to those with more subordinates.

As described in Chapter Three,³ the immigrant questionnaire was designed to reveal four major elements, namely, (1) immigrant professionals' general organizational communication behaviors, (2) their intercultural performance and adaptation, (3) their language abilities and competence, and (4) basic attitudes and personal backgrounds pertinent to their respective communication behaviors. These four elements were employed to make a systematic presentation of the data analysis.

Furthermore, the American questionnaire was comprised of three types of information pertinent to immigrant professionals' communication behaviors: (1) personal attitudes and intentions regarding immigrants and American counterparts' mutual communication motivations with one

another, (2) immigrant professionals' actual communication behaviors as perceived by native Americans, and (3) immigrants' communication abilities as reported by their American colleagues.⁴ The American data will be presented under the above three categories.

II. ORGANIZATIONAL COMMUNICATION BEHAVIORS OF IMMIGRANT PROFESSIONALS

As demonstrated on Table 8 (see page 105), immigrants in general felt somewhat satisfied with their organizational communication behaviors in American organizations. They seemed to wish for more interaction with their superiors, but they were hampered by the latter's position powers and authority. Immigrant subjects generally desired to discuss with superiors their job-related problems more than they trusted decisions made by superiors. When they had a choice, immigrant professionals expressed the most desire to interact with peers, second with subordinates, and then, with superiors.

On the other hand, immigrant employees felt that they received their most accurate information from their superiors, second by peers, with subordinates provided them the least accurate information. Immigrant professionals believed that they were slightly overexposed to overflow information than they could use efficiently. But immigrants were satisfied with not receiving unnecessary duplicate information. Because immigrant professionals felt most desirous to interact with peers, usually information which they received would be retransmitted later by them to other peers.

Table 8

Organizational Communication Behaviors of Immigrant Professionals
Employing in American Organizations

Immigrant-Questionnaire Items	Mean	S. D.	V.
How free do you feel to discuss with your immediate superior the problems and difficulties you have in your job, without jeopardizing your position, or having it "held against" you later?	6.31	1.60	2.53
Immediate superiors at times must make decisions which seem to be against the interests of their subordinates, how much trust do you have that your immediate superior's decision was justified by other considerations?	5.42	1.52	2.32
How desirable is it for you to interact frequently with your superiors?	5.90	1.36	1.84
How desirable is it for you to interact frequently with your subordinates?	6.17	1.30	1.69
How desirable is it for you to interact frequently with your peers?	6.34	1.24	1.55
When receiving information from the sources listed below, how accurate would you estimate it usually is:			
--from superiors	6.21	1.19	1.42
--from subordinates	5.67	1.26	1.59
--from peers	5.99	1.04	1.09
Do you ever feel that you receive more information than you can efficiently use?	5.63	1.62	2.63
While at work, we often receive the same information more than once. How often do you estimate the information you receive on the job is received more than once?	4.88	1.45	2.11
Of the total times you spend receiving information at work, what percentage goes to:			
--immediate superiors	20-30 %		
--subordinates	30-40 %		
--peers	40-50 %		
How do you feel about communication in general, including the amount of information you receive, contacts with your immediate superior and others, the accuracy of information available, etc.?	5.52	1.33	1.76
Note: Except otherwise indicated, all the questionnaire items were followed by seven-point scales. On each scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.			

Four major categories can be summarized under the present analysis, namely, (1) degree of trust toward one's superiors, (2) desire for interaction, (3) status of information exchange, and (4) degree of communication satisfaction in general.

1. Degree of Trust toward One's Superiors

In general, as shown on Table 9 (see page 107), male immigrant professionals felt freer to discuss their job problems with their superiors than did female immigrant professionals. Nevertheless, females trusted their superiors in the latter's decision-making process whether decisions made benefited or harmed them. Males' responses were mixed; some trusted their superiors, some did not.

In both items, discussing one's job problems and trusting decisions made by one's superiors, immigrant professionals with non-Far East backgrounds revealed more positive feelings toward their superiors than did Far East immigrants.

On the other hand, immigrant engineers were more willing to discuss their job-related problems than non-engineers, whereas non-engineers like computer programmers and businessmen trusted their superiors more than did engineers. And immigrant professionals with six or more subordinates each were both more willing to discuss their job problems and trusted their superior's decision makings more than did either immigrants without subordinates or immigrants with five or fewer subordinates each.

In conclusion, all immigrant professionals felt relatively free to discuss their job-related problems, but they felt decisions made by their superiors sometimes were not fully justified.

Table 9

Immigrant Professionals' Degree of Trust Toward Their Superiors in a Job Situation

Duplicate Groupings	Items					
	Desire to Discuss Job-Related Problems			Approved Decisions Made by One's Superiors		
	M.	S.D.	V.	M.	S.D.	V.
Males	6.45	1.50	2.25	5.36	1.64	2.70
Females	5.91	1.73	2.99	5.64	0.98	0.96
Non-Far Easterners	6.50	1.80	3.25	5.83	1.68	2.81
Far Easterners	6.26	1.52	2.32	5.33	1.45	2.09
Engineers	6.57	1.64	2.70	5.32	1.72	2.98
Non-Engineers	6.09	1.52	2.30	5.50	1.35	1.82
With More Subordinates	6.50	1.80	3.25	5.62	1.73	2.98
With Fewer Subordinates	6.35	1.54	2.38	5.44	1.50	2.25
Without Subordinates	6.31	1.57	2.46	5.37	1.51	2.28
Total Immigrant Respondents	6.31	1.60	2.53	5.42	1.52	2.32

2. Desire for Interaction

Generally speaking, female immigrant professionals felt slightly less desirous to interact frequently with either superiors or subordinates than did male immigrant professionals. But females were more eager to interact with peers than males (see Table 10, page 109).

Of all three categories, non-Far East immigrants were most willing to interact with peers, subordinates, and superiors in that order. Although Far East professionals were not enthusiastic toward interactions as were non-Far East immigrants, still their preferences were the same, with peers first, subordinates second, and superiors last.

Immigrant engineers, as compared to non-engineers, were more desirous of communication with peers and superiors, but slightly less so than non-engineers with respect to subordinates. Again, non-engineers preferred peers to either subordinates or superiors.

As individual members, immigrants sometimes possessed different opinions regarding intentions to interact. For instance, on the issue of interactions with peers, immigrants with six or more subordinates each showed themselves to be the most heterogeneous group. On the question of interactions with subordinates, non-engineers as a group showed slightly different responses, whereas female immigrants as a group expressed similar responses.

3. Status of Information Exchange

While both male and female immigrant professionals least preferred interactions with their superiors, they did report that they received relatively accurate information from their bosses. Both groups believed they received least accurate information from their subordinates. Other

Table 10

Desire for Interaction as Shown by Immigrant Professionals in American Organizations

types of subject groupings reported similar findings (see Table 11, page 111); the only difference was that non-Far Easterners attributed more accuracy to information given by superiors than did Far Easterners. Separating immigrant professionals into engineers and non-engineers made no difference in their preferences, with superiors most favored for accurate information and subordinates least favored.

Both male and female professionals observed that the quantity of information received was just about right. Likewise, both Far East and non-Far East immigrants reported similar findings (see Table 11, page 111). However, non-engineers provided more favorable comments than engineers about the quantity of the information that the former subjects had received.

Both males and females reported that for the information they had received, most of it later was transmitted to their peers by them. Females delivered between 50 to 65 percent to the latter, while males only sent out between 35 to 50 percent to peers, with the rest going mostly to subordinates, then to superiors, for males, and about equally to both superiors and subordinates, for females. However, immigrant professionals originally coming from Far East regions delivered information almost equally to the three categories of colleagues, with peers slightly favored. Subjects coming from non-Far East regions delivered most of their information to peers (between 45-60 percent), with less than 20 percent going to their superiors.

As reported, both males and females were satisfied with the quantity of information that they had received, and they also were satisfied that

Table 11

Status of Work-Related Information Exchange as Perceived by Immigrant Professionals

Duplicate Groupings	Accuracy of Information Received					Quantity of Information Received		Duplicate Information Received		Percentage of Information Retransmitted				
	From Superiors		From Subordinates		From Peers	M.	S.D.	M.	S.D.	M.	S.D.	To Superiors (%)	To Subordinates (%)	To Peers (%)
	M.	S.D.	M.	M.	S.D.									
Males	6.20	1.26	5.70	6.02	0.91	5.68	1.69	4.89	1.35	25-30	30-35	35-50		
Females	6.43	0.90	5.20	5.90	1.38	5.50	1.50	5.00	1.62	20-25	20-25	50-65		
Non-Far Easterners	6.50	1.00	5.62	6.12	1.02	5.69	1.86	5.67	1.49	10-20	20-35	45-60		
Far Easterners	6.20	1.21	5.60	6.00	1.06	5.62	1.58	4.67	1.33	20-35	25-35	35-45		
Engineers	6.29	1.25	5.75	5.94	1.03	5.32	1.64	4.91	1.48	20-25	35-45	25-30		
Non-Engineers	6.16	1.15	5.46	6.02	1.07	5.87	1.60	4.85	1.43	25-30	30-35	45-55		
With More Subordinates	5.87	1.27	6.00	6.00	0.93	5.50	1.50	5.25	1.20	25-35	35-50	20-25		
With Fewer Subordinates	6.15	1.43	5.54	6.00	1.00	5.48	1.75	5.04	1.34	20-30	35-50	35-40		
Without Subordinates	6.33	1.00	5.63	5.96	1.08	5.76	1.57	4.72	1.53	20-35	20-35	35-50		
Total Immigrant Respondents	6.21	1.19	5.67	5.99	1.04	5.63	1.62	4.88	1.45	20-30	30-40	35-50		

Note: Except otherwise indicated, all the items were followed by seven-point scales. On each scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.

not much information they received was duplicated. On the other hand, once in a while non-Far East professionals said that they received duplicate information.

4. Degree of Satisfaction with Organizational Communication

In general, females seemed to be more satisfied with their organizational communication than did males. A few male immigrant professionals expressed somewhat dissatisfaction with their organizational communication behavior. Females in general were relatively happy.

Far East immigrant professionals seemed to be a little happier with their organizational communication than did non-Far East immigrants. Nevertheless, responses from non-Far Easterners were more divergent than were those from Far Easterners. Although there was not much difference between engineers and non-engineers, both groups were somewhat happy with their respective organizations; however, individual non-engineers provided similar responses than did engineers (see Table 12, page 113).

Immigrant professionals with six or more subordinates each reported that they were happier with their organizational communication behaviors than did either immigrants without subordinates or immigrants with five or fewer subordinates each. Furthermore, people with six or more subordinates expressed more similar opinions on this issue than did the other two groups. Were immigrant professionals working in American organizations as a whole satisfied with their organizational communication behaviors? The answer is that they were not sure; maybe they tend toward satisfaction.

Table 12

Immigrant Professionals' Degree of Communication Satisfaction in American Organizations

Duplicate Groupings	Mean	S.D.	Variance
Males	5.36	1.30	1.68
Females	6.00	1.21	1.45
Non-Far Easterners	5.32	1.59	2.53
Far Easterners	5.66	1.19	1.41
Engineers	5.47	1.42	2.01
Non-Engineers	5.50	1.23	1.50
With More Subordinates	6.18	0.93	0.86
With Fewer Subordinates	5.19	1.39	1.93
Without Subordinates	5.60	1.28	3.40
Total Immigrant Respondents	5.52	1.33	1.76
Note: The item was followed by a seven-point scale. On the scale, a marking of "1" represented the least satisfied response, and the marking of "7" the most satisfied response.			

III. IMMIGRANT PROFESSIONALS' INTERCULTURAL PERFORMANCE

Generally speaking, both the cultural variable and the personal perceptions led immigrant professionals to believe that they could appreciate more of American culture than Americans could perceive them. As a result, from an intercultural viewpoint, immigrants felt only moderately happy and satisfied with their overall adjustment to American organizations (see Table 13, page 115).

When immigrant professionals interacted with American nationals, the most serious encounter problem which immigrants perceived was a relatively lack of respect demonstrated by Americans. On the other hand, as immigrants perceived themselves, the most positive value that they attributed to was demonstrated by their respect given to American nationals.

One speculation for such an unbalanced perception was due to Americans' unfamiliarity with their immigrant colleagues' customs and culture. Thus, immigrants might feel offended occasionally.

Nevertheless, raising in a Western society has trained native Americans to preserve good manners to other people, especially to those with whom they do not feel acquainted. Such good manners were perceived by immigrant professionals as friendly gesture. Immigrant subjects thought their American colleagues were more friendly than they treated Americans.

In this section, such important dimensions as mutual respect, interaction posture, empathy, and personal adaptation which immigrants had shown in American firms will be reported here.

Table 13

Immigrant Professionals' Intercultural Performance and Personal
Adaptation to American Organizations

Immigrant-Questionnaire Items	Mean	S. D.	V.
Based upon your experiences, do you feel that you have received respect from your American colleagues at work to you and your culture?	4.99	1.36	1.84
How much do you show your respect and appreciation to your colleagues at work and their culture?	6.24	1.39	1.92
When you communicate with your colleagues, what is your general attitude and behavior?	5.11	1.39	1.93
How do you feel about your colleagues at work generally interact with you?	6.07	1.28	1.63
When you communicate with people in your company, do you think that they are aware of your feelings and viewpoints?	5.44	1.35	1.83
How accurate do you feel that you can see things from your colleagues' perspective, to understand their feelings and thoughts?	5.94	1.20	1.43
In general, do you feel that you have adjusted well and are happy in your working environment?	5.10	1.34	1.80
<p>Note: The questionnaire items were followed by seven-point scales. On each scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.</p>			

1. Mutual Respect

Male immigrant professionals in general believed that they received some respect from their American colleagues. Females were slightly lower in perceiving respect from their American colleagues (see Table 14, page 117). Females' responses to this respect issue were more or less the same, while males' responses were more diversified in nature.

The data showed that females expressed more respect to their American colleagues than males did, and immigrant professionals in general believed that they expressed more respect to Americans than they received such respect back.

In comparison to their non-Far East counterparts, Far East immigrants believed that they received more respect from their native colleagues. Non-Far East immigrants felt differently, with some of them perceiving some respect from Americans, and the rest of them felt not much respect. On the other hand, non-Far East employees said that they showed more respect to their American colleagues than Far East people did.

In terms of receiving respect from Americans, engineers and non-engineers showed little difference. Again both groups believed that they expressed more respect than they perceived in return.

Immigrant professionals with six or more subordinates each observed that they both expressed and perceived similar degrees of respect from their American colleagues. The other two groups, one without subordinates, and the other with five or fewer subordinates, both showed lower equal degrees of mutual respect with their American colleagues.

An F test proved the results previously described, that the two

Table 14

A Dimension of Mutual Respect with American Colleagues as Reported by Immigrant Professionals

Duplicate Groupings	Expressing			Perceiving		
	M.	S.D.	V.	M.	S.D.	V.
Males	6.25	1.39	1.92	5.07	1.38	1.89
Females	6.41	1.27	1.61	4.91	1.20	1.45
Non-Far Easterners	7.00	0.73	0.53	4.84	1.57	2.45
Far Easterners	6.05	1.41	1.98	5.13	1.18	1.40
Engineers	6.14	1.50	2.24	5.03	1.23	1.51
Non-Engineers	6.35	1.28	1.65	4.98	1.44	2.06
With More Subordinates	6.62	1.58	2.48	5.63	0.99	0.98
With Fewer Subordinates	6.25	1.30	1.69	4.86	1.30	1.69
Without Subordinates	6.19	1.39	1.94	4.96	1.41	2.00
Total Immigrant Respondents	6.24	1.39	1.92	4.99	1.36	1.84

groups, Far East and non-Far East immigrant professionals, expressed different degrees of respect toward their American colleagues and culture ($F=7.83$; $df=1,119$; $p<0.01$).

2. Interaction Posture

When communicating with their American colleagues at work, both male and female immigrant professionals said their attitudes were somewhat friendly and were descriptive rather than evaluative, but they provided more favorable comments toward their American colleagues than did Americans toward immigrants. Furthermore, males expressed more satisfaction with Americans' friendliness than females would admit. Similar findings occurred for the Far East and non-Far East immigrant groupings. Both groups reported that they perceived more friendship from their American colleagues than they provided it in return, with non-Far East subjects perceiving more friendliness from their American colleagues than Far East subjects (see Table 15, page 119).

On the other hand, non-engineers were less satisfied with their American colleagues, so they expressed less friendship toward Americans and perceived less friendship in return. Engineers were more positive on these two counts. An F test showed that in expressing friendship toward their American colleagues, immigrant professionals with five or fewer subordinates each were quite different from their immigrant colleagues with six or more subordinates each ($F=4.83$; $df=1,56$; $p<0.05$). Immigrant colleagues with more subordinates were much friendlier toward their American counterparts than were immigrant subjects with fewer subordinates.

Table 15

Immigrant Professionals' Interaction Attitudes Toward Their American Colleagues

Duplicate Groupings	Expressing			Perceiving		
	M.	S.D.	V.	M.	S.D.	V.
Males	5.17	1.36	1.84	6.17	1.26	1.60
Females	5.18	1.23	1.51	6.00	1.31	1.73
Non- Far Easterners	5.21	1.44	2.06	6.26	1.02	1.04
Far Easterners	5.13	1.40	1.95	6.10	1.30	1.70
Engineers	5.43	1.23	1.50	6.20	1.39	1.93
Non-Engineers	4.88	1.48	2.19	5.94	1.19	1.40
With More Subordinates	6.13	1.27	1.61	6.87	0.93	0.86
With Fewer Subordinates	4.93	1.33	1.78	6.04	1.15	1.32
Without Subordinates	5.06	1.39	1.93	5.94	1.35	1.83
Total Immigrant Respondents	5.11	1.39	1.93	6.07	1.28	1.63

3. Empathy

Female immigrant professionals felt that their American colleagues generally were aware of their feelings and perspectives. However, male immigrant colleagues were generally less satisfied than were their female counterparts. As a result, females thought that they were more accurate in perceiving things from their American colleagues' perspectives, and their male counterparts were less confident on this issue. Both male and female immigrants felt that they could perceive things better from Americans' viewpoints than Americans could perceive immigrants' perspectives (see Table 16, page 121).

Non-Far East people viewed themselves as better able to perceive their American colleagues' perspectives than did Far East originals, who were less confident on this empathic issue. However, both immigrant groups felt that Americans did not have sufficient empathic attitudes.

Data collected from engineers showed that their feelings were mixed. Some believed Americans understood them; some wondered. Non-engineers expressed slightly favorable attitudes toward their American colleagues on the empathic issue. They also expressed more confidence in their empathic ability toward their native colleagues.

4. Personal Adaptations to American Organizations

Both male and female immigrant professionals felt that they were somewhat adjusted to their American organizations. Immigrants originally coming from different regions around the world showed little difference among their responses. People coming from the Far East seemed to be less happy compared to people coming from other regions. The distinction between responses of engineers and of non-engineers was small, but engineers felt more adjusted than did non-engineers.

Table 16

Immigrant Professionals' Empathic Attitude and Personal Adaptation to American Organizations

Duplicate Groupings	Empathy						Personal Adaptations		
	Expressed			Perceived					
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.
Males	5.86	1.23	1.51	5.33	1.43	2.05	5.09	1.37	1.87
Females	6.00	1.04	1.09	5.68	0.97	0.94	5.27	1.29	1.65
Non-Far Easterners	6.21	1.40	1.96	5.50	1.26	1.58	5.33	1.20	1.44
Far Easterners	5.84	1.14	1.30	5.47	1.37	1.86	5.08	1.37	1.88
Engineers	5.83	1.36	1.86	5.31	1.60	2.56	5.14	1.36	1.84
Non-Engineers	6.02	1.05	1.10	5.52	1.14	1.29	5.06	1.33	1.76
With More Subordinates	5.87	1.17	1.36	5.62	1.58	2.48	5.75	1.09	1.19
With Fewer Subordinates	6.89	1.24	1.52	5.22	1.57	2.47	5.15	1.30	1.68
Without Subordinates	5.98	1.18	1.38	5.51	1.13	1.27	4.96	1.37	1.87
Total Immigrant Respondents	5.94	1.20	1.43	5.44	1.35	1.83	5.10	1.34	1.80

Of the three groups, immigrant professionals without subordinates expressed the least happiness in American organizations. Immigrants with five or fewer subordinates were somewhat happy, and immigrants with six or more subordinates expressed the most favorable feelings toward their jobs and personal adaptation (see Table 16, page 121).

IV. LANGUAGE ABILITIES AND COMMUNICATION COMPETENCE

Generally speaking, in terms of immigrant professionals' language abilities and communication competence in American organizations, immigrant subjects believed that the most troubled area for them was their non-technical social interactions with American colleagues. Because of unfamiliarity with both the American culture and language, immigrants perceived a "gap" existent between their ability to interact socially with Americans (see Table 17, page 123).

To suggest some possible sources of such communication deficiencies, immigrants pointed out their general ability of the English language and a possible misinterpretation of Americans' non-verbal behaviors. Immigrants in general felt only moderately confident about their ability in applying English to express their ideas and concepts.

On the other hand, immigrants were confident about their job-related technical communication. For instance, most immigrants were said to be competent in technical writing. They probably would have to spend more time on it, but they thought they could have a thorough thinking process. Nevertheless, because of language difficulty, immigrants sometimes still felt the pressure to present a formal oral report.

However, even in the most difficult areas which immigrants admitted,

Table 17

Immigrant Professionals' Language Abilities and Communication Competence
in American Organizations

Immigrant-Questionnaire Items	Mean	S. D.	V.
Based on your experience, do you generally feel that you have the language ability and confidence to express an idea or concept of yours, so people with whom you work can understand you easily?	5.11	1.53	2.34
You probably have heard that words and objects are two different things, because we only use words to symbolize the objects. However, based upon your personal experience, do you occasionally stumble over because you don't have the right words or phrases to express what you mean?	4.71	1.65	2.72
People with different perceptions will see things differently, and they use language to express what they have seen. Do you have experiences that sometimes you can explain things better in a language other than English, and vice versa.	5.06	1.91	3.64
How often do you have a hard time understanding what people in your organization are trying to tell you?	5.52	1.35	1.82
Do you sometimes use facial expressions or other gestures that people around you don't understand?	5.53	1.42	2.01
A lot of times, without using a single word, our body or facial expressions will transmit a message for us. When your colleagues use such a silent language behavior, do you generally understand them?	5.09	1.35	1.81
When you give an oral report, do your colleagues generally feel enthusiastic about it?	5.60	1.11	1.23
Can you write a solid, good report for your colleagues?	6.17	1.59	2.53
When you get together with your American colleagues in a social situation, how often do you feel embarrassed when they tell you a joke or describe a particular experience of theirs, yet you don't understand them?	4.70	1.75	3.07
Note: All the research items were followed by seven-point scales. On the scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.			

there were some of them who did not perceive much language difficulty of themselves. For such immigrants, they were confident about their overall communication ability in American organizations.

In reporting this part of the data analysis, four major sections will be used: (1) immigrant professionals' language ability, (2) their non-verbal communication behavior, (3) technical communication in American organizations, and (4) non-technical communication.

1. Language Ability

(1) Ability to Express Ideas and Concepts

Male immigrant professionals felt more confidence in their ability to express personal ideas and concepts in English than did females. In both groups, personal difference did occur, with some individuals felt more confident than others. Females in general believed that they could express things better in a language other than English. Males, however, were not sure about this distinction. Although both male and female immigrant professionals thought their English ability was only fair, females seemed to be less confident in the area of choosing words and phrases. Again, personal differences occurred (see Table 18, page 125).

Although separating the immigrant subjects into Far East and non-Far East originals did not make much difference in their language ability and confidence level, non-Far East people were slightly more proficient and confident than Far East people. Furthermore, Far East subjects felt that they could express themselves better in a language other than English. Non-Far East subjects believed that language itself did not make much difference.

Table 18

Immigrant Professionals' Personal Feedbacks on Their Job-Related
Language Abilities

Duplicate Groupings	To Express Ideas & Concepts									To Perceive Ideas & Concepts					
	In English						In Native Language								
	General Ability			Confidence in Words and Phrases											
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.			
Males	5.21	1.48	2.20	4.93	1.66	2.76	4.86	1.92	3.67	5.61	1.29	1.66			
Females	4.77	1.53	2.36	4.55	1.64	2.70	5.68	1.72	2.94	5.36	1.43	2.05			
Non-Far Easterners	4.94	1.72	2.94	5.28	2.00	3.98	4.78	1.99	3.95	5.89	1.41	1.99			
Far Easterners	5.06	1.45	2.09	4.50	1.47	2.15	5.23	1.84	3.40	5.39	1.32	1.75			
Engineers	5.34	1.41	2.00	4.91	1.66	2.76	4.77	1.88	3.55	5.74	1.27	1.62			
Non-Engineers	4.89	1.57	2.48	4.57	1.61	2.59	5.28	1.90	3.60	5.35	1.38	1.90			
With More Subordinates	5.38	1.73	2.98	5.87	1.36	1.86	4.62	2.23	4.98	5.50	1.23	1.50			
With Fewer Subordinates	5.19	1.59	2.52	5.33	1.79	3.19	4.56	1.77	3.14	5.75	1.27	1.62			
Without Subordinates	4.98	1.44	2.06	5.20	1.31	1.72	5.43	1.84	3.39	5.38	1.39	1.94			
Total Immigrant Respondents	5.11	1.53	2.34	4.71	1.65	2.72	5.06	1.91	3.64	5.52	1.35	1.82			

Note: The items were followed by seven-point scales. On the scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.

When the immigrant subjects were separated into engineers and non-engineers, the data showed that engineers were somewhat more confident about their language ability. Engineers further contended that English or a second language made not much difference in their confidence level, but non-engineers believed that in using their native language, they communicated better than did the engineers. A wide variety of personal differences was reported, since some people felt much better applying their native language, while others perceived no difference in which language they used.

The division of immigrant professionals categories into those comprised of with or without subordinates revealed that people with six or more subordinates felt most confident about their language ability, subjects with five or fewer subordinates were less confident, and respondents without any subordinates were least confident of the three groups.

(2) Ability to Perceive Ideas and Concepts

Males in general not only were confident about their ability to express themselves, but they also perceived that they had a better understanding of what other people were trying to tell them. Female immigrant professionals fell behind on this issue. However, the data also showed that females were somewhat heterogeneous as a group in providing their responses (see Table 18, page 125).

Non-Far East immigrants believed that they could perceive much better the ideas and concepts given by their American colleagues than did Far East people. Engineers not only believed that they had better ability to express themselves, but also that they could perceive better

than non-engineers believed that they could.

Immigrants with five or fewer subordinates reported that they perceived better Americans' ideas and concepts than either subjects with more subordinates or those without any subordinates. In general, immigrant professionals as a group felt that they perceived better than they expressed themselves. However, their opinions as to the latter were more divergent than as to the former.

2. Non-Verbal Communication

(1) Expressing

Males believed that even by using non-verbal communication, they could express themselves somewhat better than did female respondents. Non-Far Easterners had some edge over Far Easterners. And engineers again believed that they could express themselves better in either facial expressions or gestures than did non-engineers (see Table 19, page 128).

Professionals with more subordinates reported much better non-verbal expressive abilities than did either immigrants with fewer subordinates or with no subordinates at all. In general, immigrants thought they expressed themselves better with non-verbal language than with verbal language.

(2) Perceiving

Females believed that they perceived better their American colleagues' silent behaviors than did males. Non-Far East professionals perceived their American colleagues' body language behaviors much better than did Far East people, a between-group F test supported this conclusion ($F=15.17$; $df=1,119$; $p<0.01$).

Table 19

Immigrant Professionals' Non-Verbal Communication Behaviors in American Organizations

Duplicate Groupings	Expressing			Perceiving		
	M.	S.D.	V.	M.	S.D.	V.
Males	5.75	1.48	2.19	5.00	1.39	1.93
Females	5.05	1.11	1.23	5.27	1.25	1.56
Non-Far Easterners	5.68	1.62	2.64	6.05	0.94	0.89
Far Easterners	5.50	1.37	1.86	4.77	1.31	1.72
Engineers	5.77	1.35	1.83	5.09	1.40	1.96
Non-Engineers	5.35	1.44	2.06	5.13	1.32	1.73
With More Subordinates	6.25	1.09	1.19	5.25	0.97	0.94
With Fewer Subordinates	5.82	1.44	2.08	5.00	1.49	2.21
Without Subordinates	5.23	1.37	1.88	5.15	1.32	1.74
Total Immigrant Respondents	5.53	1.42	2.01	5.09	1.35	1.81

Separating immigrants into engineers and non-engineers did not reveal much difference in their non-verbal perceptivity. Whether or not immigrants had subordinates did not make much difference either, except that people with more subordinates perceived better than the other two groups.

3. Technical Communication

(1) Oral

Both male and female immigrant professionals felt somewhat enthusiastic about their own oral reports to their American colleagues. A distinction between Far East and non-Far East respondents also indicated little difference. The latter group perceived less approval of their oral reports than did the Far East group (see Table 20, page 130).

A separation between engineer and non-engineer groups indicated some distinctions, with the non-engineers received less approval than those of the engineers. This distinction proved to be significant ($F=4.06$; $df=1,119$; $p<0.05$).

Immigrant professionals with more subordinates felt their reports were received more enthusiastically than did those with either fewer or no subordinates. The latter groups were almost even in reporting their perceptions regarding their technical-oral-report ability. Again, F test was significant between the former and the latter two groups ($F=5.39$; $df=1,119$; $p<0.05$).

(2) Written

In general, male immigrant professionals felt they could write much better reports than female professionals felt they could. Non-Far

Table 20

Immigrant Professionals' Job-Related Oral and Written Abilities

Duplicate Groupings	Oral			Written		
	M.	S.D.	V.	M.	S.D.	V.
Males	5.61	1.17	1.36	6.39	1.47	2.17
Females	5.59	0.98	0.97	5.68	1.55	2.40
Non-Far Easterners	5.42	1.43	2.03	6.63	1.60	2.55
Far Easterners	5.65	0.98	0.96	5.97	1.55	2.39
Engineers	5.89	1.24	1.53	6.40	1.46	2.13
Non-Engineers	5.40	0.95	0.91	6.00	1.66	2.75
With More Subordinates	6.62	0.86	0.73	6.62	1.41	1.98
With Fewer Subordinates	5.46	1.30	1.68	6.79	1.01	1.03
Without Subordinates	5.47	0.96	0.93	5.72	1.75	3.05
Total Immigrant Respondents	5.60	1.11	1.23	6.17	1.59	2.53

Note: The two questionnaire items were followed by seven-point scales. On each scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.

Easterners felt they could write much better than Far Easterners could, and engineers could write better than non-engineers (see Table 20, page 130).

Professionals with fewer subordinates felt they could write slightly better than those with more subordinates, but much better than those without any subordinates. However, this generalization could not cover all individual members within their respective groups, for responses of people without subordinates were heterogeneous in nature, and those of the fewer subordinate groups were more homogeneous. Still their distinction as separate groups could not be denied, an F test supported this assumption ($F=8.40$; $df=1,110$; $p<0.01$).

In general, immigrant professionals in American organizations thought they could write better English reports than they could speak.

4. Non-Technical Communication

Regarding social communication with their American colleagues, males believed that they interacted better than females believed that they did. Both groups in general thought their ability in this regard was only fair (see Table 21, page 132). Non-Far Easterners felt they could understand native Americans better in a social conversation than could Far Easterners. This conclusion was supported by F test ($F=10.23$; $df=1,119$; $p<0.01$).

There was little difference between engineers and non-engineers. They both performed fairly well, but engineers reported slightly better performance than did non-engineers.

Table 21

**Immigrant Professionals' Social-Communication Ability Demonstrated
During Encounters with American Colleagues**

Duplicate Groupings	Non-Technical Communication		
	M.	S.D.	V.
Males	4.79	1.86	3.47
Females	4.50	1.44	2.07
Non-Far Easterners	5.78	1.47	2.17
Far Easterners	4.35	1.69	2.84
Engineers	4.82	1.82	3.32
Non-Engineers	4.62	1.70	2.88
With More Subordinates	5.00	2.00	4.00
With Fewer Subordinates	4.74	1.82	3.30
Without Subordinates	4.63	1.66	2.76
Total Immigrant Respondents	4.70	1.75	3.07
Note: The questionnaire item was followed by a seven-point scale. On the scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.			

The three separate groupings provided similar results. People with more subordinates socialized better with American nationals than did either of the other two groups.

V. ATTITUDES AND COMMUNICATION BEHAVIORS

The overall findings regarding this area were similar to immigrants' responses to their language abilities and communication performance, which means that individual perceptions and opinions had guided them to provide heterogeneous responses. For instance, some immigrant professionals thought that a possible racial difference would change their communication behaviors; whereas some others did not perceive that challenge (see Table 22, page 134). One interpretation is that, as far as immigrant professionals employed in American organizations were concerned, racial difference also suggested cultural difference, and some immigrant subjects had trouble with different cultural customs. For such latter immigrants, they probably felt that because of that cultural barrier, they could not interact efficiently as they intended to.

According to the overall responses provided by immigrant professionals, they thought both personal opinions and different cultural experiences had provided them little problems when they communicated with American nationals.

In this section, immigrant professionals' personal attitudes and opinions and their communication behaviors will be analyzed and results provided here.

Table 22

Immigrant Professionals' Personal Attitudes and Opinions and
their Communication Behaviors

Immigrant-Questionnaire Items	Mean	S.D.	V.
One of the basic problems as people communicate is when they do not share the same kind of cultural experiences. While you communicate with your American colleagues, do you think this possible difference has posed a problem to you or not?	4.90	1.66	2.75
If people believe the same thing or take the same kind of opinion, theoretically they should have fewer problems of communicating with one another. Do you feel that your or your colleagues' beliefs and/or opinions have posed a problem to you when you communicate with them?	4.75	1.47	2.17
Sometimes our own cultural customs are valuable to us, but people with different value systems may not appreciate our customs. How often do you feel this way when you communicate with your American colleagues?	5.09	1.78	3.15
Did racial differences make any change to you in your communication behavior?	5.60	1.76	3.09
<p>Note: All the research items were followed by seven-point scales. On each scale, a marking of "1" represented the least positive response, and the marking of "7" the most positive response.</p>			

1. Cultural Difference and Communication

Male immigrant professionals believed cultural differences caused fewer problems for them when they communicated with native Americans than did females, who admitted that there might be a problem for them occasionally (see Table 23, page 136). No major difference existed for either Far East or non-Far East people, but the latter faced less difficulty than the former. In addition, personal differences appeared to be quite a variable for non-Far East people, with some subjects admitting cultural differences to be a problem, but most reporting that they provided no serious challenge (see Table 23, page 136).

Engineers seemed to communicate better than non-engineers. And those with more subordinates interacted much better with native Americans than either those with fewer subordinates or with no subordinates.

2. Personal Opinions and Communication

Both male and female immigrants provided similar responses to the question. They were uncertain about the effects of their opinions on their intercultural communication behavior (see Table 23, page 136). People with Far East backgrounds faced more of a drawback in this area than did people who originally came from other regions. This result was significant ($F=3.97$; $df=1,119$; $p<0.05$).

Engineers were no different from non-engineers. Both groups were uncertain about the effect of personal opinions on their communication behaviors. The most uncertain group was the one with more subordinates. The group having no subordinates responded neither favorably nor unfavorably. Respondents with fewer subordinates were comparatively sure of themselves (see Table 23, page 136).

Table 23

Immigrant Professionals' Personal Attitudes and Communication Behaviors in American Organizations

Duplicate Groupings	Cultural Difference and Communication			Personal Opinions and Communication			Personal Customs and Communication			Race and Communication		
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.
Males	4.97	1.70	2.88	4.75	1.54	2.36	5.25	1.87	3.49	5.63	1.75	3.05
Females	4.59	1.56	2.42	4.82	1.30	1.69	4.86	1.25	1.57	5.59	1.70	2.88
Non-Far Easterners	5.00	1.84	3.37	5.37	1.56	2.44	5.79	1.96	3.85	6.06	1.96	3.83
Far Easterners	4.90	1.59	2.54	4.61	1.38	1.92	4.92	1.66	2.76	5.39	1.65	2.72
Engineers	5.12	1.60	2.57	4.71	1.63	2.66	5.26	1.87	3.49	6.12	1.45	2.10
Non-Engineers	4.66	1.68	2.82	4.73	1.37	1.86	4.92	1.68	2.81	5.23	1.86	3.47
With More Subordinates	6.00	1.50	2.25	4.25	1.64	2.69	4.37	2.06	4.23	6.25	1.56	2.44
With Fewer Subordinates	4.86	1.62	2.62	4.96	1.50	2.25	5.39	1.59	2.52	5.37	1.61	2.60
Without Subordinates	4.74	1.63	2.67	4.70	1.40	1.95	5.07	1.76	3.10	5.62	1.84	3.39
Total Immigrant Respondents	4.90	1.66	2.75	4.75	1.47	2.17	5.09	1.78	3.15	5.60	1.76	3.09

3. Personal Customs and Communication

Generally speaking, male immigrant professionals faced fewer custom and value problems than female counterparts reported facing (see Table 23, page 136). Respondents who came from other than Far East regions perceived less challenge than those from the Far East. Other groupings of research subjects provided similar results, but people with more subordinates gave more heterogeneous responses than any other groups did.

4. Race and Communication

Both males and females marked similar answers regarding the issue of race and communication. Racial differences were important for some people, but not for the others (see Table 23, page 136). Non-Far Easterners as a group reported that race made little difference in their communication behaviors; but because their responses as individuals were heterogeneous in nature, some non-Far Easterners thought it made a difference to them. Far Easterners responded toward the "no-problem" direction, too. Far Easterners' responses were comparatively homogeneous than non-Far Easterners provided.

Immigrant engineers seemed to be less influenced by racial difference than non-engineers, nevertheless, responses returned by non-engineers were more heterogeneous in nature (see Table 23, page 136). Immigrant professionals with more people working under them appeared to neglect the racial difference variable. The other two groups followed the general trend. However, results turned in by the without-subordinate group proved to be more varied; therefore, personal opinions did prevail on this issue.

VI. COMMUNICATION WITH IMMIGRANT PROFESSIONALS

1. Desire for Interaction

The data showed that, in general, native Americans only felt interactions with their immigrant colleagues were "moderately desirable" (see Table 24, page 139). Americans who reported that they spent more time communicating with their immigrant colleagues expressed more such desire for interaction than those who spent less time with them. And Americans who experienced more working relationships with those immigrant colleagues also expressed higher interest in interactions than did those who experienced fewer working relationships with immigrants.

2. Intensity of Communication

Americans in general responded that they had "moderately intensive" communication (including written, oral face-to-face, and telephone conversations) with their immigrant colleagues. Again, those who intended to communicate more frequently with their immigrant colleagues did show more tendency to interact with the latter than those who spent less time with them (see Table 24, page 139). However, differences were evident for those who spent less time interacting with immigrant colleagues, with some subjects reporting intensive experiences with immigrant colleagues.

Those Americans who had more working relationships with immigrant colleagues also believed that they had somewhat more intensive communications with them. And subjects who had fewer relationships also had less communication.

3. Percentages of the Time

Generally speaking, native Americans spent between 20 to 35 percent of their communication time during the job with immigrant colleagues, and the remaining 50 to 65 percent of the time with other native Americans

Table 24

American Nationals' Motivation of Personal Communication with Immigrant Colleagues

Groups	Desire for Interaction			Intensity of Communication			Percentages of Time Spent in Communication			
	M.	S.D.	V.	M.	S.D.	V.	%	V.	%	V.
Americans Who Spent 40% or More Time With Immigrants	5.68	1.23	1.50	6.39	1.08	1.17	45-55	1.24	25-45	1.39
Who Spent 39% or Less Time With Immigrants	5.05	1.24	1.55	5.17	1.41	1.99	15-25	0.87	65-80	0.40
Who Worked With 6 or More Immigrants	5.47	1.28	1.65	6.17	1.27	1.60	30-40	1.51	50-60	1.42
Who Worked With 5 or Fewer Immigrants	5.18	1.25	1.57	5.29	1.41	2.00	20-40	3.84	55-65	3.91
Americans in General	5.31	1.28	1.63	5.68	1.42	2.01	20-35	3.09	50-65	2.86

(see Table 24, page 139). When reading such results, it is important to keep in mind personal preferences, especially for the category of communicating with immigrant colleagues. The communication time spent with other native Americans appeared to be relatively stable.

Americans who spent 40 percent or more of their time with immigrant colleagues reported that they communicated between 45 to 55 percent of the time with them, again, recognizing individual preference (see Table 24, page 139). And subjects in the more time category reported that they spent around 25 to 45 percent of such time with other Americans.

Responses given by people who spent less communication time with their immigrant colleagues showed that on the average they spent around 15 to 25 percent of such time with immigrants, and about 65 to 80 percent of such time with other native Americans.

Americans who worked with six or more immigrant professionals believed that they spent about 30 to 40 percent of their communication time with them, and spent 50 to 60 percent of their time with other native Americans. Those who worked with five or fewer immigrants reported that they spent 20 to 40 percent of the time with them, and 55 to 65 percent with other Americans. Personal preference made a great deal of difference for these subjects (see Table 24, page 139).

VII. COMMUNICATION BEHAVIORS

1. By Native Americans

When they communicated with their immigrant colleagues, native Americans believed they were "moderately friendly" toward them, and to this issue, Americans' responses seemed quite similar (see Table 25,

page 142). This result was evident both by Americans who spent more time with immigrants and those who spent less time with them.

Americans who worked with six or more immigrant professionals seemed to be friendlier toward the latter than those who worked with fewer such professionals in their environments.

2. By Immigrant Professionals

Americans in general seemed to believe that their immigrant colleagues were slightly friendlier toward Americans than they were treated in return. Nevertheless, some personal differences occurred, indicating that some Americans were as friendly as immigrants (see Table 25, page 142).

Americans who spent more time communicating with their immigrant colleagues thought immigrants were not as friendly as those who spent less time with them. The same results were reported by Americans who had either more or fewer working relationships with immigrant colleagues. For instance, Americans who worked with six or more immigrant people thought the latter were not as friendly as those who worked with five or fewer immigrants.

3. Degree of Satisfaction

Americans in general felt somewhat satisfied with their communication experiences with their immigrant colleagues. Respondents who spent more time with immigrant professionals generally expressed more satisfaction than those who spent less communication time with immigrants, but the differences were not significant. And Americans who interacted and worked with more immigrant colleagues felt on the contrary less

Table 25

American Nationals' Perception of Mutual Communication Behaviors and Attitudes with Immigrant Colleagues

Groups	By Native Americans			By Immigrants			Degree of Satisfaction		
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.
Americans Who Spent 40% or More Time With Immigrants	5.57	0.86	0.75	5.57	1.43	2.03	5.29	1.00	0.99
Who Spent 39% or Less Time With Immigrants	5.49	0.87	0.76	6.30	1.19	1.41	5.18	1.16	1.34
Who Worked With 6 or More Immigrants	5.67	0.75	0.56	5.83	1.21	1.47	5.10	1.19	1.42
Who Worked With 5 or Fewer Immigrants	5.41	0.94	0.89	6.13	1.42	2.01	5.32	1.00	1.01
Americans in General	5.52	0.87	0.76	6.00	1.34	1.79	5.22	1.10	1.20

satisfied with their experience than did those who worked with fewer immigrant people. Again, no significant differences appeared (see Table 25, page 142).

VIII. COMMUNICATION ABILITIES PERCEIVED

1. Language Ability

Generally speaking, native Americans felt that their immigrant colleagues' language ability was only fair. There might be some exceptional immigrants, but Americans as a group were not impressed by immigrants' language ability (see Table 26, page 144).

Americans who spent more communication time with their immigrant colleagues, on the contrary, maintained that their colleagues' ability was even poorer than did Americans who had less communication experience with the latter. The same was true for those with more or fewer working relationships with immigrant colleagues; Americans who experienced more working relationships with immigrant professionals judged the language ability of the latter even worse than did those subjects who had fewer such relationships with the immigrants. It was also clear that those with more working relationships with immigrants admitted that some had relatively better talent than did others. Depending on how many immigrant colleagues the Americans worked with, their judgment and perception of the latter would be more diverse (see Table 26, page 144).

Americans in general believed their immigrant colleagues could only understand their non-verbal behaviors with 50 percent accuracy, a rate less favorable than immigrants' verbal understanding ability. On this

Table 26

Immigrant Professionals' Job-Related Communication Abilities as Perceived by American Respondents

Groups	Language Ability			Non-Verbal Communication			Oral Technical Reports			Non-Technical Reports		
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.
Americans Who Spent 40% or More Time With Immigrants	4.82	1.07	1.15	4.11	1.29	1.67	5.71	1.00	0.99	6.27	1.99	3.97
Who Spent 39% or Less Time With Immigrants	5.21	1.17	1.38	4.26	1.06	1.11	5.81	1.10	1.21	6.18	1.69	2.85
Who Worked With 6 or More Immigrants	4.70	1.27	1.61	3.97	1.47	2.17	5.79	1.05	1.10	5.96	1.86	3.46
Who Worked With 5 or Fewer Immigrants	5.33	0.94	0.89	4.38	0.78	0.61	5.75	1.06	1.13	6.39	1.78	3.18
Americans in General	5.05	1.15	1.32	4.19	1.16	1.35	5.77	1.06	1.12	6.22	1.83	3.34

issue, whether Americans had either more or less communication with their immigrant counterparts did not make much difference; nevertheless, more experienced Americans still judged the immigrants inferior than did the less experienced Americans.

Americans who enjoyed more working relationships with immigrant people thought the latter's ability to understand American non-verbal communication was the worse of all abilities pertinent to this language section. Those who were exposed to fewer such encounters thought their colleagues' perceptions were somewhat better. However, the responses provided by Americans with more encounters were not as consistent as responses given by less experienced Americans (see Table 26, page 144).

2. Technical and Non-Technical Communication

When their immigrant colleagues gave an oral technical report, Americans in general felt somewhat enthusiastic about it.

Individually speaking, subjects who had less communication experience with their immigrant counterparts judged the latter's oral report to be more interesting than did those who had more such experience. And data provided that subjects with both more working relationships and fewer working relationships was roughly the same.

Most Americans surveyed believed their immigrant colleagues communicated almost equally well as to performance in worked-related technical communication and non-work related social communication. However, among them, quite a few subjects also thought the type of communication made a great deal of difference in their judgments. Immigrants in general believed the type of communication showed a difference in their communication performance.

Although both Americans who had spent more time communicating with immigrants and those who spent less such time contended that technical or non-technical social conversation did not make much difference in their judgments, quite a few American respondents revealed that type of communication made quite a difference in their judgments.

Looking at the data from another perspective, it revealed that Americans who worked with more immigrant subjects thought the issue of technical or non-technical communication with the latter did provide some difference in their judgment, and those who had less exposure to communication with immigrant subjects admitted the type of communication did not make much difference. Moreover, as the data showed, for both categories of American subjects, personal attitudes and judgments caused some variation in their respective responses (see Table 26, page 144).

3. Cross-Cultural Communication

Did possible cultural differences create communication problems for American nationals when they communicated with their immigrant colleagues? The data they returned indicate that it was not a serious challenge for Americans in general. However, personal judgments varied in the responses which Americans expressed (see Table 27, page 147).

On the other hand, Americans who spent more communication time with immigrant counterparts mentioned occasional problems with the latter. Americans who had less such cross-cultural experience also reported fewer such communication problems. The less-experienced group was comparatively less divergent in their responses, while responses of the more-experienced group were quite dissimilar in nature.

Americans who worked with six or more immigrant professionals believed that they faced cross-cultural problems with their immigrant

Table 27

American Nationals' Cross-Cultural Experiences and a Perception of Communication Problems When Interacted with Immigrant Professionals

Groups	Cross-Cultural Experience			Communication Problems Perceived			Empathy		
	M.	S.D.	V.	M.	S.D.	V.	M.	S.D.	V.
Americans Who Spent 40% or More Time With Immigrants	5.29	2.00	3.99	4.75	1.41	1.97	4.89	1.42	2.02
Who Spent 39% or Less Time With Immigrants	6.07	1.57	2.47	4.58	1.60	2.54	4.90	1.14	1.29
Who Worked With 6 or More Immigrants	5.03	1.84	3.37	4.37	1.52	2.30	4.77	1.20	1.45
Who Worked With 5 or Fewer Immigrants	6.32	1.56	2.43	4.87	1.49	2.22	5.00	1.30	1.68
Americans in General	5.75	1.80	3.25	4.65	1.52	2.32	4.90	1.26	1.59

colleagues once in a while. Americans' who worked with five or fewer immigrants reported fewer such problems (see Table 27, page 147). Again, individual reports were disoriented, with the more-relationship group's responses appearing to be more varied.

Therefore, the data reveal some, if not serious, cross-cultural problems. For example, on the empathy issue, Americans in general believed that their immigrant colleagues had a fair grasp of their feelings and viewpoints. Also, Americans having both more and less interaction time with immigrants reported quite similar findings on this issue. More variation was found in responses of the more interaction-experienced Americans (see Table 27, page 147).

4. Communication with Immigrant Colleagues

Americans responded that they had occasional communication problems with their immigrant colleagues (see Table 27, page 147). This result was quite similar for both two groups of more and less interaction-experienced Americans, with the less-interaction group members marking some more extreme positions. Data showed that when Americans worked with more immigrant professionals, they were aware of more problems than were Americans who worked with few immigrants in their organizations.

IX. A CONCLUDING REMARK

Statistical data derived from both the Immigrant Professionals' Communication Behaviors Questionnaire and the Native Americans' Reflection Questionnaire have been analyzed, an interpretation of such results will be focused on in the final chapter, Summary and Discussion. In Chapter Five however, data derived from the interview section of the current study will be the main emphasis of the process.

Chapter Four Endnotes

1. Nine items were duplicatedly applied to both the immigrant and the American questionnaires. They were items 19, 20, 22, 30, 34, 35, 36, 38, and 42 for the immigrant questionnaire; and items 5, 6, 7, 8, 9, 10, 11, 12, and 16 for the American questionnaire.
2. Details see Jerry Wofford, et al. "The Relationship of Leadership Behavior with Communication," Organizational Communication: The Keystone to Managerial Effectiveness (New York: McGraw-Hill Book Co., 1977): 317-328.
3. See Chapter Three of the current study, pp. 74-86.
4. For a discussion of these three elements used in the American questionnaire, see Chapter Three of the current study, pp. 86-89.
5. See pp. 76-77 of the current study.

CHAPTER FIVE

INTERVIEW DATA ANALYSIS AND RESULTS

The interview data collected for the current study was subjected to a content analysis, with a dual emphasis of a categorization of themes and items, and a frequency calculation of subject matters appeared in each category. The data analyzed was cumulated from a total of 40 personal interview sessions, with 20 each held with immigrant professionals and their American colleagues.¹

Four major subjects will be discussed in this chapter of interview data analysis and results, they are (1) immigrant professionals' general communication behaviors in American organizations, (2) their communication problems as perceived by themselves and native American colleagues, (3) their cross-cultural encounters with American colleagues, and (4) degree of communication satisfaction as reported by immigrant professionals and their American counterparts.

I. GENERAL COMMUNICATION BEHAVIORS IN AMERICAN ORGANIZATIONS

1. Immigrant Professionals' Strong and Weak Areas

(1) Reported by Immigrant Subjects

Immigrant subjects reported that they enjoyed three major strong points regarding their communication performances in American organizations, the points were listed in their perceptions of degree of personal capability. First, immigrant subjects showed both confidence and ability in their oral communication on technical subjects. Second, when involved in a communication situation, immigrants believed that they had ability

in getting the point and made messages clear to their audience. Third, some immigrants interviewed believed that they were patient people so they thought they were good listeners in a communication encounter.

The weak points which immigrant subjects conceived were language and culture related. To some immigrant professionals, because of their limitations in the usage of the English language, they felt they had troubles in writing a formal technical report. Some others concerned their ability in oral expression mainly because they talked too fast, had troubles with English pronunciations, or were too shy to express themselves. Furthermore, some immigrant professionals interviewed admitted that they sometimes were timid about social conversations with their American colleagues. One reason for that was they had a poor grasp of American culture, thus they thought they might not understand personal feelings of their American colleagues.

(2) Perceived by American Nationals

Most Americans interviewed felt their immigrant colleagues' strong points in their eagerness to learn American culture and language. Americans believed their immigrant colleagues tried very hard to be good communicators; as a result, immigrants were perceived as having intelligence to express themselves in different ways if they were not understood by their American colleagues. Immigrants also were perceived as having patience to listen carefully, and they made efforts to cooperate with their American colleagues.

More than 80 percent of Americans interviewed felt their immigrant colleagues' weak points were language related. The major problem they felt to create a mutual misunderstanding was poor English pronunciations

used by their immigrant colleagues. Some Americans expressed that immigrants had a poor grasp of American idioms and slangs, which delayed their mutual understanding and interactions. A fraction of Americans interviewed felt that some of their immigrant colleagues appeared a lack of self confidence; therefore, they appeared either too shy to interact with people or too frustrated to communicate with native Americans.

2. Technical and Non-Technical Communications

Almost without any exception, immigrants interviewed responded that they were more competent in technical communication than in non-technical social interactions with their American colleagues. Because of universal language used in science, immigrants interviewed contended that technical fields were the areas in which they felt they were competent. In addition, immigrants believed that they sometimes could not make an efficient use of social gatherings with their American colleagues because of personal limitations in American culture and language. Hence, immigrants noted that they needed to gain respect and acceptance from their American colleagues by their competence in a technical communication. As for the non-technical communication with American colleagues, immigrants thought they sometimes lost the track of a conversation. In such occasions, immigrants thought they were like a television audience watching a talk show, occasionally they did not understand what was going on.

American nationals interviewed provided similar responses. Some Americans thought their immigrant colleagues had superior technical communication skills, which the latter applied to compensate their verbal interactions in some social occasions.

3. Organizational Hierarchy and Communication

In terms of an organizational hierarchy and communication behaviors taken by immigrant colleagues,² their responses were mixed. More than half of the immigrants interviewed reported that positions which Americans held would make a difference in their communication behaviors with the American superiors. They tried to be formal in a sincere manner, for they were either afraid to make mistakes or they felt that their superiors were not perceived as friendly. When interacting with native-American peers and subordinates, immigrants felt equal with their American colleagues. In such occasions, such immigrants responded that they perceived a causal atmosphere; therefore, they were more open of themselves, and they could discuss a lot more subjects.

Some immigrant respondents expressed that positions which their American colleagues held made not much difference in the respondents' communication behaviors, for they felt either that they were fortunate to have friendly superiors or they were trying to impress their American bosses with personal abilities. Nevertheless, in general such immigrants still preferred to communicate with their peers.

On the other hand, American nationals who worked with immigrant superiors said they usually tried to "listen harder" to what their immigrant superiors were saying, in order not to request their bosses to repeat themselves. Some Americans responded by saying that they perceived no communication difficulty with their immigrant superiors mainly because they thought part of the reason that they attained those superior positions was due to their better communication skills. And

a few Americans contended that they treated people equally, therefore, they perceived no communication difference with their immigrant superiors.

As for their immigrant subordinates, only six Americans interviewed had such communication experiences with them. Some subjects said they might be more likely to ask their subordinates to repeat themselves when the immigrants did not make themselves clear. Some said they would be more patient when they had time to communicate with immigrants.

Americans in general felt they demonstrated more friendly behaviors toward their immigrant peers; consequently, they would talk with them about the immigrants' specific communication problems. Furthermore, Americans said a job relationship overrided other considerations, thus they became friends with their immigrant colleagues. In such a case, some people felt that positions which people held created no problem, but to communicate interculturally, both the sender and the receiver needed to pay more intense attention as compared to intracultural communication situations.

4. Communication Performance of Immigrant Males and Females

(1) Responded by Immigrants

To the issue of whether male or female immigrant professionals communicated better on the jobs, comments provided by immigrant subjects themselves were divided. Some respondents interviewed contended that males were more outspoken and aggressive in their communication with Americans. They also believed that male immigrants enjoyed better communication skills and were involved in more native-Americans' society.

Nevertheless, others responded by saying that females had clearer pronunciations which made them easier to understand. Some immigrants interviewed believed females were more outspoken and articulate, which made them better communicators than male counterparts.

(2) Perceived by American Nationals

Most responses by American nationals regarding this male-female communication performance issue were addressed to the female part, and they gave opposite opinions. Some Americans felt that female immigrants were better communicators because they used clearer pronunciations and they also talked slower, which made them easier to understand. On the other hand, some Americans felt that female immigrants were more shy about their lack of ability to communicate with American colleagues. Such Americans perceived their female immigrant colleagues quieter than male counterparts.

A few Americans interviewed believed male immigrants were of two types, they were either sure of themselves or unsure when communicating with Americans. When they were sure of themselves, they were perceived as confident and articulate; whereas when they were not sure of themselves, male immigrants were perceived to feel the stress on them, so they felt frustrated and stuttered in their interactions with native Americans.

II. COMMUNICATION PROBLEMS PERCEIVED

1. General Communication Problems

(1) Problems Detected

Mainly there were two kinds of job-related communication problems raised by immigrants themselves, and both were language related. First,

immigrants had problems with oral communications in terms of presenting oral reports and perceiving some terms or words used by Americans. Second, they had trouble in writing long reports.

Most communication problems of immigrant professionals, according to American respondents, were language related, too. However, the problems appeared in slightly different forms. First, Americans thought their immigrant colleagues had some kind of English problems such as limited vocabularies, poor pronunciations, and heavy accents. Second, some immigrant professionals had difficulty with American idioms and slang. Third, immigrants sometimes applied unpopular English patterns or used an inaccurate English grammar. In such occasions, a few Americans said they were distracted to pay attention to the forms rather than the contents of their immigrant colleagues' message.

(2) Possible Solutions Searched

Immigrant professionals in general suggested two kinds of self-improvement regarding their general communication problems. One of them emphasized improving personal performance, with special attention to the English language and its related culture. The other concentrated on work-related communication necessities.

In order to improve their language ability and sensitivity to American culture, immigrants suggested the following four approaches, which are arranged in order of their preference. First, they were aware that they needed more practice, in both written and oral communication. They said they needed to be more outspoken, to understand the American culture. They also needed to read more, and listen carefully, so as to learn how Americans talk. Second, they understood that they should take some type

of English classes. And such lessons to increase their vocabulary and writing skills, or to help them to appreciate American slang and idioms would be beneficial. Third, they thought they needed to participate in some form of communication workshop. They believed they needed to take public speaking training. Because of their native cultural heritage, some immigrant professionals admitted that they were too shy or too easily embarrassed; they contended that some of their communication problems were not language related, but culture oriented. Therefore, they expected that oral communication training would not only improve their communication skills but also increase their confidence. Fourth, they thought they should watch more television and listen to the radio; they believed these two media to be major resources of training in contemporary American culture.

To improve their work-related communication skills, immigrants said they were trying two separate approaches. To express themselves, they said they should talk more slowly, by providing examples and explanations in different ways by means of diagrams and documents. To increase understanding, they said they asked questions, and they also requested the other person to explain any terms or concepts they were not familiar with. They also said they should get involved in discussions.

American nationals made similar suggestions. In order of frequency of their recommendations, they pointed out that the major communication problem which immigrant colleagues faced was language related. They believed immigrants should have special English language training, with particular emphasis on grammar, pronunciation, and slang. In addition, they contended that their non-native colleagues should understand basic

concepts involved in a conversation, they should observe and learn body language, and they should grasp infamiliar cultural differences. One of the major suggestions made by Americans was that immigrants should avoid any temptation to speak their native tongue, especially in front of their American colleagues. They believed that in order to learn good English expression and the native culture, their colleagues should practice the new language at all times. Last, Americans stressed that some immigrants needed to be more outspoken and to become more involved with people.

2. Organizational Drawbacks

The immigrant professionals interviewed suggested six major work-related organizational communication problems. Again, the discussion of these problems will be arranged according to their perceived seriousness in frequency of occurrence.

First, the most serious problem existing in their organizations these immigrant employees believed was a lack of well-defined objectives. As a result, they said they received either no distinct and definite instructions from their superiors, or no explanations of the instructions received. Immigrants also observed that they sometimes received inconsistent directions, and that they did not have enough systematic documentation. As a result, duplicate jobs were done and energy was wasted. Immigrants also felt that new employees did not have enough orientation and hence did not know exactly their major job responsibilities.

Second, immigrants felt that they had communication problems with members of their own group concerning personal responsibilities involved. They contended that they had too many projects going on at the same time.

They experienced mis-communication about individual capabilities, they lacked sufficient interchange of technical information with peers, and they also suggested that sometimes oral communication was misleading and contradictory. In addition, a lack of systematic documentation as projects proceeded also caused wasted time and effort.

Third, immigrants felt the pressure of language problems in general, and personality problems in particular. They said they experienced problems of inability to communicate their thoughts and ideas accurately. And they said both personality and possible cultural differences made them feel even more frustrated.

Fourth, immigrants were sometimes antagonized by one-way communication from their superiors. They complained that they did not have enough communication with their superiors about problems between themselves and their superiors. They also maintained that instructions from their bosses were not entirely correct and that instructions were sometimes too general in nature. Some immigrants felt that they did not have frequent enough appraisal interviews with their superiors.

Fifth, immigrant professionals contended that management people sometimes refused to accept "bad news." Consequently, they said serious problems either were covered up or "sugar-coated" until it was too late to deal with the problems constructively. Immigrant subjects also reported that people did not want either to listen or to tell the whole story and that this attitude created problems of distrust.

Last was the issue of "internal politics." A few immigrant employees responded that occasionally information received had to be interpreted with management politics in mind. They also complained of receiving too

many directions from too many superiors at once.

Such organizational drawbacks as are presented here would not only cause communication problems among immigrant professionals, but also could interfere with the efficient operation and management of an organization. However, some problems resulted from personal perceptions and assessment, and some were caused by particular organizational environments. Most importantly from a conceptual viewpoint, such negative contentions regarding specific problems sometimes can be corrected by taking a cooperative and positive attitude among all members involved in an organization.

III. CROSS-CULTURAL ENCOUNTERS WITH AMERICAN COLLEAGUES

1. Communication Methods Preferred and Detested by Immigrants

Most immigrants interviewed preferred oral face-to-face communication with their American colleagues. In such circumstances, immigrants felt less communication pressure, plus they perceived a chance to clarify any misunderstandings. A fraction of immigrants preferred written communication with American colleagues, for they thought they could prepare thoroughly and minimize any errors, especially those involved a technical material.

Opinions regarding detested communication methods in a working condition were mixed. First, most immigrants interviewed disliked written communication with their American colleagues; they thought writing was too formal and demanding; and because of their limited vocabulary and writing skills, they thought it simply took too much of their time. Second, telephone communication was the next least-preferred method of interacting with Americans. Some immigrants believed that there were too many

distractions with telephones so they could not concentrate or hold attention of their colleagues. Third, due to a fear of failure, several immigrants were afraid of making formal presentations. Last, a couple of subjects named group discussions as wasting time, they thought not much got done from those gatherings.

2. Communication Attitudes Perceived

Basically speaking, immigrants felt their American colleagues friendly. Immigrants thought they were technically competent, hence they earned acceptance and respect from their American colleagues. On the other hand, some immigrants noted that because of cultural difference and a possible distinction of personal philosophy, some Americans occasionally did not understand arguments presented. Consequently, these immigrants felt Americans might perceive their viewpoints, but they might not understand their immigrant colleagues' feelings. Such respondents attributed this phenomenon to a possible culture difference.

Immigrants said they detected a difference of whether they were understood by Americans by means of feedback. According to these immigrants, if their American colleagues did not understand them, they would ask questions, show some facial expressions, and make some comments. If the same topic and the conversation could go on, immigrants felt they were understood by Americans; otherwise, they would feel the gap.

Similar communication cues were used by Americans to judge their viewpoints and feelings upon immigrant people. And if they were not understood by their immigrant colleagues, Americans with such cross-cultural experiences said they would speak slowly and clearly. Sometimes Americans said they applied different or similar words.

3. Cross-Cultural Experience

About half the immigrants interviewed believed a possible cultural difference provided some communication problems for them. Several reasons were supplied by such immigrant subjects. First, when communicants involved in a cross-cultural occasion were too self conscious of their respective cultural difference, it would provide a communication problem for all the people involved. Second, sometimes people with different cultural backgrounds would look at things from different viewpoints. Third, several immigrants said differences in cultural background would pose fewer communication problems than differences in personal interests.³ Fourth, five immigrant subjects observed that while some people were fascinated by intercultural experiences, others might ridicule and make fun of their intercultural encounters.

On the question of whether they preferred other immigrants or American nationals when they had a choice in social occasions, about half of the immigrants said they chose other immigrants like themselves. In such a condition, they said they perceived less pressure and felt more at ease to apply their native language to discuss any topics with which they all felt familiar. They felt equal with other immigrant people of similar cultural background. And they also felt more confident about themselves. The other half responded that they had no particular preference regarding the choice. For such latter immigrants, they said the choice might depend upon mutual interests so they might have something to talk about rather than race and origins of people involved.

IV. DEGREE OF COMMUNICATION SATISFACTION

For this last section of the interview data analysis, responses provided by immigrants and Americans were put together to compare their personal degrees of communication satisfaction in general. For this particular question, a seven-point scale was furnished for each subject. On the scale, a marking of "1" represented the most dissatisfied communication encounter, and the marking of "7" the most satisfied experience.

Immigrant interviewees in general were only slightly satisfied with their communications in American organizations ($M=4.61$). A major reason for such a low value was attributed to their language ability in general and dissatisfaction with their social performance in particular. However, they felt satisfied with their technical communication. The dissatisfaction which they expressed was mainly focused on the self rather than on others.

On the other hand, Americans were somewhat more satisfied with their intercultural communication encounters ($M=5.33$). Americans were satisfied mainly because they thought in general they understood one another. Some felt that their immigrant colleagues were technically competent so they were good partners. However, several Americans interviewed were not satisfied with their intercultural encounters. They blamed such immigrants who did not try harder enough to improve their language ability beyond the bare minimum. And they said such a situation made the job process move slowly at times. According to these latter Americans, the limitation provided by their immigrant colleagues also

caused some misunderstandings in the past, plus strained social relations among co-workers.

V. A CONCLUDING REMARK

Interview data derived from personal interviews with twenty each immigrant professionals and their American colleagues have been analyzed, an interpretation of such results and conclusions of the study done will be covered in the final chapter, Summary and Discussions.

Chapter Five Endnotes

1. Of the 40 one-hour each personal interview sessions held, on the immigrant part, there were 10 male engineers, 6 male non-engineers, and 2 each for female engineers and non-engineers. On the American side, there were 10 male non-engineers, 4 male engineers, and 3 each for female engineers and non-engineers.

2. An organizational hierarchy defined in the current study was represented by different positions which people held. In a working group or department, for any subjects interviewed, other colleagues were treated as their superiors, subordinates, and peers.

3. Such personal interests were shown in terms of hobbies, favors, and conceptions of a best use of one's pastime.

CHAPTER SIX

SUMMARY AND DISCUSSIONS

This study was based on questionnaires and structured interviews. Most of the questionnaire items were constructed especially for the current study, and they were designed to satisfy two requirements: (1) to represent specific research dimensions pertinent to the study, and (2) to refer to relevant communication and intercultural theories. Similar considerations were followed in organizing structured interview questions. The main purpose of such interviews was to provide research subjects an opportunity to express in-depth feedback pertinent to a few key research issues.

All research subjects sampled were from the state of California, and from professions involving the fields of aerospace, solid state industry for engineers, computer science, and general productions for non-engineers. The data revealed that more than two-thirds of the immigrant subjects originally emigrated from the Far East. Such demographic data must be taken into consideration in interpreting the research results. For one thing, any possible cultural differences between the East and the West should be included, especially in discussing communication differences between Far East and non-Far East research subjects.

In this final chapter of the study, three major topics will be discussed: (1) conclusions and discussion, (2) guidelines for immigrant professionals' intercultural exchange, and (3) implications for future research.

I. CONCLUSIONS AND DISCUSSION

1. Immigrant professionals and American nationals had different expectations about their intercultural communication behaviors. When interacting with American nationals, immigrant professionals believed that they expressed more respect toward their American colleagues than they perceived in return. On the other hand, American nationals were described as expressing more friendship toward them than immigrants toward Americans.

Several reasons can be provided for this conclusion. First, the fact that immigrants expressed more respect toward their American colleagues might indicate that immigrants as a group felt some disadvantage in competing with their native colleagues in their organizations (see Table 14, page 117; table 15, page 119). Proficiency in communication ability is deemed imperative for leaders in Western cultures. In fact, Western cultures sometimes value outspoken people; as a result, articulate employees are perceived to be more competent and self-confident. Thus, language problems are a major drawback to immigrant professionals' upward mobility. Since social and cultural factors are valued in terms of competition for a higher position, immigrant professionals expressed more respect toward their American colleagues because the latter possessed positive values which they admired (see Table 14, page 117). On the other hand, American expressed comparatively less respect for their immigrant colleagues; this may occur partly because the latter had some language and cultural drawbacks.

Second, because of differences in personal perceptions and expec-

tations, immigrant professionals perceived their American colleagues as being friendlier toward them than they toward Americans (see Table 15, page 119). However, according to the responses provided by the Americans themselves, Americans thought they were not as friendly as their immigrant colleagues (see Table 25, page 142). Such contradictory results might be explained in two ways. In the first place, Western cultures have taught people to behave politely to those with whom they are not well acquainted. Such good manners were perceived by immigrant professionals as friendly gestures. On the other hand, when immigrants experience communication problems, they tend to stay with people of the same cultural group. When such situations occurred in working conditions, Americans were offended. Using one's native language in the presence of American colleagues provided both distrust and negative comments. Therefore, such upsetting behaviors were indeed to be perceived as less friendly.

Third, both immigrant professionals and American nationals alike reported that immigrant employees were technically competent and were more at ease and self-confident in technical rather than non-technical communication (see Table 20, page 130; Table 21, page 132; and Table 26, page 144). Furthermore, professionals working in scientific fields are educated people. In terms of self-fulfillment, immigrants were conscientious workers; hence they apparently hoped that their job competence and personal respect toward their American co-workers would win them respect and personal fulfillment in American working environments.

2. Generally speaking, immigrant professionals faced three types of communication problems. First, the most serious problem was a

deficiency in use of the English language. Second, the next trouble area was their speech anxiety. Third, the final personal drawback was immigrants' perception of unfamiliarity with American culture and customs.

Both immigrant professionals and their American colleagues reported that most immigrant employees faced certain language difficulties (see Table 18, page 125; Table 26, page 144). Americans believed their immigrant colleagues had a poor grasp of English grammar and vocabulary.¹ Some immigrants used inaccurate articulation and spoke with accents so heavy as to make them hard to be understood. Americans also thought there were some immigrants who spoke too fast and could not express themselves clearly, especially over the telephone. Most Americans provided a sympathetic viewpoint when they reported that some English idioms and slang made no sense to their immigrant colleagues.

Americans generally believed that their immigrant colleagues' language and communication abilities were only fair. The more working relationships they had with immigrants, the less they rated their immigrant colleagues' language ability. Since the more experienced Americans had more opportunities to judge immigrants' language ability, and their evaluations were more critical. For either non-technical social communication or non-verbal silent communication, understanding the culture is a must. Unlike technical communication, which usually applies a universal language or formula, social and non-verbal communication are heavily influenced by contemporary social phenomenon or cultural heritage. Therefore, outsiders may often misinterpret this type of communication. Consequently, immigrant professionals were perceived to communicate better on the technical side than on the non-technical.

Immigrants had problems with speech anxiety.² According to the research results, some immigrant professionals became frustrated when they could not make themselves understood at the first try. To immigrant professionals, two sources contributed to their speech anxiety. First, immigrant professionals' speech anxiety depended upon the subject matter under discussion. Second, the degree of immigrants' speech anxiety would also be set by their self-confidence level.

When the subject matter under discussion was familiar to immigrant subjects, they apparently could contribute their ideas and opinions; therefore, they felt less anxiety. The more unfamiliar with the subject matter and the more contribution provided by other members, the more speech anxiety they would feel.

Speech anxiety was also correlated with immigrants' self confidence level. First, the communication atmosphere was important. For instance, a formal oral presentation provided more pressure on immigrants than an informal one.³ Second, the degree of familiarity with the subject matter under discussion could also determine their confidence level.⁴ They probably felt less threat when interacting with peers or other immigrant professionals like themselves. Third, immigrants' self confidence depended upon their own perceptions of their English ability in general (see Table 18, page 125). Broadly speaking, immigrants' confidence level seemed to be judged by their own psychological state of mind. When they felt "safe" and were sure of themselves, they felt less threatened and they demonstrated less speech anxiety.

The final variable of immigrants' speech anxiety was personality related. Some immigrants were either too shy or too frustrated to

interact cross-culturally. To correct such communication problems, immigrants and American nationals alike suggested several possible solutions. First, immigrants needed more practice, in both written and oral communication. Second, they should take some type of English classes or communication workshops. Third, they should watch any temptations to speak their native language, especially during a working condition. And fourth, in order to learn more about contemporary American culture, immigrants believed that they needed to watch more television and listen to the radio.

3. Immigrant professionals in general desired to discuss job-related problems with their superiors.

In discussing job-related problems with superiors, immigrants with more aggressive attitudes were not afraid of any psychological pressures. It seems that more aggressive persons are often more self-confident. Immigrant professionals repeatedly showed that they were more competent and more at ease in technical communication than in non-technical social interactions with American nationals (see Table 20, page 130; and Table 21, page 132). As a consequence, immigrant professionals would impress their superiors with technical ability to earn respect from American colleagues, and try to use technical performance to make up their deficiency in non-technical communication.

In aerospace and solid state industries, engineering is highly technical so that group discussions might be deemed necessary for those in the research and development departments. Those professionals drawn from scientific and technical environments usually possess higher graduate degrees and training. Consequently, in terms of technical

ability, they felt both competent and confident. Under such conditions, discussing one's job-related problems with one's superior was perceived as both necessary and important (see Table 9, page 107).

4. Immigrant professionals preferred most of their communications on the job to peers; the second preference, was subordinates; and superiors were the least preferred audience.

This finding is supported by two observations. First, to interact with one's peers provides very little psychological pressure. Second, when interacting in upward communication, immigrant professionals perceived both the authority and the influence which their superiors' positions had carried. Consequently, immigrants felt the formality existent between them when they interacted with their superiors (see Table 10, page 109). Immigrants on the lower positions felt a need to "report" something to their bosses rather than to communicate on an equal basis or to "discuss" an issue with the latter.

However, when immigrant professionals interacted with peers, they perceived an informal, casual atmosphere. As a result, they felt they were on an equal basis in discussing a mutually interested subject. They could also make jokes and talk about something without "substance." Therefore, when interacting with peers, immigrants were more open of themselves.

Immigrant professionals also were said to feel some desire to interact with their subordinates. Such a phenomenon provided them some psychological pleasure. First, the role of a superior provided them some

authority in terms of expertise. Second, they thought they had more access to both the quantity and the accuracy of job-related information than they could provide to their subordinates. Third, most immigrants tended to be paternal; they thought they had some responsibility to take care of their subordinates.

5. Immigrant professionals in American organizations were satisfied with both the accuracy and the quantity of job-related information exchange. Although they felt least desirous about interacting with their superiors, they reported that they had received the most accurate information from them. Subordinates were the least preferred choice for accurate information. Immigrants retransmitted any information to other colleagues in the order of peers, subordinates, and superiors.

Immigrants were satisfied with information being delivered to them by their superiors because they felt that the latter had both the access in organizational hierarchy and expertise to interpret any technical information which they had received (see Table 11, page 111).

Immigrant professionals reported that they retransmitted any information they received to peers first, second to subordinates, and finally to superiors. Note that the information retransmission order was the same as immigrant professionals' desire for interaction (see Table 10, page 109). It is natural to suggest that when they interacted more with certain people, they usually exchanged more information among themselves. Furthermore, because immigrants felt their superiors had more access to information, they probably felt no need to provide their

bosses with duplicate information. Sometimes immigrants might suspect the accuracy of a particular piece of information they received; thus, if they retransmitted it to peers, they all could evaluate its accuracy, without being embarrassed themselves for passing around an inaccurate information. If they first retransmitted that information to their superiors, they felt they might provide bad impression to the latter. Finally, immigrants were unwilling to retransmit job-related information to superiors for fear of misinterpretation by the latter in later appraisal interviews.

6. Male immigrant professionals generally behaved more competitively than female counterparts.

Generally speaking, research results suggested that females were more trusting of their superiors' decision-making process than were males (see Table 9, page 107). Females seemed to acquiesce to the position power of their superiors. This finding was especially typical of Far East female immigrant professionals. Males, on the contrary, were willing to discuss their job-related problems with superiors, but they would not necessarily trust decisions made by them.

The finding that females desired more interaction with peers showed also why any information they received would go to peers. Interact with peers provided very little pressure to females.

Females were more satisfied than males regarding their own organizational communication behaviors (see Table 12, page 113). Such a conclusion suggested that males demanded more communication than females. Males were more aggressive about their jobs.

7. Immigrant professionals with several subordinates working for them were described as being better communicators than other immigrant members employed in American organizations.

Immigrant professionals with six or more subordinates working for them were willing to discuss their job problems, and at the same time, they trusted their own superiors more than did other immigrant members (see Table 9, page 107). One explanation is that such managerial level immigrants understood the nature of their jobs. They often had as much managerial experience as their superiors, and as a consequence, they sympathized with company requirements and with pressures of their superiors' positions.

Since immigrants with more subordinates also presided as group leaders and participated in more higher level meetings and decision-making processes, their self confidence was probably supported by personal management experience and technical competence. Americans seemed to agree with this interpretation; they contended that they perceived no major communication difficulty with their immigrant bosses. Americans believed that part of the requirements for their immigrant superiors to attain those superior positions were due to their better communication skills.⁵

8. In general, immigrant professionals felt only moderately happy about their adaptation to American organizations.

As demonstrated throughout the study, immigrant professionals faced language difficulty with their jobs, and they were most dissatisfied with their social encounters with American colleagues.⁶ Because of such

personal drawbacks, immigrant employees felt that their communication deficiency probably delayed both their upward mobility and job performance.

They were puzzled when they both acted and talked like Americans but were not necessarily perceived as Americans. Therefore, a major part of immigrant professionals' adaptation to American organizations would depend upon both their psychological and cultural adjustment to American society in general.

II. GUIDELINES FOR IMMIGRANT PROFESSIONALS' INTERCULTURAL EXCHANGE

At the beginning of this study, it was thought that immigrant professionals faced language and cultural difficulties while they were employed in American organizations. Based on the study conducted and analyzed, it now seems appropriate to suggest several general guidelines for the immigrants' cross-cultural encounters with their American colleagues.

1. Immigrant professionals need to improve their general English ability on a daily basis. The emphases on such improvements are dependent upon personal weak areas as detected by immigrants themselves and their American colleagues. One approach to improve their English language appears to be practice it at all times, especially during regular working hours. They should avoid resorting to their native language on the job, even with other immigrants.

2. If immigrants can analyze personal communication encounters with American colleagues by separating those enjoyable and unenjoyable conditions; they may look for clues to improve their communication

techniques.

3. While involving in intercultural situations, immigrants need to make special efforts to be sensitive to American culture and customs. They should watch for communication cues when they interact with Americans.

4. In order to maintain good working relationships and to build friendships with American colleagues, immigrant professionals need to express personal interests in their colleagues, cooperate with them, and demonstrate personal trust and respect.

5. Immigrants should develop confidence and ability in their work, and they should understand basically how American organizations could function as a group process. They may need to take special courses in organizational behavior.

6. American organizations would benefit by providing their immigrant employees with special language, cultural, and organizational training programs.

III. IMPLICATIONS FOR FUTURE RESEARCH

Immigrants have played a major role in America for a long time. As the world becomes smaller because of technological improvements, intercultural communication will become a routine part of most people's lives. By detecting sensitive problem areas, immigrants and nationals alike will have an opportunity to treat them constructively. They also can possess more empathic and sympathetic attitudes when they, as members of an established organization, get together.

From a theoretical perspective, there are several avenues for future research which may be recommended on the basis of this study.

First, concerned scholars should design standardized research instruments, which facilitate conducting studies and comparing results.

Second, by narrowing down both geographical origins and professions, researchers can select samples to reflect a special cultural and professional group. Such results can be used to assist more directly that group of people in accommodating to a new culture and working environment.

Third, researchers can investigate ideal patterns of communication behavior which allow new immigrants to ease into a foreign culture. Social accommodation can be used to construct theories of intercultural communication which provide guidance for proposing a spectrum of ideal communication behaviors.

Fourth, by investigating a limited number of research dimensions, researchers can conduct experimental studies involving systematic research designs and topics. The values of such studies are two fold: they build a foundation for theory construction, and provide for application of the knowledge gained in government and industry.

Chapter Six Endnotes

1. For a specific discussion of what immigrant professionals thought about their communication abilities and what responses were provided by American nationals, see Chapter Five, pp. 150-152 and pp. 154-156.
2. The conclusion reached was based upon the interview data; both American nationals and immigrant employees had perceived such speech anxiety in immigrants' communication behaviors. Details see Chapter Five, pp. 150-152 and pp. 154-155.
3. See Chapter Five, pp. 150-152.
4. Immigrant professionals and American nationals alike responded that immigrants expressed more confidence in technical rather than non-technical social communication with American nationals. One reason probably is in the latter type of communication, it involves American culture and slang language which immigrants felt they had problems with. Details see Chapter Four, pp. 129-133 and Chapter Five, p. 152.
5. See Chapter Five, pp. 153-154.
6. See Chapter Five, pp. 163-164.

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THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

THE COMMUNICATION RESEARCH CENTER

12 Fraser, Annex B
913 UN 4-3633

Shwu-kwei Li
26572 Loma Verde
Mission Viejo, California 92691
June, 1980

Dear professional expert:

I am conducting a Ph.D. study and need your help. The questionnaire hereby provided has been designed in an attempt to describe people's communication behaviors while at work. Since my main purpose is to investigate how people communicate in general, your answers will be completely anonymous. No reference will ever be made to your name. In fact, you don't have to write your name or in any way to identify yourself in answering this questionnaire.

A study of this kind may help people to improve their communication ability and confidence; hence it is an important study for a neglected problem area. Your participation is cordially requested and deeply appreciated. As you shall see, most questions are in such a design that they can be answered simply by marking on the scales. There are no right or wrong answers, and you can take your time to read them carefully when you answer them.

After you finish the questionnaire, please return it either to your coordinator or send it back to me with the provided envelope and paid postage. Again, be assured that your name will not be associated with the research findings. And we appreciate your cooperation very much.

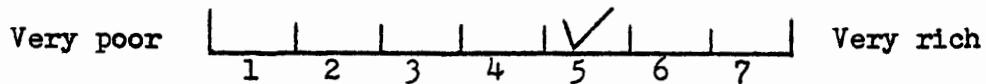
With best regards in your work and happiness!

Sincerely,


Shwu-kwei Li, Ph.D. candidate
The University of Kansas
(714)-831-2048

This is a series of questions about how people communicate at work. Imagine a typical week at work on your current job, and answer the questions accordingly. Please attempt to answer all the questions. Thank you.

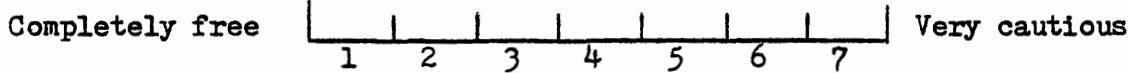
Some questions ask you to write an answer. Most others, however, have seven point scales on which to answer. On these questions, please check the point that represents most closely how you feel. For instance, to the question, "How rich do you want to be?" you might answer:



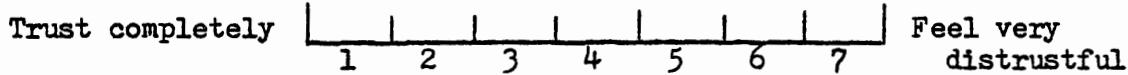
1. Do you have subordinates working for you? (check one)

No _____ Yes _____. If yes, then how many? _____

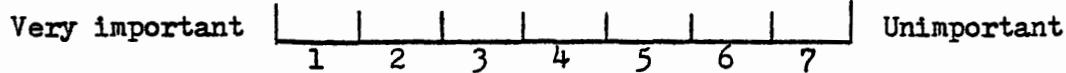
2. How free do you feel to discuss with your immediate superior (the person who most frequently gives you orders and directions) the problems and difficulties you have in your job, without jeopardizing your position, or having it "held against" you later?



3. Immediate superiors at times must make decisions which seem to be against the interests of their subordinates. When this happens to you as a subordinate, how much trust do you have that your immediate superior's decision was justified by other considerations?



4. How much weight would your immediate superior's recommendation have in any decision which would affect your standing in your organization, such as promotions, transfers, etc.?



5. While working, what percentage of the time do you spend interacting with: (total=100%)

a. Immediate superior _____ %

b. Subordinates _____ %

c. Peers-others at your job level _____ %

6. Of the total time you engage in communication while on the job, about what percentage of the time do you use the following methods to communicate: (total=100%)

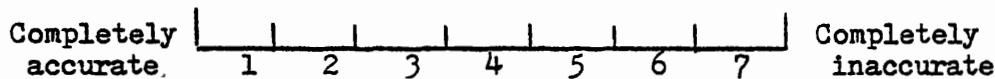
a. Written _____ %

b. Oral face-to-face _____ %

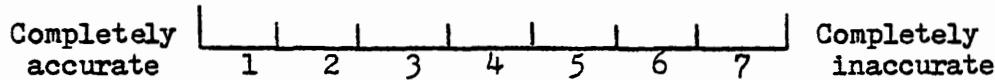
c. Telephone _____ %

7. When receiving information from the sources listed below, how accurate would you estimate it usually is:

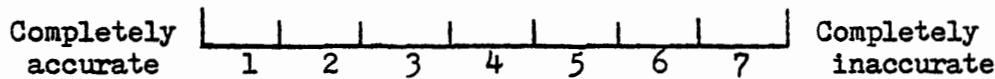
a. From immediate superiors



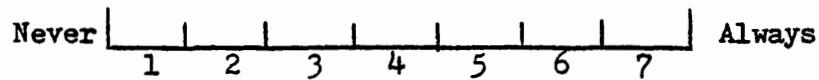
b. From subordinates



c. From peers



8. Do you ever feel that you receive more information than you can efficiently use?



9. Of the total times you spend receiving information at work, what percentage goes to: (total=100%)

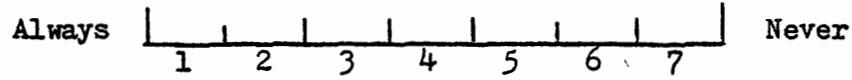
a. Immediate superiors _____ %

b. Subordinates _____ %

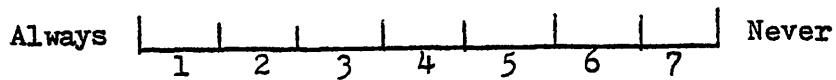
c. Peers-others at your job level _____ %

10. Of the total time you engage in communication while on the job, do you summarize by emphasizing those aspects which are important and minimizing those aspects which are unimportant?

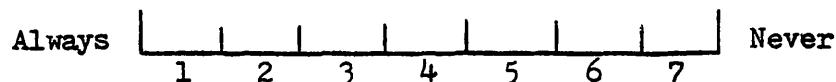
a. To immediate superiors



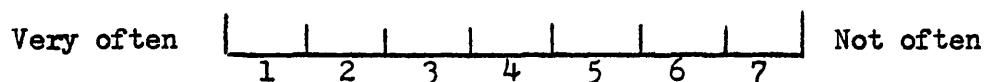
b. To subordinates



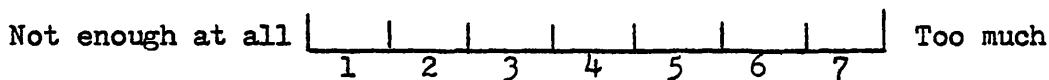
c. To peers



11. In a typical work week, approximately how often do you have less than the amount of information you could consistently handle for making the best possible work-related decisions?

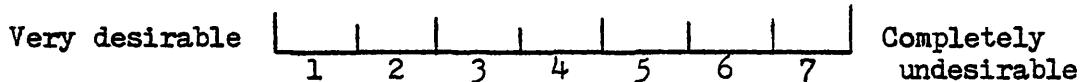


12. Is the total amount of information you receive in a typical week enough to meet the information requirements of your job?

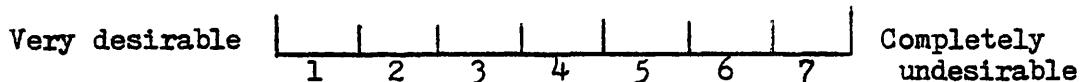


13. How desirable is it for you to interact frequently with:

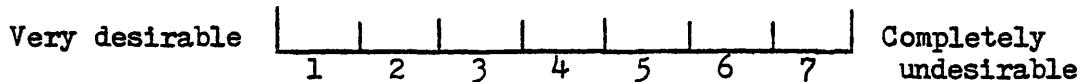
a. Immediate superiors



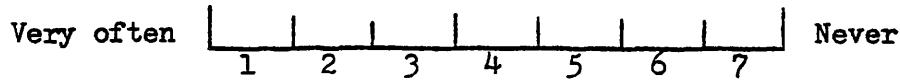
b. Subordinates



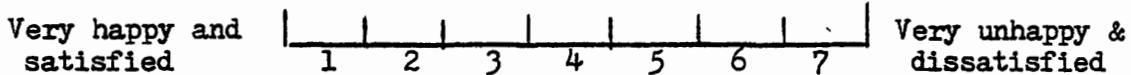
c. Peers



14. While at work, we often receive the same information (such as directions, statements of policy, changes in regulations, requests for reports, etc.) more than once. How often do you estimate the information you receive on the job is received more than once?

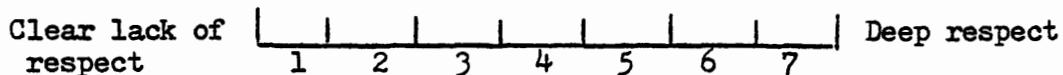


15. How do you feel about your communications in general, including the amount of information you receive, contacts with your immediate superiors and others, and the accuracy of information available, etc.?

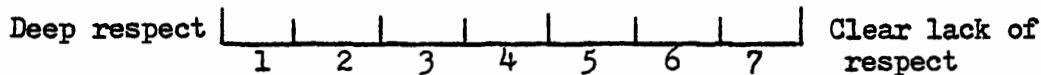


16. What would you say the most serious communication problem you face in your organization is, and your reasons for naming such a problem? (Your comments are welcome here, if needed, more space is available on the back of this sheet.)

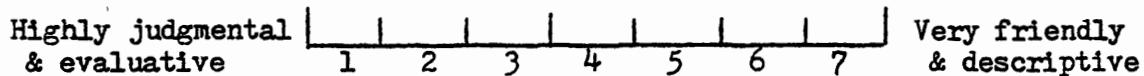
17. Based upon your experiences, do you feel that you have received decent respect from your colleagues at work to you and your culture?



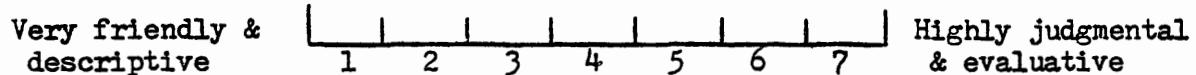
18. How much do you show your respect and appreciation to your colleagues at work and their culture?



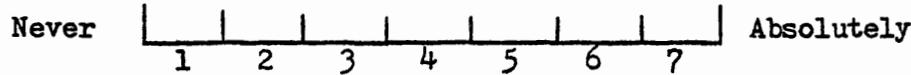
19. When you communicate with your colleagues, what is your general attitude and behavior?



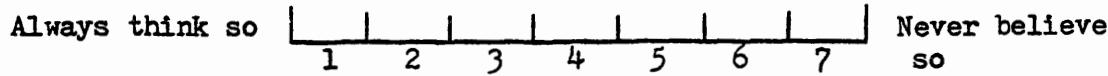
20. How do you feel about your colleagues at work generally interact with you?



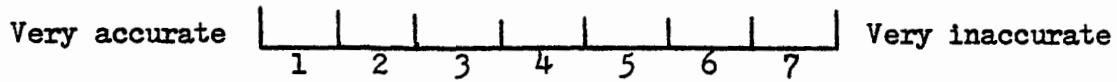
21. Do you believe that your colleagues at work should possess the same kinds of perceptions, values, feelings, and insights as you do?



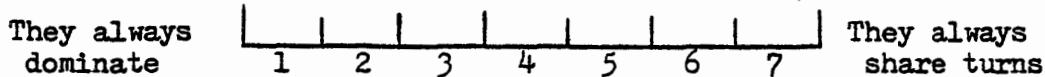
22. When you communicate with people in your company, do you think that they are aware of your feelings and viewpoints?



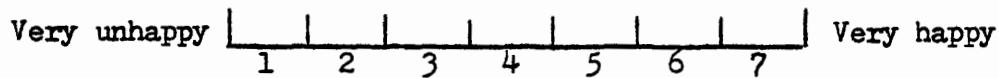
23. How accurate do you feel that you can see things from your colleagues' perspective, to understand their feelings and thoughts?



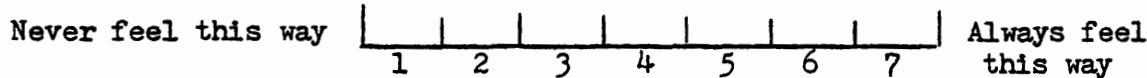
24. Are your colleagues at work willing to take turns in a discussion, for example, to listen as well as to talk?



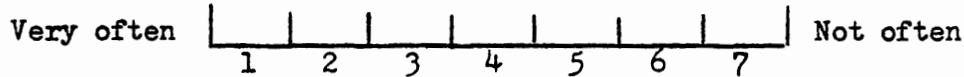
25. In general, do you feel that you have adjusted well and are happy in your working environment?



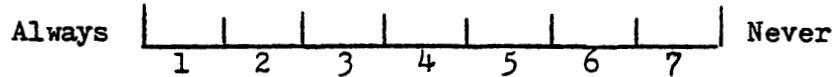
26. Based on your experience, do you generally feel that you have the language ability and confidence to express an idea or concept of yours, so people with whom you work can understand you easily?



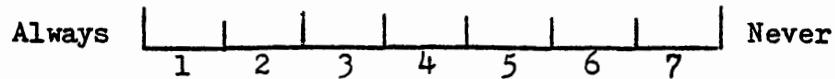
27. How often do you have a hard time of understanding what people in your organization trying to tell you?



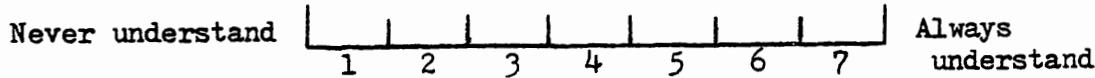
28. People with different perceptions will see things differently, and they use language to express what they have seen. Do you have experiences that sometimes you can explain things better in a language other than English, and vice versa.



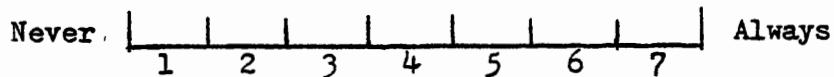
29. When you get together with your American colleagues in a social situation, how often do you feel embarrassed when they tell you a joke or describe a particular experience of theirs, yet you don't understand them?



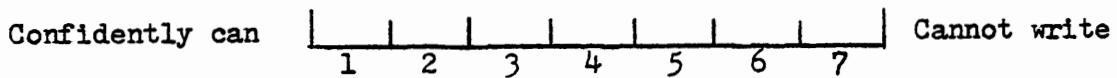
30. A lot of times, without using a single word, our body or facial expressions will transmit a message for us. When your colleagues use such a silent language behavior, do you generally understand them?



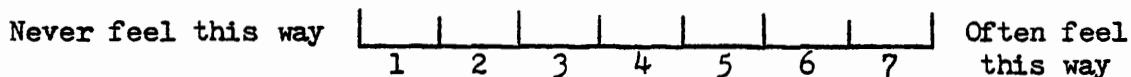
31. Do you sometimes show an expression that people around you don't understand what you mean?



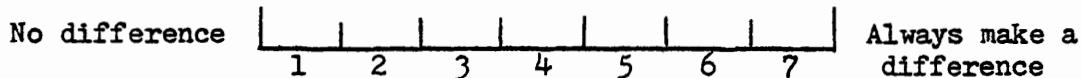
32. Can you write a solid, good report for your colleagues?



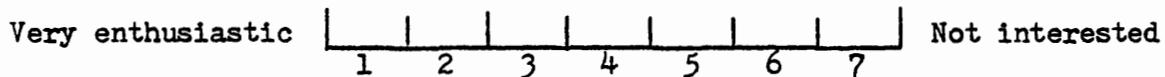
33. You probably have heard that words and objects are two different things, because we only use words to symbolize the objects. However, based upon your personal experience, do you occasionally stumble over because you don't have the right words or phrases to express what you mean?



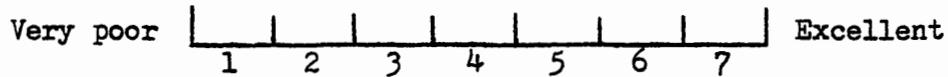
34. Is there any difference to you, whether you communicate in a social setting, or use technical terms of your training to communicate a work related matter?



35. When you give an oral report, do your colleagues generally feel enthusiastic about it?

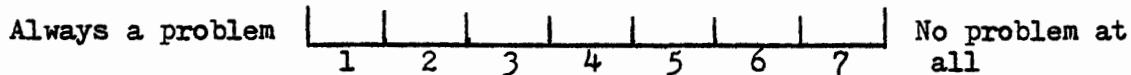


36. In general, how do you feel about your language ability and communication performance in your work?

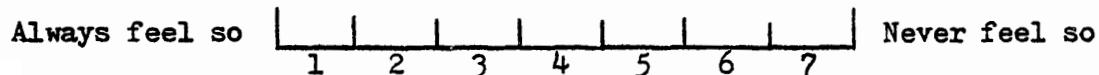


37. From your experience, how will you deal with your language problem, if there is any, so you may have a better communication process in the future?

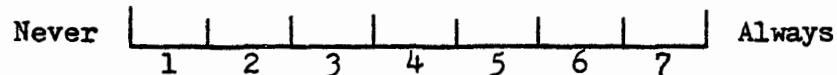
38. One of the basic problems as people communicate is when they do not share the same kind of cultural experiences. While you communicate with your American colleagues, do you think this possible difference has posed a problem to you or not?



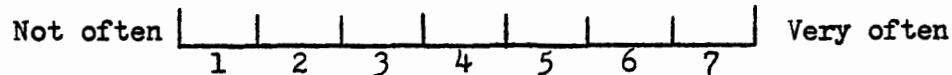
39. If people believe the same thing or take the same kind of opinion, theoretically they should have less problems of communicating with one another. Do you feel that your or your colleagues's beliefs and/or opinions have posed a problem to you when you communicate with them?



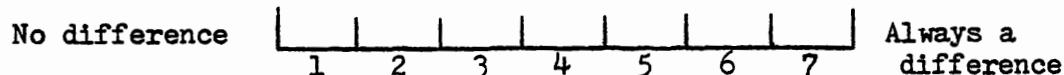
40. Sometimes our own cultural customs are valuable to us, but people with different value systems may not appreciate our customs. How often do you feel this way when you communicate with your American colleagues?



41. Generally speaking, some people are optimistic, whereas some others are pessimistic. Do you think these two cleavage of world-views have caused a problem to you when you communicate with your colleagues?



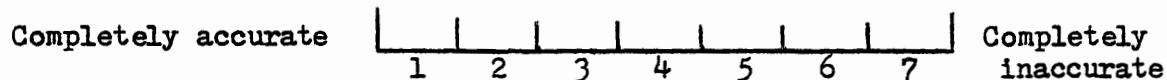
42. Did racial differences make any change to you in your communication behavior?



43. In terms of the major aspects of your communication behaviors at work, do you think this questionnaire has covered them pretty enough or not? If not, please write down your comments here for what you believe this questionnaire has missed, and your observations based on. (More space is available on the back of this sheet.)

44. This questionnaire design may not provide you enough freedom to share any of your insights, and/or your communication experiences in details; if you feel this way, please first write down the number (s) of the question (s) asked, together with your comments. We will especially be interested in how you have dealt with any potential communication problems.

45. Do you think that all the previous questions have correctly measured your communication behaviors in your organization?



Some demographic data--

Your geographic origin: Europe _____, Far East _____,

Middle East _____, Africa _____, North America _____,

South America _____, Other (please specify) _____.

Your native language: English _____,

Other (please specify) _____.

Your sex: Male _____, Female _____.

** Thank you again for your participation in this study. You may now return this questionnaire either to your coordinator, or directly to me, the researcher.



APPENDIX II
THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

THE COMMUNICATION RESEARCH CENTER

12 Fraser, Annex B
913 UN 4-3633

Shwu-kwei Li
26572 Loma Verde
Mission Viejo, California 92691
June, 1980

Dear professional Expert:

I am conducting a Ph.D. study and need your help. The questionnaire hereby provided has been designed in an attempt to describe your foreign (immigrant) colleagues's communication behaviors while at work. Foreign (immigrant) colleagues are those people who work with you on a similar professional job level and who are not native born Americans. Since my main purpose is to investigate how they communicate in general, your answers will be completely anonymous. No reference will ever be made to either your or any of your foreign (immigrant) colleagues's names. In fact, you don't have to write your or your foreign colleagues's names or in any way to identify yourselves in answering this questionnaire.

A study of this kind may help people to improve their communication ability and confidence; hence it is an important study for a neglected problem area. If you have any just defined foreign (immigrant) colleagues working with you in your environment, your participation is cordially requested and deeply appreciated. As you shall see, most questions are in such a design that they can be answered simply by marking on the scales. There are no right or wrong answers, and you can take your time to read the questions carefully when you answer them.

After you finish the questionnaire, please return it either to your coordinator or send it back to me with the provided envelope and paid postage. And we appreciate your cooperation very much.

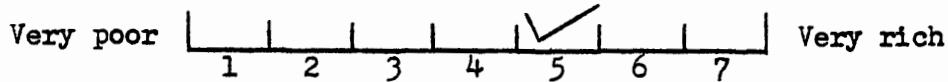
With best regards in your work and happiness!

Sincerely,

Shwu-kwei Li, Ph.D. candidate
The University of Kansas
(714)-831-2048

This is a series of questions about how your foreign (immigrant) colleagues communicate at work. Imagine a typical week at work on your current job, and answer the questions accordingly. Please attempt to answer all the questions. Thank you.

Some questions ask you to write an answer. Most others, however, have seven point scales on which to answer. On these questions, please check the point which represents most closely how you feel. For instance, to the question, "How rich do you want to be?" you might answer:

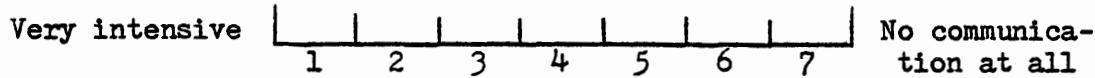


1. Do you have any working relationship with foreign (immigrant) colleagues on your present job? (check one)

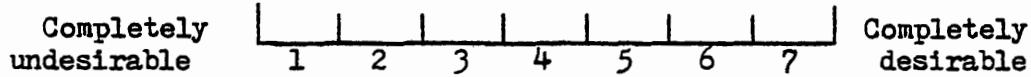
No _____,

Yes _____. If yes, how many foreign colleagues do you work
with now? _____.

2. In a typical work week, how much communication (including written, oral face-to-face, and telephone) do you have with your foreign (immigrant) colleagues?



3. How desirable is it for you to interact frequently with your foreign (immigrant) colleagues?

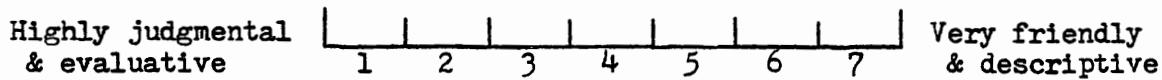


4. While working, what percentage of the time do you spend interacting with: (total=100%)

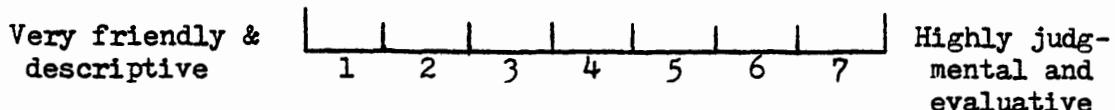
- a. Foreign (immigrant) colleagues _____%

- b. Native American colleagues _____ %

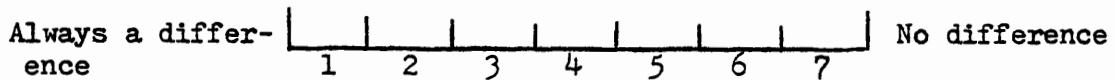
5. When you communicate with your foreign (immigrant) colleagues, what is your general attitude and behavior?



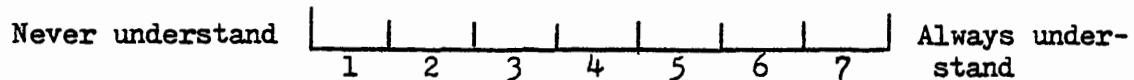
6. How do you think your foreign (immigrant) colleagues generally interact with you?



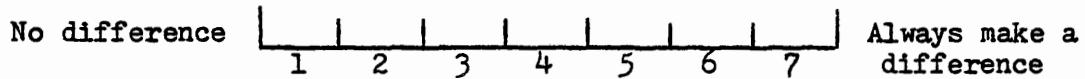
7. Did racial differences make any change in your foreign (immigrant) colleagues's communication behavior?



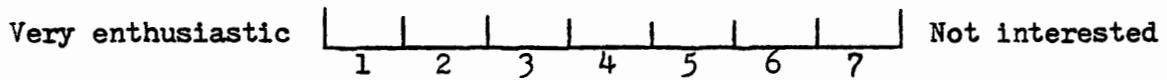
8. A lot of times, without using a single word, our body or facial expressions will transmit a message for us. When you use such a silent language behavior, do you think that your foreign (immigrant) colleagues generally understand you?



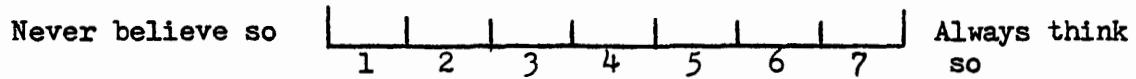
9. In terms of your foreign (immigrant) colleagues's communication abilities, is there any difference to you, whether if they interact with you in a social setting, or if they use their trained technical terms and demonstrated them in their job performances?



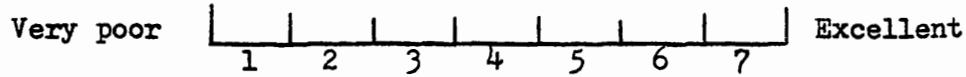
10. When any of your foreign (immigrant) colleagues gives an oral report, do you generally feel enthusiastic about it?



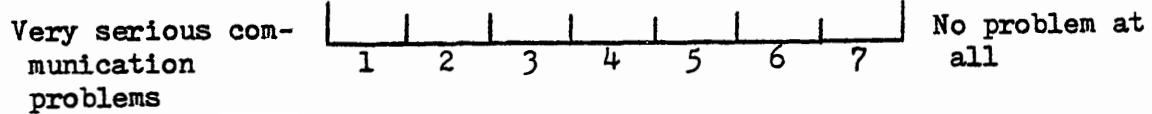
11. When you communicate with your foreign (immigrant) colleagues, do you think that they are aware of your feelings and viewpoints?



12. In general, how do you feel about your foreign (immigrant) colleagues's language ability and communication performances on their jobs?



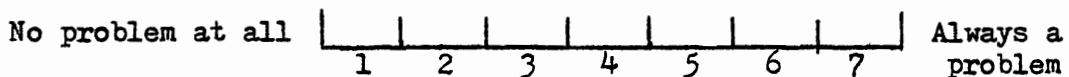
13. Basically speaking, do you have any communication problems with your foreign (immigrant) colleagues?



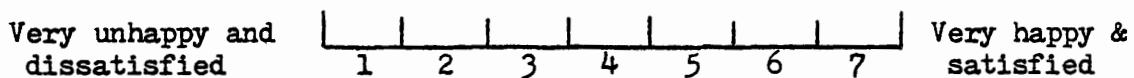
14. If there is a communication problem existent between you and your foreign (immigrant) colleagues, what would you say their most serious problem stems from? Please be specific in your comments.

15. What will you suggest your foreign (immigrant) colleagues to improve, so they may have less or no communication problems in the future?

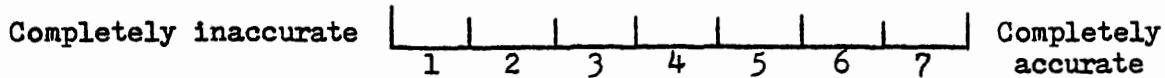
16. One of the basic problems as people communicate is when they do not share the same kind of cultural experiences. Do you think this phenomenon has posed a problem to you or not when you communicate with your foreign (immigrant) colleagues?



17. In terms of your communication with your foreign (immigrant) colleagues in general, how do you feel about it?



18. Do you think that all the previous questions have correctly measured your foreign (immigrant) colleagues's communication performance in your organization or not? Please first answer the question on the scale, then tell us what you think if we have missed any special factors to you.



19. If you may guess, of all the foreign (immigrant) colleagues you have worked with, where will you say you have the most serious communication problems with those originally coming from: (check one)

Europe _____, Far East _____, Middle East _____,
Africa _____, North America _____, South America _____,
Other (please specify) _____.

20. Some demographic data:

a. Your field of working expertise: (check one)

Engineering _____, Medical science _____,
Social science _____, Computer science _____,
Physical science _____, Real estate _____,
Business _____, Law _____,
Other (please specify) _____.

b. Your sex:

Male _____, Female _____.

** Thank you again for your participation in this study. You may now return this questionnaire either to your coordinator or send it back to me, the researcher.

APPENDIX III

A List of Structured Interview Questions for Immigrant Professionals
in American Organizations

I. Introduction

1. Briefly introduce myself, the researcher
2. Briefly explain the purpose of the study, request for cooperation

II. Interview Questions

1. In terms of technical or non-technical communication, which area do you think that you are more competent in? Why do you feel that way?
2. What is your most preferred method of communication with your American colleagues? And Why?
3. What is your least preferred method of communication with your American colleagues? And Why?
4. What attitude do you think your native-American colleagues have toward you when you communicate with them? And reasons for your comments.
5. What are some of the general communication problems you think you have regarding your job? And how did you deal with those problems?
6. Have you ever had any communication problems with your native-American colleagues? Please describe one or two. What have you done about those problems?
7. When you have a communication problem with your native-American colleagues, how can they help you to overcome such a problem?
8. One of the basic problems as people communicate with each other is when they do not share the same kinds of cultural experiences. Do you think this phenomenon has posed a problem to you or not when you communicate with your native-American colleagues? Your reasons for making such an observation.
9. When you communicate with your American colleagues, do you feel that they understand your feelings and viewpoints? Why or why not?

10. How do you know whether they understand your feelings or not? When they understand you, what do they do? In addition, when they don't understand you, what do they do?
11. When you have a choice, would you usually prefer to communicate with other immigrant colleagues like yourself, or would you prefer to communicate with native-American colleagues? Why is that?
12. In terms of your communication behaviors, what is your strongest point? And what is your weakest point? How did you decide?
13. From your experience, are there any difference between the way that male or female immigrant colleagues communicate on the job? Why is that?
14. Does the type of positions which your native-American colleagues hold make any difference at all when you communicate with them? For example, whether they are your superiors, subordinates, or peers? Why do you think their positions make a difference or no difference to you when you communicate with them?
15. In general, how do you feel about your communication in your organization? Are you satisfied with it? Why or why not?

III. Concluding Remarks

1. Did you take my Immigrant Professionals' Communication Behaviors Questionnaire before?
2. Thank you for your participation in my study

APPENDIX IV

A List of Structured Interview Questions for Native Americans

I. Introduction

1. Briefly introduce myself, the researcher
2. Briefly explain the purpose of the study, request for cooperation

II. Interview Questions

1. Do you have any working relationship with either foreign or immigrant colleagues on your present job? Foreign or immigrant colleagues are those people who are not native Americans, and who currently work on job similar to yours.
2. What are some of the general communication problems you think your immigrant colleagues have? And what suggestions would you give them for improving or dealing with those problems?
3. Have you ever had a communication problem with them? Please describe one or two.
4. How can native-Americans help their immigrant colleagues to overcome the latter's communication problems?
5. When you communicate with your immigrant colleagues, do you think that they are aware of your feelings and viewpoints? How can you tell whether they understand you or not?
6. In terms of your immigrant colleagues' communication behaviors, what is their strongest point?
7. In terms of your immigrant colleagues' communication behaviors, what is their weakest point?
8. Basically speaking, could you describe any communication problems that you have had with your immigrant colleagues? How would you deal with those problems?
9. From your experience, are there any difference between the way that male or female immigrant colleagues communicate on the job? Why is that?

10. If the immigrant colleagues are your subordinates, does the positions which they hold make any difference to you when you communicate with them? Why do you think such positions make a difference or no difference to you when you communicate with them?
11. If the immigrant colleague is your superior, does that make any difference to you when you communicate with the person? Why is that?
12. What if they are your peers, can you tell any difference when you communicate with them? Why do you feel that way?
13. In terms of technical (i.e. a group discussion or report-writing ability) or non-technical (i.e. a social gathering) communication, which area do you think your immigrant colleagues are more competent in? And your reasons for your judgment?
14. In general, how do you feel about your communication encounters with your immigrant colleagues? Are you satisfied with them? Why or why not?

III. Concluding Remarks

1. Did you take my Native Americans' Reflection Questionnaire before?
2. Thank you for your participation in my study