

DESIRED COMPETENCIES OF EMPLOYEES ON INTERNATIONAL
AGRICULTURAL DEVELOPMENT PROJECTS AS INDICATED BY PROJECT
MANAGERS: A QUALITATIVE STUDY

A Thesis

by

M'RANDA RUTH SANDLIN

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

May 2010

Major Subject: Agricultural Leadership, Education and Communications

Desired Competencies of Employees on International Agricultural Development Projects
as Indicated by Project Managers: A Qualitative Study

Copyright 2010 M'Randa Ruth Sandlin

DESIRED COMPETENCIES OF EMPLOYEES ON INTERNATIONAL
AGRICULTURAL DEVELOPMENT PROJECTS AS INDICATED BY PROJECT
MANAGERS: A QUALITATIVE STUDY

A Thesis

by

M'RANDA RUTH SANDLIN

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Approved by:

Chair of Committee,	Glen C. Shinn
Committee Members,	Alvin Larke, Jr.
	David W. Reed
	Jeffery Ripley
Head of Department,	Jack Elliot

May 2010

Major Subject: Agricultural Leadership, Education, and Communications

ABSTRACT

Desired Competencies of Employees on International Agricultural Development Projects
as Indicated by Project Managers: A Qualitative Study. (May 2010)

M'Randa Ruth Sandlin, B.S., Texas Tech University

Chair of Advisory Committee: Dr. Glen C. Shinn

International agricultural development institutions previously hired employees based on their technical expertise, and, with little to no formal training in development, were sent to live abroad with one goal: implement the project. Since the development of the Millennium Development Goals in 2000, a spotlight has been placed on the development industry as a whole, and calls for world-wide accountability.

The purpose of this study was to identify the desired competencies of project employees on international agricultural development projects as determined by experienced project managers. The population (N=8) for this study were all current or past project managers of international agricultural development projects. The participants engaged in an interview with the researcher, or chose to complete a questionnaire via email or standard mail. The same questions were presented in both situations. The researcher analyzed the data using the constant comparative qualitative method.

The finding of this study identified competencies and categorized them into the following domains: cultural awareness, technical training, communication and interpersonal skills, attitudes and behaviors, experience, and organizational skills.

The implications this study affect the curriculum development and content of higher education institutions, the hiring and evaluation process of international agricultural development institutions, and self-competency evaluation of potential employees of international agricultural development projects.

It is the recommendation of the researcher that further studies be conducted to determine if the value of these competencies differ as per the location of the development project. It is also recommended that institutions of higher education, development institutions, and beneficiaries collaborate to provide opportunities for practical application of knowledge to future and current employees of international agricultural development.

ACKNOWLEDGMENTS

I would like to thank my husband, Dale, for his unconditional support and encouragement. I would not have made it through this process without you! Thank you to my family for cheering me on, no matter which path I choose. To the chair of my committee, Dr. Shinn, thank you for your guidance, your friendship, and the occasional shove in the right direction. Dr. Larke, I chose you for your knowledge in education and diversity; thank you for your advice and kind words. Dr. Reed, thank you for taking on this horticulturist as she begins a new direction. A special thank you goes to my special appointment, Dr. Ripley. Thank you for showing interest in my research and taking time for any of my questions. You all have influenced me greatly and I appreciate each one of you.

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGMENTS.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
CHAPTER	
I INTRODUCTION.....	1
Operational Definitions.....	3
II LITERATURE REVIEW	4
III METHODS.....	9
Questionnaire Design.....	9
Population Description	11
Interview Methods	12
Data Analysis.....	13
IV ANALYSIS OF FINDINGS	16
Cultural Awareness.....	16
Cultural Nuances	17
Affect on Implementation	18
Cultural Training	19
Technical Training.....	20
Human Capacity Building.....	21
Technical Skills	22
Communication and Interpersonal Skills.....	25
Team Communication and Skills	25
Beneficiary Communication and Skills.....	26
Development Institution Communication	28
Attitudes and Behaviors.....	30
Experience	32
Organizational Skills.....	34

CHAPTER	Page
Project Oriented Organization.....	34
Personal Organization	35
V SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS....	37
Summary	37
Implications	39
Recommendations.....	40
REFERENCES	42
APPENDIX A	45
APPENDIX B	52
APPENDIX C	55
VITA	92

LIST OF TABLES

	Page
Table 1	
Proposed classes to obtain desired competencies in the domain of technical training.....	24

CHAPTER I

INTRODUCTION

International agricultural development has become a point of focus for all types of development institutions over the past 60 years, and more specifically within the past 10 years. In 1948, The Marshall Plan was constructed to aid Europe with postwar stabilization, and was soon followed by the Foreign Assistance Act of 1961 which established foreign aid and development as we know it today. When the search for food security began in the late 1960's, the Green Revolution was born. Scientists, such as the late Dr. Norman E. Borlaug, developed improved grain varieties that are credited with saving more than a billion people. Population has since surged and we are currently adding approximately 206,000 people per day to our world (U.S. Census Bureau, n.d.). This surge has resulted in a growing impoverished population and an environment that is being strained to provide resources.

During the United Nations' (UN) Millennium Summit in September 2000, 147 heads of state and government developed and approved the eight Millennium Development Goals (MDGs) (United Nations Development Programme, n.d.). The MDGs show the interconnectedness between population growth, sustainable development, and poverty reduction, and in conclusion, aim to, among other things, halve all forms of poverty by the year 2015 (United Nations, 2009). With only five years

This thesis follows the style of *Journal for International Agricultural and Extension Education*.

until the MDGs deadline for completion, The Millennium Development Goals Report 2009 indicates the schedule will not be kept (United Nations, 2009).

Development institutions are aggressively designing and implementing new projects as a result of this intensified publicity and world-wide accountability. Although this focus is beneficial to both development institutions and beneficiaries alike, inherent problems have risen as a result of the urgent push to eradicate poverty. Development institutions have put large numbers of technically trained individuals into the field to fulfill the obligations of their projects; unfortunately, they do only that, implement the project. As a result, it is estimated that from 1965 to 1985, the expatriate failure rate fluctuated between 25 percent and 50 percent (Hogan & Goodson, 1990; Bird & Dunbar, 1991). Those that have remained dedicated to this work since the 1960's and 1970's have gained knowledge through experience, but now there is a new generation coming to the job market with little more than a degree in any given discipline of study.

Many of the entry-level employees that are expected to carry out the objectives of these projects are ill-prepared, inexperienced and uneducated in the development field when they began their first assignment (Hogan & Goodson, 1990; Bird & Dunbar, 1991). Project developers should reevaluate the education and training of their employees. Employers can no longer rely solely on technical expertise of their employees; they must also possess the correct mix of social and cultural knowledge, skills and attitudes.

The purpose of this study is to identify the competencies that project managers of international agricultural development projects desire entry-level employees to possess.

OPERATIONAL DEFINITIONS

For the purpose of this study, the terms listed below were defined as follows:

Competencies are defined as a group of related knowledge, skills, and abilities that affect a major part of an activity (Buford & Lindner, 2002). In this study, the definition also includes the concept of attitudes and motivation in order to be a successful, entry-level employee.

Development institutions

Development institutions refer to those organizations that provide assistance to development efforts through funding, labor, research, or any other means of direct or indirect aid. Included are governmental agencies, private for-profit organizations, private not-for-profit organizations, philanthropic organizations, and bi-lateral and multi-lateral organizations.

Poverty definitions differ from person to person and country to country. Some define poverty with a dollar amount. World Bank (2009) defines extreme poverty as those living on less than \$1.25 (USD) per day. For the purpose of this study, poverty will not only refer to this given dollar amount, but also to their quality of life (i.e. access to food, clean water, clothing, and other basic essentials for life functions) (Yunus, 2007).

CHAPTER II

LITERATURE REVIEW

The purpose of this study is to identify the competencies that project managers of international agricultural development projects expect entry-level employees to possess.

There have been numerous studies conducted in an attempt to identify the necessary competencies that employees, entry-level through tenured, need to possess to be successful in their endeavors as an expatriate. An equally large number of studies have also tried to pinpoint the most effective training method(s) for the expatriates. Initial studies in the late 1950's and early 1960's were the first to delve into the new, multi-faceted world of international development. Individuals such as Cleveland, Mangone & Adams (1960), Gardner (1962), Guttman (1956), and organizations, like the World Federation for Mental Health and the United States military, began researching intercultural communications, the psychological competencies of international workers, and effective training methods. Twenty years after the Marshall Plan was created, researchers had enough success and misfortune to begin producing books and articles with some substantial resources as per the competencies needed for employees in the international workforce.

The National Institute of Food and Agriculture's Cooperative Extension System (Extension) has made great efforts to educate and train those individuals that aim to disseminate information and technologies (United States Department of Agriculture, 2010). Cooper & Graham (2001) identified 57 core competencies needed to be

successful county agents and supervisors in Arkansas; the list has since become an integral knowledge base in subsequent efforts to identify competencies in alternate locations and related fields of work. Scheer, Ferrari, Earnest, & Connors (2006) built on the work of Cooper & Graham to create a list of essential skills required for employment by state Extension organizations. The list is comprised of 10 areas: 1) Extension knowledge, leadership, and management, 2) technology, 3) communications, 4) program planning, implementation, and evaluation, 5) applied research, 6) diversity and pluralism, 7) marketing and public relations, 8) theories of human development and learning, 9) risk management, and 10) community development process and diffusion. This list of essential skills is important and has many implications in the world of agricultural development because Extension not only has position appointments in the United States, but also in international locations.

Similar to most other concepts and theories, the widely accepted competencies of international employees has been a building process. Although there are many opinions as to what knowledge, skills, and attitudes make an individual successful, there are four that most researchers agree upon to some degree. When hiring a new employee for international work, employers look for: 1) technical training, 2) cultural awareness, 3) attitude/behavior, and 4) communication and interpersonal skills (Byrnes, 1972; Gudykunst, Hammer, & Wiseman, 1977; Cui & Awa, 1992; Hogan & Goodson, 1990; Bird & Dunbar, 1991; Logue, 2001).

Technical knowledge has long been thought of as the principle skill that individuals must possess. Francis Byrnes (1972, August, p. 3) stated, “You can’t teach

what you don't know.” As a proponent of technical training, Byrnes stressed that knowledge in a specific area of study fosters credibility with the beneficiaries of the project. Technical knowledge would seem to be common sense to the average person, but, even in early works by Gudykunst, Hammer & Wiseman (1977), this skill did not make their final list as its own entity. They included it under the title of Context Specific Training, indicating that an employee could be taught a specific technical skill for a specific situation.

Fostering credibility with project beneficiaries is also made easier through cultural awareness. Having a cognitive understanding of a culture's people, customs, institutions, and values, the transfer of technology and ideas is made significantly easier, as is the ability of the employee to function in everyday life (Gudykunst, Hammer, & Wiseman, 1977). In opposition to this belief, Paige (1986) stated that by overemphasizing culture-specific training, a learner is deceived in to thinking that they are more prepared than they are in reality.

The attitudes and behaviors of expatriates affect not only their ability to effectively implement the project, but also the quality of their own lives while they are abroad. Attitudes and behaviors are closely linked with communication and interpersonal skills. The difference that is noted for the purpose of this study is that attitudes and behaviors are a mental mindset within each individual, and can ultimately affect the success of the project by an overall sense of unhappiness and inability to adjust. “Traits such as patience, tolerance for ambiguity and uncertainty, and flexibility have consistently been found to be crucial to effective cross-cultural adjustment and job

performance” (Cui & Awa, 1992, p. 314). Open-mindedness, empathy, respect, and the willingness of individuals to create partnerships in a differing culture are other characteristics that are frequently brought to light as imperative attitudes and behaviors (Hammer, Gudykunst & Wiseman, 1978; Chen, 1997, January; Kealey & Protheroe, 1996).

Communication and interpersonal skills are what many researchers and employers consider to be the most important of the competencies. Hannigan (1990) found that a high level of social skill is crucial to success in a different culture. Studies of intercultural effectiveness have linked interpersonal skills, social interaction, cultural empathy, personality traits, and managerial ability to successful intercultural communication (Cui & Awa, 1992). Language is another aspect of communication that has been found imperative. Learning the native language, at least enough for day-to-day activities, can greatly increase interaction, partnership building, and trust (Hogan & Goodson, 1990; Bird & Dunbar, 1991; Logue, 2001).

The paradox of too much training in a particular area or too little is omnipresent, but one thing is certain, no one competency can sufficiently stand alone to create a successful employee and, therefore, a successful project. “....development requires a more holistic perspective on development and, subsequently, a broader knowledge base.” (Brinkman, Westendorp, Wals, & Mulder, 2007) A combination of afore mentioned capacities is supported by all of afore mentioned researchers; therefore, the assumption can be made that a combination technical training, cultural awareness,

attitude/behavior, and communication and interpersonal skills should be present in all types of international development endeavors.

There have been a plethora of studies performed in an effort to identify the competencies needed for international work, but few have specifically focused on agriculture, and even fewer from the perspective of project managers. The researcher anticipates filling that void.

CHAPTER III

METHODS

The purpose of this study is to identify the competencies that project managers of international agricultural development projects expect employees to possess.

The research objectives of this study are to 1) identify experienced project managers and solicit information regarding the necessary competencies of employees on international agricultural development projects; 2) organize the information into domains that would lead to curriculum development; and 3) generate a document that lists the identified competencies as a reference for institutions of higher education, development institutions, and potential employees.

QUESTIONNAIRE DESIGN

A questionnaire was designed to guide and collect the perceptions and opinions of experts in the field of international agricultural development regarding the necessary competencies of employees. The same questions were presented to the entire sample with appropriate, follow-up style questions permissible if the researcher needed clarification. The questionnaire had the capacity to be completed via standard mail, fax, or email, depending on available technology to the participants. The questions were framed from the information found in the literature review.

The questionnaire developed for this design was based on a semistructured interview model (Merriam, 2009). This model indicates that there are a guided set of

questions and issues to be explored, but the exact working and the order of question were not predetermined. This definition held true with the interviews conducted in person or over the telephone; however, for the respondents that chose to fill out the questionnaire via email or fax, the questionnaire was completed as a highly-structured, open-ended questionnaire form (Merriam, 2009).

The questionnaire consisted of 27 open-ended questions that served as a guide for the interview. An additional seven questions were included for demographic purposes. The questions collected data on the following areas that were then used to compile the data into their respective domains:

- Preparation strategies that have been found helpful when adjusting to international agricultural development work.
- Competencies that entry-level employees need to possess for potential success.
- Motivation, or lack thereof, that impacts project success.
- Barriers/obstacles that are found for individuals in international agricultural development, and methods that aid in these encounters.
- Collaboration skills and methods that are essential for success.
- Recommendations for improved practice.

Due to the qualitative and naturalistic nature of this study, there was space provided/time allotted for participants to make additional comments that they view as important that was not covered in the initial questions.

Upon approval of the Texas A&M University Institutional Review Board, participants were approached with a request for participation to identify the

competencies necessary for employees in the international agricultural development field of work.

POPULATION DESCRIPTION

The target population for this study was all project managers of international agricultural development projects. This population was chosen by the researcher to indicate desired employee competencies because they have experience in the writing of projects and the aspects of project planning, implementation, and finalization of international agricultural development projects. The respondents in this study represent a qualitative isomorph of the target population. A qualitative isomorph is attained by choosing a few individuals of a population that you wish to study, and they in turn identify other potential respondents (Lincoln & Guba, 1985). The initial participants were purposefully selected based on their experience and knowledge as successful managers of international agricultural development projects. Initial participants subsequently suggested other participants they felt had appropriate experience and would be beneficial to the study. The final decision to contact and interview the suggested participants was the researcher's. The participants had two to over 45 years of experience, with a mean of 19.25 years of experience. It should be noted that the reported experience was directly related to international agricultural development and not their experience in other development fields or other lines of work. Two are educated with Master's of Science degrees and six earned Doctor of Philosophy degrees. The

participants represent both United States and internationally born individuals. The participants represent the population of experts in the said field.

INTERVIEW METHODS

Participants were initially approached about participating in the study via email. Nine individuals were contacted by email to participate. Once contact was made and confirmation was given, participants indicated the means of interview preferred. Their preference was based on their available technology; one individual chose not to participate as a result of prior travel arrangements in a remote area of Africa. Neither the necessary time nor the technological resources needed to participate in the study were available to that potential participant. The individuals that were able to participate chose to participate in a personal interview or telephone interview, or they were able to choose to submit the questionnaire form via fax, email, or standard mail. Although the same questionnaire was essentially presented to each participant, the researcher notes that the individuals that chose to fill out the questionnaire form, instead of participating in an interview, may not have recorded extended answers and thoughts due to the labor inconvenience. The personal and telephone interviews were digitally recorded along with hand-written notes taken during the interviews. Prior to the recording of each oral-style interview, each participant was asked to review and sign a consent form. Digital recordings were deleted after transcription completion, and in an effort to ensure confidentiality, participants (N=8) were coded as E102, E148, E168, E171, E318, E319, E131, E860. Finally, a thank-you note was sent to participants via email.

Due to the nature of the field of international agricultural development, it is important to note that each respondent was in a unique situation at the time of response. E102 and E168 were in a traditional, one-on-one interview setting located in an office. E319 and E131 responded in a personal interview, but in an untraditional, more public locale. E318 responded in a telephone interview from an office, E171 responded in a telephone interview from a field location. Respondents E860 and E148 both were unavailable for personal interview, but were able fill out the questionnaire and submit them upon completion. The researcher understands and recognizes the differences in settings and the possible differences in answers as a result.

DATA ANALYSIS

To meet the specified objectives of the study, the data were analyzed using the constant comparative method. Glaser and Strauss (1967) described the constant comparative method in four stages: 1) comparing incidents applicable to each category, 2) integrating categories and their properties, 3) delimiting the theory, and 4) writing the theory. In accordance with this theory, the researcher explored the data and discovered common themes among the transcriptions. The researcher highlighted like-themes in the transcriptions, and as ideas and concepts emerged as major themes, they were unitized, categorized, and reported as the six domains of desired competencies that employees must possess in international agricultural development projects.

The rigor of qualitative inquiry is established through trustworthiness (Lincoln & Guba, 1985). Trustworthiness of the findings is created through the concepts of

credibility, transferability, dependability, and confirmability. Credibility is the naturalistic term for internal validity, the truth, or the relationship between the data of an inquiry and the phenomena those data represent. Credibility is established through prolonged engagement, persistent observation triangulation, referential adequacy, peer debriefing, member checks, and/or a reflexive journal (Erlandson, Harris, Skipper & Allen, 1993). Transferability encompasses the concepts of external validity, or the ability of the found information to be applicable in other contexts (Lincoln & Guba, 1985). Transferability is context dependent and is, therefore, established through the use of thick description, purposive sampling, and/or a reflexive journal (Erlandson, Harris, Skipper & Allen, 1993). Thick description is described as an in-depth look into a subject matter (Geertz, 1973). Thick description does not merely focus on the superficial aspects of someone or something but delves into the meaning, the context, the presentation, the culture, and situational influences. Dependability is the ability of the reported data to be traced to the raw data so that conclusions may be audited; it is established through the use of a dependability audit, and/or a reflexive journal (Erlandson, Harris, Skipper & Allen, 1993). Confirmability is the process of auditing the researcher's neutrality in their interpretation and application of the data (Lincoln & Guba, 1985). Confirmability is established through the use of a confirmability audit, and/or a reflexive journal (Erlandson, Harris, Skipper & Allen, 1993).

To ensure the trustworthiness of the findings, the researcher purposefully selected the participants to aid in establishing transferability. During the interview process, the researcher kept field notes to supplement the digital recordings in an effort

to develop referential adequacy. Once the digital recordings were transcribed, they were returned to the participants via email for a member check. Non-response in regards to the member check was considered positive regard by the researcher. While analyzing the data, theoretical triangulation was performed with the literature review and other relevant documents; the results were reported with thick description. The data were coded before the reporting process began and were included in parenthesis after their respective quotations in Chapter IV, in an effort to ensure dependability and confirmability as part of an audit trail.

CHAPTER IV

ANALYSIS OF FINDINGS

According to the findings in the literature review, the four domains that encompass the competencies that individuals must possess are 1) cultural awareness, 2) technical training, 3) communication and interpersonal skills, and 4) attitudes and behaviors. Analysis of the data led to confirmation of the afore mentioned domains, with expanded implications from prior expectations, and the identification of two additional domains, 5) experience, and 6) organizational skills. Although the domains are listed and described in the order above, it is important to note that this does not indicate that one domain is more valued or more critical than another. It does, however, indicate the frequency that the participants, as a whole, referred to the domain. The researcher notes that frequency of mention could be a result of recent experience, personal opinion, location and nature of the interview, and/or the direction of the conversation. Attempt was not made by the researcher to identify the value of each domain, as an entity or in relation to the other domains. The purpose of the researcher was to simply identify the domains and the corresponding competencies. Interconnectedness among the domains is identified.

CULTURAL AWARENESS

Cultural awareness is stressed as an integral domain for employees of international agricultural development projects because it impacts every level of

implementation. Cultural awareness affects the preparation materials employees study before they enter the destination country, it affects communication and interaction with the beneficiaries, and it affects how the project will ultimately be implemented.

Cultural Nuances

International agricultural development project employees must first realize that people and cultures are a direct product of their history. “Circumstances have made them [the way they are]...that is not by choice” (E319). This is especially evident in post-conflict areas. Many of these countries have been fighting in a war, governmental, religious or otherwise, for many years and “they are the ones that stayed...and they are resentful” because development institutions enter their country, try to provide assistance, leave “during the hard times” (E319), and then return once the conflict has subsided. It is history such as this that is important to understand as an expatriate. “We only know what is on the surface...the intense values they have, we cannot know” (E319).

History not only shaped the attitudes and values of beneficiaries, it has also shaped their customs and beliefs in their daily lives and businesses. “Cultural awareness is very important when you work in multi-national organizations” (E102) and “being sensitive to those [cultural differences] is absolutely critical” (E131).

The manner in which employees conduct themselves is crucial to human interaction in foreign countries. Because a translator is frequently used, body language takes on new levels of importance. An employee may be “...passionate about something, but someone could see it as being pushy or overbearing or even angry because the words

that are coming out of your mouth are not the ones they are hearing” (E171). Expatriates “need to study the faux pas of body language” (E171); “there are cultures that you never show them the soles of your shoes, or you never show them the back of your hand...if you put the spoon the wrong way in your tea it can be seen as an insult...you do not stick your hand out to shake a woman’s hand” (E171). It is important to keep “...neutral body language” (E171) because simple gestures or actions in one culture can be offensive and insulting in another.

Time, and how it is approached, is a consistent problem for those that do not have experience with international travel. In the United States, time is valued as a scarce commodity, and life is dictated by the clock. This is a source of anxiety and frustration for project workers. To be considered a “good, hard worker” in the United States, employees must “be on time everywhere” (E318) and deadlines are important. “Time concepts differ all over the world” (E318); therefore, development projects must create and work on a timeline that “meets the local needs” (E102).

Affect on Implementation

International agricultural development projects will be more efficiently implemented through cultural awareness. When developing a project, the writers and implementers must “take that technology and get adoption in a non-threatening, non-insulting way” (E318). The writers and implementers must also realize that the culture of the host country will have an effect on the technology and the implementation method.

Due to the difficulty of living in impoverished nations, many individuals have not had the opportunity to receive formal education and therefore, the implementers of the project “do not accept host country counterparts as being as capable as they are” (E148). Although few have sat in a classroom, it is important to understand that “the life experiences [of beneficiaries] are of equal or more importance in the success of any program...and they have an equal or more important role in the success of the program by bringing their life experiences” (E319). Employees of development institutions should have the ability to “really pay attention and listen to people...instead of trying to force that [technical training], let it be modified so that it can actually work in that situation” (E131). “Projects need to come from the ground up versus from the top down” (E717). When beneficiaries feel they have input into the development projects, it gives them a sense of ownership and pride, and when projects are able to receive beneficiary involvement, “it has positive effect on morale” (E860). “When they are excited about getting help and they are going to cooperate, the confidence level of the [project] team goes up” (E171).

Cultural Training

To aid in the navigation of cultural awareness, several organizations have developed training courses to increase the probability of success for multi-national organizations. The North Atlantic Treaty Organization (NATO) has “trainers that give them [their employees] lessons in culture, and what is acceptable behavior and what is not acceptable behavior. You get developed materials from that [training]. Mercy Corps

also has a similar program for their employees” (E319). For those that do not have access to such training courses, participants recommended that employees “read about the political, religious and cultural history as presented from diverse points of view,” (E860) “learn the culture, the way of the local people, work, understand and communicate,” (E168) and “read as much as you can, learn a few words ahead of time, and ask before you go to meeting for the do’s and don’ts” (E171).

The recommendations made by the research participants in the area of cultural awareness are in line with the studies of Gudykunst, Hammer, and Wiseman (1977). Cultural awareness will aid in technology transfer and ease life as an expatriate. The respondents refute the studies of Paige (1986) that found by overemphasizing culture-specific training, a learner is deceived into thinking that they are more prepared than they are in reality.

Cultural awareness is a major factor in project success, and is therefore a desired skill of employees in international agricultural development projects. There are aspects of cultural awareness that are inherent characteristics of people, such as empathy, but much is able to be learned. According to participant E131, not only must employees have cultural awareness, but they need “technical background.”

TECHNICAL TRAINING

Before individuals are able to transfer knowledge, they must first possess the knowledge themselves. In agreement with Francis Byrnes (1972), the respondents stated that “knowing your subject matter [is important] in being successful in developing

projects” (E171) and “you are significantly wasting your time on the ground and... [wasting] resources by not putting in that technical preparation prior to going [into a country]” (E318) Taking classes in “agronomy, livestock, animal health, forestry, fisheries” and “basic science classes in a technical area” are “ways you can prepare” (E102).

Technical training is often thought of as simply one area of specialization. Gudykunst, Hammer & Wiseman (1977) also believed this, and therefore, did not include technical training as a principle skill for employees in international development work. This may have been applicable during the time of their study, but as time has progressed, the knowledge base that people are required to obtain has grown, and as a result, so have the expectations of their abilities. Initially, project employees were sent abroad to implement a project and then return home. Even now, project writers will “design research projects that satisfy their research interest, but not necessarily the needs of people” (E131). More recently, projects have begun to emphasize the importance of technically training the beneficiaries so they will have the capacity to carry on the project after the expatriates have exited the country. “The best plans and projects in the world will fail if the people that get it [the project] don’t know how to manage it” (E171).

Human Capacity Building

Training of beneficiaries, or human capacity building, is “really challenging, because you hire them [beneficiaries] so that you can implement [the project], but you

are having to capacity build so they can implement, so initially they increase your work load instead of decrease your work load” (E319). Human capacity building includes teaching the beneficiaries what they need to know to run the project. Tasks may include teaching them how to read and/or write, but more often it is things such as collecting and analyzing data, and writing reports. Although human capacity building is difficult, and somewhat inconvenient, the purpose is “that ultimately they [the beneficiaries] take over the responsibilities” (E319). This concept is key to the ultimate goal of all international agricultural development projects, sustainability. “Efforts will most likely continue if stakeholders [policy makers, investors, and beneficiaries] ‘own’ the project and its outputs” (E860). “Sustainability is this capacity building, and it requires people on the ground doing really hard work” (E131). The respondents in this study did not suggest limiting technical training to one or two fundamental specialties, but included disciplines, such as project management and language and culture training.

Technical Skills

Project management is a discipline of technical training that was stressed by each respondent. “...scheduling, how to plan a project and then how to manage, how to execute, how to monitor, and make sure the objective is achievable” (E168) are topics in which each participant exhibited concern. “Subject matter training should include people, financial and organizational management” (E860). “Learning the ins and outs, and all the little nuances of how to fill out the proposal forms and the request forms and the different paperwork is necessary;” for example, “project proposals or funding

requests or scopes of work” (E171). When in the planning phase of a project, two participants, E148 and E168, specifically mentioned the use of the logical framework method to aid in the visualizing of “inputs, process, output, outcomes, and impact.” (E168). It can be easily argued that these skills of leadership and management are currently being taught in the university classroom, and “that a lot of the skills are transferable...” but “...it would be interesting if they could take some of those [theories] and put an international spin to it” (E318).

A great part of technical training can be linked to language and culture training. Each one of these topics is discussed in detail in other domain sections, but it is important to note that in the area of technical training, each respondent mentioned having some working knowledge of the language of your target audience and their culture before entering the country. “The best thing for someone that is about to go into a new culture is study as much as you can...” and “...ask them ahead of time about things to do and not to do” (E171). “Do your homework before you embark on a project” (E148). There is no question that having skills in the language and culture of your target audience is important, if not crucial to project success.

Technical training is important and multifaceted, and many suggestions were given as to the classes that students may take to develop the skills necessary to become successful. Courses in technology, project management, agricultural and environmental sciences, international business, governmental structure, and language and culture are courses that are available in most every institution of higher education. Each of these

courses was exclusively recommended by two or more participants. A listing of the frequency of suggestion, as indicated by which participant, is in Table 1.

Table 1

Proposed classes to obtain desired competencies in the domain of technical training

Proposed Courses	Participant
Language and Culture	E102, E131, E148, E168, E171, E318, E319, E860
Project Management	E102, E148, E168, E171, E318, E319, E860
Technology	E102, E148, E171, E318, E319, E860
Agricultural and Environmental Sciences	E102, E131, E148, E318, E319, E860
International Business	E168, E318
Governmental Structure	E102, E318

Participants E102, E171, E318, and E860 described engaging in a learning situation that would “simulate confrontations and obstacles” (E860) and allow the students to witness how those situations “challenge the project cycle, the length of planning, and recovery period” (E102). By simulating real life situations, some of the surprise can be taken out of situations, but it can “never generate the adrenalin, anxiety, anger and frustration they will encounter in the field” (E860).

Frustration in the field can be a result of many stimuli, but one of the most common is communication problems. Communication and interpersonal skills are the basis by which projects are created, planned, and implemented. Problems soon arise when miscommunications occur or there is a communication breakdown.

“Communication is really critical. It is an area where you absolutely have to have some idea” (E131).

COMMUNICATION AND INTERPERSONAL SKILLS

International agricultural development projects are comprised of unique communication and interpersonal situations. Communication must occur between members of the team and with the beneficiaries, who may or may not speak the same language as the project employees. Due to the nature of the field, not only is there communication with the development institution, but there may be a separate funding agency.

Team Communication and Skills

Like any business, communication in an international agricultural development project is an everyday part of employee/employer interaction. The ability to “work well with people” (E171) is a given and it takes on many forms in relation to the personality of each individual. In any case, people like to be appreciated, so “it is more effective to recognize and give credit to others” than consistently “calling attention on oneself” (E860).

“People like to make decisions on their own. So it is important that they are given the latitude within a well understood set of boundaries” (E171). During the initial phases of a project, “clearly communicate what has to be done and the responsibilities of individuals and/or teams” (E860). “When conflicts do arise (as they probably will), they can be addressed with the person(s) involved in terms of specific reasons for deviation from what is acceptable” (E860). The nature of international development causes employees to frequently travel.

In situations where one or more team members cannot attend meetings...it is important that a written record of topics covered and, especially, any decisions taken is distributed. Otherwise, those not able to attend may not feel accountable because they were not 'informed'. (E860)

As the project continues, "periodic scheduled team meetings" (E860) are recommended to "help ensure that information is shared and recognition is given to individual and team efforts" (E860). Every participant indicated that sharing information through collaboration "is quite important" (E102) and participant E148 specifically mentioned that the "team leader needs to foster collaboration, lead by example."

Beneficiary Communication and Skills

Outside of the team, project members must be able to effectively communicate and interact with the beneficiaries of the project. It all begins with listening. "You have two ears and one mouth so you should listen twice as much as you talk" (E171). Project writers and development institutions have a reputation for designing and implementing projects that they want, not what the beneficiaries want or need. Employees need to "observe, watch and ask questions" (E319). "If you hear what the people say and you develop projects based on their needs," (E171) the project will have "the best chance possible" (E171).

A challenge when communicating with the beneficiaries is that many times employees are speaking through an interpreter. Employees must know "how to express things in a way that gets translated well, versus the way you would really like to say

it...a lot of times, you cannot use the level of authenticity or the words that really fit a situation because you are only as good as your translator, and sometimes they are not capable of being able to really articulate things the way you would like” (E171). It is also helpful to be able to pick up on body language as “it will actually telegraph what they actually mean” (E171).

Although translators are an indispensable resource in many international situations, “learning the language before you get there” (E131) is helpful. By learning at least a few key words and phrases, employees can “make sure the translator is hitting the right points that were mentioned and can also see their [the beneficiary’s] reactions when you know they [the translators] are saying certain things. It certainly helps the depth of understanding” (E171). In accordance with Hogan & Goodson (1990), Bird & Dunbar (1991), and Logue (2001), participants of this research indicated that learning the native language also aids in everyday interaction, shows that the employees have an interest in the culture and the people, and ultimately builds trust.

Trust is built through personal interaction and, in the instance of development, output delivery. Many times, these project recipients have been involved in previous development projects with few to no results. It is “incredibly important that you do not promise people things that you cannot 100 percent deliver. Ever” (E131). Trust “is not something you can throw money at and expect to happen. You cannot buy trust” (E131).

When trust is developed, the project beneficiaries become more comfortable with the project employees, and as a result, become a great “resource” (E319). Project beneficiaries can help project employees use their “technical knowledge...and modify it

so that it matches their [the beneficiary's] culture in the context of the country" (E131). Technical knowledge then becomes appropriate technology. Appropriate technology is the concept of transferring a piece of technology that is location, resource, and knowledge appropriate for the audience. There are examples scattered all over the world of projects that were not sustainable because the appropriate technology was not used. Empty poultry houses, empty and broken greenhouses, and broken-down farm machinery in developing countries are all reminders that what is effective in one location of the world may not work in another. By listening to and learning from beneficiaries, projects become successful and sustainable (E319).

Development Institution Communication

Development institutions and funding agencies are another area where communication and interpersonal skills are vital. In many instances, the development institutions and funding agencies are one in the same, but that is not always true. There are large funding agencies that will outsource, or contract, the work of the project to be completed. For the purpose of this study, they will be referred to as one entity, development institutions.

Report writing is the main source of communication between the field office(s) of a project and the development institutions. Employees must be able to take accurate field notes, share information, and collaborate to produce a report. Development institutions must "be kept in the loop....they work with you better as a result" (E319). "Involve everyone. If it is a government project, involve the government, involve the

beneficiaries, involve the NGO's or civil society groups..." (E102). "You have to be transparent" (E319).

In writing reports, field notes are an invaluable source of memory recollection. Everyone has their own style of taking field notes, but "the more precise they [the field notes] are the better job they do to make sure the idea is captured" (E171). Field notes are important because "different people pick up different things, so at the end of the day you have a much richer assessment of the same scenario because it is seen from different perspectives" (E171). During the initial phases of the project, it is beneficial to set up a monitoring system with specific indicators. This process aids in data collection and data collection efficiency. Gathering information is made easier "when you have a set monitoring system in place...you monitor the indicator" (E168). This will result in more accurate, consistent reports.

There are many types of reports: fact sheets, monthly, quarterly, yearly, end-of-project, etc., but "reports are most useful when they respond to previously agreed work plans, milestones, and responsibility assignments. In this way, reports become more than archival material; they become management and learning tools to improve future productivity" (E860). Every participant agreed that by assigning "the sections out to the most appropriate persons and having a master editor" (E171) is the most efficient way to compile reports and fact sheets. Employees must be able to write informative, concise sections to contribute to the whole; the master editor does not check for content, rather they edit "for style, punctuation, and grammar so it has a uniform style" (E171). "The most important thing for report writing is to be brief" (E131).

In international agricultural development projects, it is important to be “aware that there is the rest of the world out there” (E318) and that it does not center on any one area. Employees and employers should both be considerate of the other and realize that communication is key to success.

ATTITUDES AND BEHAVIORS

Attitudes and behaviors are both involved subjects when in relation to international development projects. There is much psychological evidence to consider when exploring these topics, but for the purpose of this study, it will be assumed that the attitudes, like eye color, are characteristics of each individual, and they cannot be changed. Motivation is also explored in relation to attitudes and behaviors. Merriam-Webster (2010) defines motivation as a person’s incentive or drive to perform an action.

Development projects are emotional and they take powerful motivation to complete the tasks. The people that are receiving the aid from these projects are at a low point in their lives, “they have been through some terrible things” (E319); therefore, “having compassion is of huge importance” (E319). Respondent E860 stated that “the opportunity to make a difference in lives and livelihoods...and the opportunity to do work that can make a real, meaningful difference” is motivation to complete the project. Respondent E102 stated that “faith...and helping fellow man” was motivation, and E318 simply stated, “helping someone.” Each reason is personal and each reason is positive. Positive motivation is a strong foundation of a person’s attitudes and behaviors. Beyond motivation, participants E131, E318, and E319 agreed with E102 that it takes “patience,

persistence, and perseverance” (E102). Compassion was indicated by both E131 and E319, and “honesty” was particularly emphasized by E131.

In international agricultural development projects, the overarching theme of every respondent in relation to attitudes and behaviors is respect. “If you are going to try and work with anybody, you should always have respect for them. You will get a much better reception than if you come in without” (E131). Here, generally, is where problems arise. Project employees may “think they know best” (E319) because they have been hired by a development project, or they may think they “...are smarter than somebody else...” because they have “...acquired some degree” (E131). Employees should “treat persons from other cultures as you would persons in your own culture” (E148) because “perceived superiority attitudes have a very negative effect on host country personnel” (E148).

Project employees should go into a country “having an accepting and open attitude about other people” (E318) and the culture. “If you do not have that mind set, that attitude, it makes working there very difficult” (E318). If employees begin a project with the expectations that everything will be the same as their own country, they will experience “a state of constant fear and panic...” and they will be “...incredibly uncomfortable” (E318). Participant E148 stated, “A development project is just that – if you do not keep working at it, you will not get the job done!”

In addition to the four domains and their respective competencies that evolved from the data, cultural awareness, technical training, communication and interpersonal skills, and attitudes and behaviors, experience and organizational skills were also found

to be desired qualities of international agricultural development project employees by the experts.

EXPERIENCE

Experience is a difficult domain to approach, as it is not a personal characteristic and it is not something that can be taught or learned. Experience is acquired through life experiences, work experiences, and education. Dewey (1938) explained that experience is acquired from the interaction between a person's past experiences and the present situation; a foundational belief that experience is a form of education. Dewey's explanation demonstrates why project managers highly value experience: a person's decisions in the present are influenced by his past experiences; therefore, it can be assumed that the more experiences an individual has had in the past, the more sound and educated their decision will be in the present.

The experience that international agricultural development employers refer to is work and life experience, not necessarily educational experience and technical training. "They [development institutions] really put so much emphasis on the country experience, language experience, and how many development assignments you have [completed] as opposed to the technical fit to the job" (E318). Development institutions are concerned about the professional behavior of their employees, and new employees will generally have stereotypes that affect their job performance. When working in international settings, stereotypes are common, but "being influenced by stereotypes is a

sign of inexperience with diversity” (E860). Poor behaviors and poor attitudes are also direct reflections of inexperience.

How then do you gain experience? Respondents offered several methods to gain experience; the first is “working between degrees. It gives you practical life experiences that make you a better person in terms of the job” (E319). Volunteering was also suggested because “doing some basic community services teaches you about people’s needs and their fears, and it also puts you in the position of not being in control, so you just have to give and follow directions. That is a very important learning experience” (E319).

If an individual has only a bachelor’s degree, they should apply to work on a project as “the grunt” (E319) or pursue an assignment with the Peace Corps. “When you come back from Peace Corps, it is a universally accepted that ‘I can do this, I have done this, and I was selected for this,’ and you can go anywhere you want... The Peace Corps community is really amazing” (E318). Not only is international experience a suggestion, but respondent E860 stated that employers should “require that every participant have living experience in a developing country, preferably working in agriculture. Without this experience, student will not have necessary understanding of developing country agricultural and marketing systems, and especially the influences of poverty” (E860).

Another face of experience is how the clients/beneficiaries view the project employee. The United States is considered liberal in its business and respect values in comparison to many other countries, especially those in Latin America and the Middle East. “It is very difficult to talk to elders in a [Middle Eastern] village... they have very

little respect for you. They know you have limited life experiences” (E319). “Beyond teaching basic skill-sets, they doubt your experience” (E319).

Acquiring experiences is challenging, the key is to “have a breadth of exposure, really open your eyes” (E102) to the world, its people, and its cultures. By gaining educational, work related, and cultural experience, employees will be able to more efficiently complete the goals of an international agricultural development project.

ORGANIZATIONAL SKILLS

Organization is the domain with the smallest occurrence frequency within the interviews. Obvious as it may seem, it is the domain that represents the efficiency of the employees and of the project. While discussing the tasks employees must be able to perform, participants all directly or indirectly spoke to the ability to be organized. It is possible for the skill of organization to be encompassed in the domain of technical training, but for the purpose of this study, organization is approached as set of personal skills and characteristics that contribute to project success. Organization is subdivided into two areas: project oriented organization and personal organization.

Project Oriented Organization

Project oriented organization is “the ability to take and objective that you have and shape the work” (E318). Employees must be “structural enough to know how to approach and implement a project” (E318). There are many moving parts in any given project. Planning the project includes such tasks as researching the history of previous

projects, as not to repeat them, organizing the travel of multiple expatriates and consultants, organizing lodging arrangements, budgeting, reporting, and much more. Organization takes on a different level of intensity in post-conflict development areas. These projects are many times led and/or protected by the military, and therefore, have extensive protocol that must be met in order to implement a project. In an instance such as this, it is crucial to be organized because “they have their routine and they need a certain amount of lead time” (E171) and “often it takes longer than [anticipated] because [the local] governments are not stable” (E102).

Personal Organization

Personal organization is a characteristic of the employee, and it is most often affects the development project during the report writing process. The ability of an employee to take accurate field notes and have the ability to transcribe them into concise, informative reports in collaboration with a group is vital. “Records are primary requisites for project success” (E148) and when project employees are in different locations, collaboration is difficult. By “assigning the sections out to the most appropriate persons and having a master editor” (E171) the process is made easier, and the report sounds of one voice. Templates used to record the details of an activity, for example, “make it easier and faster to write reports when they are due” (E860). The project speaks directly to the development institution through report writing, and development institutions, in general, are interested in organized reports on project outcomes. Project employees with organizational skills contribute to project success.

Organization is not only important for individual success on an international agricultural development project, but also for the project as a whole. If an “activity is done correctly and timely, [it] will contribute to the success of the project” (E168) and therefore the contentment of the development institution.

The desired domains of competencies for international agricultural development project employees as indicated by project managers that emerged from this study were: cultural awareness, technical training, communication and interpersonal skills, attitudes and behaviors, experience, and organizational skills. Project employees that possess and demonstrate a combination of these six domains have the potential for success in the field of international agricultural development.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

SUMMARY

The results of this research study indicate the four domains, 1) cultural awareness, 2) technical training, 3) communication and interpersonal skills, and 4) attitudes and behaviors that are desired skills for international development projects, are also desired skills for international agricultural development project employees to possess. These findings are from the view point of those individuals that manage the employees, the experienced project manager. In addition to these four domains, the research also found that the project managers desire the employees to possess skills in two other domains, 5) experience, and 6) organization. The audit trail for the found domains and their relative competencies can be found in Appendix B.

By possessing competencies in cultural awareness, project employees are better able to prepare for travel, understand the history and cultural nuances of the beneficiaries, and will be able to more efficiently implement the project through appropriate interaction as dictated by the culture of the beneficiaries.

Technical training is the basis of international agricultural development. Employees must possess technical knowledge to carry out the objectives of a project, but this competency is not limited to just the project employees. Employees must be able to transfer knowledge and train the beneficiaries on the appropriate technology so they may

continue the work of the project after aid has ceased. Human capacity building is a key concept when trying to ensure sustainability.

Employees that are able to effectively communicate and have effective interpersonal skills are able to more efficiently implement international agricultural development projects. This domain includes not only learning the language of the target audience and understanding how to best communicate the project goals, but also the ability to efficiently communicate within the project team to produce the desired results. Communication and interaction with the development institution is vital, as they are the providers of the project and the funding.

Attitudes and behaviors are unique to every project employee, but it is the attitudes and behaviors that can destroy a project. Project employees with positive attitudes and positive motivation are less likely to have negative experiences with the day to day activities that make living abroad difficult and, therefore, are more likely to see a project through to completion.

According to the participants of this study, experience is a critical skill for employees to possess. Through volunteerism, study abroad programs, internships, and technical programs, such as the Peace Corps, potential employees can gain the experience needed to understand those individuals that live in developing countries. It is also a means to cultural awareness, understanding, and empathy. In some cultures, life experiences are more valued than educational experiences; therefore, it is beneficial to attain as many experiences as possible before engaging in an international agricultural development project.

Organization was found to be of great value to employees in international agricultural development in two areas, the project and the person. Organization in the project was found to be important for the day-to-day activities that must be accomplished. The execution of every aspect of an activity requires thoughtful planning and the ability to think logically and sequentially so the ultimate goals of the project can be achieved.

IMPLICATIONS

Implications of the findings in this study affect higher education institutions that currently have or are looking to develop an international agricultural development program, development institutions that currently serve or are looking to serve international agricultural development projects, and the potential employees of international agricultural development projects.

Higher education institutions that currently have an international agricultural development program may use the findings of this study to review the content of their program. By ensuring the graduates from their program enter the work force with the competencies found in the six domains, the graduates will be more marketable and have the potential to be successful. Higher education institutions that are looking to develop an international agricultural development program may use the finding of this study to develop a curriculum that encompasses the six found domains to aid in potential graduate success.

Development institutions that currently serve or aim to serve international agricultural development projects may use the findings of this study to assess the competencies of potential employees and determine if they have the potential to be successful in their organization. Development institutions may also use the findings to assess their current employees during employee reviews. Should an institution find that, for example, their employees lack organization skills, they could then hold a workshop to aid in the development of that skill.

Individuals that are interested in entering the field of international agricultural development may use the findings of this study to assess themselves and determine if they have the desired competencies. Should they not have one or more of the desired competencies, they can then work to attain and/or develop them so they may have the potential of success.

RECOMMENDATIONS

It is the recommendation of the researcher that faculty, both undergraduate and graduate, evaluate their current international agricultural development curriculum and include the found competencies as a means by which to gain practical application experience. Universities, development institutions, and beneficiaries should use the power of collaboration to share information, develop projects, and create an environment for practical application of skills and knowledge. Practical application may begin with simulations and case studies in the classroom, and as experience and knowledge is gained, progress to the use of field experience, such as study abroad programs,

internships, and opportunities for volunteerism. Experiences such as these would develop employee competencies and give them the tools to be successful.

It is also the recommendation of the researcher that development institutions and educational systems that serve international agricultural development projects include the critical competencies found in this study as components of their position descriptions and job announcements. The National Institute of Food and Agriculture's Cooperative Extension System should also incorporate the findings of this study into the training of their international position appointments in an effort to provide them with the tools to be successful.

Based upon the findings and implications of this study, it is the recommendation of the researcher that further studies be conducted to determine if the value of each skill differs as per the location of the agricultural development project. Other disciplines may also use this study as a reference when determining the desired competencies for working on international projects in their respective field of work or study.

REFERENCES

- Bird, A. & Dunbar, R. (1991). Getting the job done over there: Improving expatriate productivity. *National Productivity Review*, 10(2), 145-156. doi: 10.1002/npr.4040100204
- Brinkman, D., Westendorp, A., Wals, A., & Mulder, M. (2007). Competencies for rural development professionals in the era of HIV/AIDS. *Compare: A Journal of Comparative Education*, 37(4), 493-511. doi: 10.1080/03057920701366069
- Buford, J. & Lindner, J. (2002). *Human resource management in local government: Concepts and applications for HRM students and practitioners*. Cincinnati, OH: South-Western.
- Byrnes, F. (1972, August). *Credibility and competence: Key characteristics of development communicators*. Paper presented at the Third World Congress for Rural Sociology, Baton Rouge, LA. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/37/37/11.pdf
- Chen, G. (1997, January). *A review of the concept of intercultural sensitivity*. Paper presented at the Biennial Convention of the Pacific and Asian Communication Association, Honolulu, HI. Retrieved from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/a9/0e.pdf
- Cleveland, H., Mangone, G., & Adams, J. (1960). *The overseas Americans*. New York: McGraw-Hill.
- Cooper, A. & Graham, D. (2001). Competencies needed to be successful county agents and county supervisors. *Journal of Extension*. 39(1). Retrieved from <http://www.joe.org/joe/2001february/rb3.php>
- Cui, G. & Awa, N. (1992). Measuring intercultural effectiveness: An integrative approach. *International Journal of Intercultural Relations*, 16(3), 311-328. doi: 10.1016/0147-1767(92)90055-Y
- Dewey, J. (1938). *Experience and education*. New York: Touchstone.
- Erlandson, D.A., Harris, E.L., Skipper, B.L., & Allen, S.D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: SAGE.
- Gardner, G. (1962). Cross-cultural communication. *Journal of Social Psychology*, 58, 241-256.

- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory*. Chicago, IL: Aldine.
- Gudykunst, W., Hammer, M., & Wiseman, R. (1977). An analysis of an integrated approach to cross-cultural training. *International Journal of Intercultural Relations*, 1(2), 99-110. doi: 10.1016/0147-1767(77)90045-1
- Guttman, L. (1956). "Best possible" systematic estimates of communalities. *Psychometrika*, 21(3), 273-285. doi: 10.1007/BF02289137
- Hammer, M., Gudykunst, W., & Wiseman, R. (1978). Dimensions of intercultural effectiveness: An exploratory study. *International Journal of Intercultural Relations*, 2(4), 382-393. doi: 10.1016/0147-1767(78)90036-6
- Hannigan, T. (1990). Traits, attitudes, and skills that are related to intercultural effectiveness and their implications for cross-cultural training: A review of the literature. *International Journal of Intercultural Relations*, 14(1), 89-111. doi: 10.1016/0147-1767(90)90049-3
- Hogan, G. & Goodson, J. (1990). The key to expatriate success. *Training & Development Journal*, 44(1), 50-52. Retrieved from <http://ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=9086105&site=ehost-live>
- Kealey, D. & Protheroe, D. (1996). The effectiveness of cross-cultural training for expatriates: An assessment of the literature of the issue. *International Journal of Intercultural Relations*, 20(2), 141-165. doi: 10.1016/0147-1767(96)00001-6
- Lincoln, Y. & Guba, E. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Logue, A. (2001). Trainer: Will travel. *Training & Development*, 55(4), 46-49. Retrieved from <http://ezproxy.tamu.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=4311565&site=ehost-live>
- Merriam, S. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.
- Motivation. (2010). In *Merriam-Webster's online dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/motivation>
- Paige, R.M. (1986). Trainer competencies: The missing conceptual link in orientation. *International Journal of Intercultural Relations*, 10(2), 135-158. doi: 10.1016/0147-1767(86)90003-9

- Scheer, S., Ferrari, T., Earnest, G., & Connors, J. (2006). Preparing Extension professionals: The Ohio State University's model of Extension Education. Retrieved from <http://www.joe.org/joe/2006august/a1.php>
- United Nations. (2009). The Millennium Development Goals Report 2009. Retrieved from http://www.un.org/millenniumgoals/pdf/MDG_Report_2009_ENG.pdf
- United Nations Development Programme. (n.d.). About the MDGs: Basics. Retrieved from <http://www.undp.org/mdg/basics.shtml>
- U.S. Census Bureau. (n.d.). World vital events per time unit. Retrieved from <http://www.census.gov/cgi-bin/ipc/pcwe>
- United States Department of Agriculture. (2010). The National Institute of Food and Agriculture. Retrieved from <http://www.csrees.usda.gov>
- World Bank (2009). Poverty. Retrieved from <http://go.worldbank.org/VL7N3V6F20>
- Yunus, M. (2007). *Creating a world without poverty: Social business and the future of capitalism*. New York: Public Affairs.

APPENDIX A
INTERVIEW GUIDE AND QUESTIONNAIRE

Skills Needed by International Agricultural Development Professionals
Interview Guide and Questionnaire

*Please respond to the following questions/statements. You may choose not to answer a question if you feel that you have sufficiently covered the information in another question. If this is the case, please indicate in which question number the information can be found. Thank you.

Name of participant: _____

Demographics

Age:

Gender:

Educational background:

Past military service:

Country of origin:

Current job title:

Years of experience in the field of International Agricultural Development:

Preparation Strategies

1. What preparation strategies, if any, have you found most helpful in preparing to work in a different culture than your own?

2. Do stereotypes positively or negatively influence the behavior or general attitudes of new project members? How can this be avoided?

Knowledge, Skills, and Attitudes

3. In looking back at the projects in which you have participated, what knowledge, skills, or attitudes have you attained that you would pass on to new project members regarding project management? Regarding cultural differences?

4. What knowledge acquired while you were in school has proven very helpful?

5. If you were to develop a new university program in international agricultural development, what concepts/theories would you most definitely include?

6. Is there a current class or subject matter that you think should be covered more deeply to ensure success in the field?

7. Is there a current class or subject matter that you feel is now antiquated and should be removed from curricula?

Motivation

13. What motivates you in your daily work?

14. Are there times when working on a project that you find your motivation has diminished? Why or why not?

15. Are there times when working on a project that your motivation rejuvenates? Why or why not?

16. How does beneficiary involvement, or lack thereof, affect the morale of a project team?

Barriers/Obstacles

17. Think back to the first international agricultural development project in which you participated as a new employee. What were the most difficult barriers/obstacles that you encountered? How did you overcome or avoid these problems in subsequent projects?

18. Are there any effective methods to significantly reduce the amount of barriers that one may incur as a new employee in an international agricultural development project?

19. Are there any methods that the educational system could use to better prepare students to face barriers and obstacles?

Opinions about Collaboration

20. What are your opinions about collaborating to write monthly, quarterly, and/or annual reports?

21. Have you found a method to streamline the collaboration process? If so, what method?

22. What recommendation would you give to new project members regarding field-notes, documentation, and team unification?

23. What recommendations would you give to new project members as they begin the report-writing process?

24. Have you found the collaboration process for the report-writing process to differ from the collaboration process for a publication, such as a professional journal or media release? If so, how? If not, why?

Recommendations for Improved Practice

25. If you could give one recommendation to improve the overall work that is being done in international agricultural development, what would it be and why?

26. If you could give one recommendation to improve the curricula in international agricultural development programs at the university level, what would it be and why?

27. If you could give one recommendation to a first-time project manager, what would it be and why?

Additional Comments/Suggestions

APPENDIX B

AUDIT TRAIL FOR DESIRED COMPETENCIES OF INTERNATIONAL
AGRICULTUAL DEVELOPMENT PROJECT EMPLOYEES

Desired Competencies of International Agricultural Development Project Employees		
Desired Competencies	Respondent Code	Respondent % N=8
Cultural Awareness		
Cultural knowledge and understanding	E102, E131, E148, E168, E171, E318, E319, E860	100%
Cultural tolerance	E131, E318, E319, E860	50%
Cultural respect	E131, E148, E171, E319, E860	62.5%
Technical Training		
Project management	E102, E148, E168, E171, E318, E319, E860	87.5%
Technical science/skill	E102, E131, E148, E168, E171, E318, E319, E860	100%
Technology transfer/ Human capacity building	E102, E131, E318, E319, E860	62.5%
Culture and Language	E102, E131, E148, E168, E171, E318, E319, E860	100%
Communication and Interpersonal Skills		
Ability to communicate/ work with a team	E102, E131, E148, E168, E171, E318, E319, E860	100%
Ability to lead	E102, E148, E171, E860	50%
Ability to communicate/ interact with beneficiaries	E102, E131, E148, E168, E171, E319, E860	87.5%

Ability to take notes/ write reports	E102, E131, E168, E171, E318, E319, E860	87.5%
Attitudes and Behaviors		
Positive attitude and motivation	E102, E131, E148, E168, E171, E318, E860	87.5%
Personal Traits (patience, persistence, open mind, etc.)	E102, E131, E148, E318, E319	62.5%
Empathy and Compassion	E131, E319	25%
Respect	E131, E148, E319	37.5%
Experience		
Work/Life experience	E102, E131, E148, E168, E171, E318, E319, E860	100%
Living/working abroad experience	E168, E318, E860,	37.5%
Educational experience	E102, E131, E148, E171, E319, E860	75%
Organization		
Ability to plan activities	E102, E168, E171, E318	50%
Ability to organize information/ compile reports	E102, E131, E148, E168, E171, E318, E319, E860	100%
Personal organization	E171, E318, E860	37.5%

APPENDIX C

DATA STATEMENTS ARRANGED BY COMPETENCY DOMAIN

Data Statements Arranged by Competency Domain	
Cultural Awareness	
E102:	<ul style="list-style-type: none"> ● From the soft science stand point, I would say sensitivity about inclusiveness in culture, cultural awareness is very important when you work in multi-national organizations. ● Language training and cultural awareness...those are quite important. ● Well, no question that language would have been of benefit if I'd have studied or practiced continually to enhance my language skills over the years. ● We would always have a timeline that often didn't meet the local needs or just dealing with unrealistic time challenges. Governments change frequently, the individuals change that you planned the project with.
E131:	<ul style="list-style-type: none"> ● It requires that you really pay attention and listen to those people because you can present a solution and say, "how can that work here?" This is how I know how to do it before...how can we do that here. Instead of trying to force what you know or were taught, to work. Instead of trying to force that, let it be modified so that it can actually work in that situation. ● ...because you have this technical background, and they have the knowledge of what can actually happen on the ground. ● ...the cultural differences and being sensitive to those is absolutely critical. ● When you go to somebody else's country, you should definitely be very sensitive to those cultural things that matter to them. ● ...we have sent this 24 year old with zero experience...and now they're talking to the minister of agriculture, for example, that minister of agriculture is going to be extremely disappointed.
E148:	<ul style="list-style-type: none"> ● Interaction with persons of other culture/s. ● Respect their culture/knowledge. ● Have previous language/training experience. ● Understand the constraints and potentials for development.

	<ul style="list-style-type: none"> • Understand and appreciate the nexus between culture and development. • Emphasize the need to understand and adapt to local cultures. • Focus on projects that will provide continuing improvements in the welfare of people in developing countries. • Understand the culture/politics and speak the language of your target population. • Some project managers do not accept host country counterparts as being as capable as they are. • Perceived superiority attitudes of project managers have a very negative effect on host country personnel.
E168:	<ul style="list-style-type: none"> • But in my opinion, the most important thing is understanding about the culture of the country itself. I think that is very important, and then the second part is to understand the culture, you need to somehow interact with the people and also understand the language a little bit. • And then so I think understanding culture and the way people do business at that particular area is important. • Over there you need to meet them, and then make an appointment to see and then probably really discuss with them...it takes long. • ...previous [travel] experience, for example; that kind of understanding can come to the cultural understanding... • Accepting, for example, we have a target of meeting a certain object in one year, and finally...no, we cannot reach that year, so we need to extend the activity to more than one year... • Here [America] is more time-oriented. You know, it's getting better, but no, not like here. I understand time management and everything, but not everybody. Especially if you work with a government official. It is a lot less. So that is very important. Because if have a very high expectation, and this is your way, and you cannot do it, then you punish yourself...

	<ul style="list-style-type: none"> • Yeah, you have to understand the culture in addition to what exactly is the project. So you have to understand the culture, the people, so that you can implement the project that you have already mastered, the project that you already well understand more easily. • Cross-cultural. The formal curriculum for project planning is already in existence, project management is already there, so you can incorporate that, but if you really want to focus on international development, then understanding about the culture and a part of understanding the culture is the language. Local language, I think is key, in my opinion. • Learn the culture, the way of the local people, work, understand and communicate. I think that is very important.
E171:	<ul style="list-style-type: none"> • You obviously have to do your homework. Reading as much as you can, learning a few words ahead of time, asking before you go to meetings for the do's and don'ts and the formality of things. ...things like when you meet a woman, you don't stick out your hand out to shake her hand because that causes a very uncomfortable moment. Little things like that. There are a lot of things on the internet or just asking the people. • ...have a lot of passion and zeal for what they are doing, but sometimes you need to keep it under wraps a little bit, because that to some people in some cultures is seen as being too aggressive. And so that's something else, especially for a new employee, they need to understand that what we see in the US is someone being passionate about something, someone could see it as being pushy or overbearing or even take it as angry because you also have to remember that a lot of times that the words that are coming out of your mouth are not the ones they are hearing. The ones they are hearing are the ones coming out of the translator's mouth. That is another thing to think about when you are talking, is how to express things in a way gets translated well versus they way you would really like to say it. • A lot of times when you see they [the beneficiaries] are excited about getting help and they bought into the plan and you see that they are going to cooperate, the confidence level of the team that the project can be successful goes up, hence, they are a lot more motivated. • I would say that the projects need to come from the ground up versus from the top down. For example, a couple of times we've gone into some assessments with some preconceived notions of things that probably need to be done, and in most cases, we were wrong.

	<ul style="list-style-type: none"> • In other words, what we thought was a good idea, wasn't really that good of an idea.
E318:	<ul style="list-style-type: none"> • But I used to enjoy the CIA Factbook brief. I used to try to get a cultural book. They have a lot of variation. I used to read a lot about the history and the culture about the country. • That's more focused on the country the culture and the people. • The reason why is because they did not put the relational elements together. • I would say that one skill that could also be classified as an attitude is how to work with different cultures. I've seen a lot of people that go out on assignments that are not wired to work internationally. • It is a fail project. Very few organizations do anything to prepare the family for the assignment. They will do a lot to prepare the employee, but what do they do for the family? • Understanding the audience or culture that you are trying to introduce that change into. When people go into development, you have to realize that how we, as Americans, do it isn't the best way. • It's about how do you take that technology and get adoption in a non-threatening, non-insulting way. There is some good theory built around that. There is also some good theory built around that whole cultural adjustment process. • I wanted to be on time everywhere, deadlines were important to me, and you did what you said and all of those things you are trained as a person to be a good hard worker in the US. And then you go someplace and live on an island, and you operate on island time, what they call rubber time, and nothing gets done on time. It takes a lot of patience and it was hard, very hard, for me to be calm, patient, understanding, and not erupt. You have to develop an easygoing, calm demeanor with a lot of patience 'cause otherwise it is easy to get upset. • And learning about the people, the culture, and how it operates and its history. There's nothing better than that experience and that feeling.

	<ul style="list-style-type: none"> • ...but politically it wasn't going to happen, and bureaucratically we couldn't make it happen because there are rules. I hate it when rules get in the way of doing good work, and it really was frustrating...that happens a lot in government development work. • What I mean by that is that they have gotten so used to living off of development projects, they don't even want to help themselves any more...They just want the development handout. • They were making more money getting paid by development projects to come to training than they were to actually [work]. They weren't really interested in training; they were interested in training to get paid. • You would send an email on Monday that you really need to get done & you knew that you wouldn't get an answer until the next day. You just had to wait 24 hours to see...so nothing moved quickly. • ...really look at the historical interventions to make sure that you are not repeating things. • Be patient and understand that time concepts differ all over the world.
E319:	<ul style="list-style-type: none"> • The knowledge that the life experiences are of equal or more importance in the success of any program and as implementers it is our responsibility to acknowledge our partners that we are trying to deliver to, that they have an equal or more important role in the success of the program by bringing their life experiences. They tell us what they need...we have the technical expertise how to deliver what they need, but we don't have the expertise of what they need. So it's very important. What we have learned is you go to people and say, "What do you want?" Not what I'm going to give you. Listening to what they want and recognizing their life experiences are valuable to the success of any project. • It is very difficult to talk to elders in a village, and they are the ones in control when you are a young person. They have very little respect for you. They know you have limited life experiences. Very difficult to do that...unless you are teaching a very basic skill-set, like Peace Corps did. Teaching a language, or building a fish pond or something. Beyond that, they doubt your expertise.

- ...it's difficult for me to follow through with anything to do with them, because in this culture, I need a translator...and a male translator can't come in because he's an outsider to the family. And I can't take a female because female family members...their family won't let them travel. It is a risk to their reputation. So I can't take someone from the capital to travel with me to translate. Extremely, difficult to find qualified women who can go with you to do that. Programs for women are way below par, because of this cultural limitation. It doesn't mean that their totally ineffective, but it is very difficult.
- Circumstances have made them poor and dirty and miserable...so that's not by choice.
- It's not always going to be easy. ...the way they treat women is awful. Literally, some women never come outside the walls of their compounds. They are prisoners. But that is perfectly acceptable.
- NATO forces, before they are deployed, they have trainers that come and meet with them all and give them lessons in culture and what's acceptable behavior and what's not acceptable behavior. You get developed materials from that. I didn't realize that it was offensive to blow your nose while you are eating with people.
- So, just recognizing those differences. But their differences matter more than yours to them.
- ...try to observe, watch and ask questions.
- ...give them an orientation to what's okay and what isn't.
- These cultures have had people there for the past 30 years under all the fighting. They are the ones that stayed and went with the flow. Because of that going with the flow, they are older, they have no financial incentives to deliver, and they are resentful. Here you come and they were here during the hard times. They are even resentful because they stuck it out and you didn't, you split, and then you come in afterwards. Those people you have to really try hard to reach and find that place of compassion in them, as well, and say if you can reach it, then do it, I'll make a difference for you by working with me. But we don't waste our time with those who don't do it.

	<ul style="list-style-type: none"> • No matter how smart they are, it's extremely difficult to be effective because they can't see past the age barrier. If you come in with a doctorate, it's a different story, they have to show you respect. They will still be bristling if you're young, but because you have a doctorate, socially they have to show you respect. And it's harder for women. • We've gotta do this program by a certain time. But you can only push them so far, you have to do it at their pace. So it took 3 meetings and after that, it was great. I was surprised, I was wondering what was the trigger that brought it on this time. • Honestly, we only know what's on the surface, what you can see all the time. But deep down, the intense values they have, we can't know, and it's very difficult in a lifetime to know that, because we're not raised that way. • ...having no choice is not a great thing either, but they show a lot more respect for the men and women as human beings than we do. • NATO has an orientation for the troops before they are deployed. They have [natives] that teach them what's acceptable in a culture and what's not. Mercy Corps also has a similar program for their employees. Internationally, you hit the ground running—and you are running. It's hard to slow down, but you need to slow down and listen.
E860:	<ul style="list-style-type: none"> • Before going to a new country or working in a new culture: <ul style="list-style-type: none"> ➤ Read about the political, religious and cultural history as presented from diverse points of view, especially those shaped by experiences and biases different than my own. ➤ Discussions with others who have had first hand living and working experience in the country as well as with nationals, if possible. • Those most affected by “culture shock” are also most likely influenced by stereotypes. • Cultural Differences. My experience is that the best approach is to strongly and openly define the “project culture” as one that welcomes diversity, making it clear that failure to accept diversity will not be tolerated. • During my formal schooling prior to entering college, I learned a bit about dealing with cultural diversity from reading about different cultures but probably learned most from persons with disparate ethnic, economic, educational backgrounds—each of whom had one or more abilities far superior to my own despite their relative lack of opportunities.

	<ul style="list-style-type: none"> • Even when the translator is very good, the cultural background and first language of the translator influences the interpretation. • Genuine interest in the views, values and lessons to be learned from different cultures and willingness to incorporate those relevant to the project success will strengthen morale and willingness on part of others to seek most productive compromises. The point being that the manager and/or other staff do not have to give up strongly held cultural beliefs in order to develop the “project culture” best suited to productivity; however, they must be accepting and understanding of the values of others. • Generally, beneficiary involvement has positive effect on morale.
Technical Training	
E102:	<ul style="list-style-type: none"> • Obviously technology is a real key. ...sharing knowledge and how we do that in the 21st century is quite important. Plus the basic technical specialties. Specialties of agronomy, livestock, animal health, forestry, fisheries, many ways you can prepare. • ...computer competence from the hard science stand point. • ...some basic science classes in a technical area. Perhaps information technology to the agricultural components, as well as the cultural awareness. • Negotiations are something that I certainly something that I deal with frequently and would encourage students to be involved in some type of negotiation, both formally and informally. Preparing projects, encourage students to work across genders, to work across cultural boundaries/nationalities while they are in their educational career. All of us view what is satisfactory, what is exemplary in different means, so again, working across these barriers and backgrounds helps prepare you for the future. • Well, no question that language would have been of benefit if I’d have studied or practiced continually to enhance my language skills over the years. • The same with computer and information technology. General geography is also something that I deal with and also government structures, how different governments are structured would have been important.

	<ul style="list-style-type: none"> ● I think some sense of gaming, meaning something like what you were describing with building the city (future city model project), you may complete 2/3 of that and then have some natural disaster that creates a major setback, be it a flood or hurricane, or some event that creates a major disruption, and just see how that challenges the project cycle, and the length of planning, and recovery period. So practice some unexpected consequences. ● Be thorough, but then also learn what to share that is important that adds value as opposed to just filling up space with words. ● I think breadth, meaning have a breadth of exposure. ...beyond the basic courses, challenge yourself to move outside of your own major, and outside of your own college. Take something that is quite different...that will really open your eyes and enlighten you.
E131:	<ul style="list-style-type: none"> ● ...really, the more you are educated, the more you realize how little you actually know. And you would hope that that's the progression that that would happen, but it doesn't always. ● It's one of those things where you may have a lot of technical expertise in a certain area. So here you are in a completely different culture and a different context than what you've ever worked in, but you still have this technical expertise. ● ...“how can that work here?” This is how I know how to do it before...how can we do that here. Instead of trying to force what you know or were taught, to work. Instead of trying to force that, let it be modified so that it can actually work in that situation. ● I think people forget how much humans are important to an issue. You know, I'm here to do agriculture, I'm here to improve irrigation...well, you are, but you are here to do it for people. And people do forget the people part, so they design research projects that satisfy their research interest, but not necessarily the needs of people. ● ...because you have this technical background, but they have the knowledge of what can actually happen on the ground. ● I'm sure that for any country you could find all kinds of literature that talk about that stuff [cultural information].

	<ul style="list-style-type: none"> • Language skills, obviously, is another one. So learning the language before you get there might be a pretty good thing. • So, the sustainability is this capacity building and it requires people on the ground doing really hard work. • Teach humility.
E148:	<ul style="list-style-type: none"> • Have previous language/training experience. • Do your homework before you embark on a project. • Discipline in study and research. • Plan carefully, e.g. logical framework method. • Ecology/regional geography. • Understand the constraints and potentials for development. • Require a course/s in ecology that focus on the utilization and conservation of natural resources.
E168:	<ul style="list-style-type: none"> • I think I learned a great deal about project management. That's an important part, because like managing people, generally, but the project requirements are very specific, like budgeting, planning, things that you can do and you cannot do from the project side, and then you have to manage all of the resources according to the project objective. • I think understanding about the whole framework of the project. And then what the project is all about. What is the objective of the project that you need to deliver? So I think that is the most important thing, because at the end of the project, finally, the most important question to ask is "has the objective been met? Has it been achieved or not?" So, we focus on that objective and it helps me a lot in doing that by trying to quantify or, you know, translate the objective of the project into a number. Something that is easily measured. So I think that needs to be taught to students about what the logical framework of the project is, and how to evaluate that, and how to manage that to make sure the objective is achievable. • ...logical framework. Inputs, process, output, outcome, impact. How a certain action will produce something and then that something else will produce will eventually lead to the objective of the project. So I think that is important.

	<ul style="list-style-type: none"> • I think project management, I think that scheduling, planning, things like that are very important. Like how to plan a project and then how to manage, how to execute, how to monitor. • For international program to have cases for examples from several international works, I think it will certainly be very helpful. • Accepting, we have a target of meeting a certain object in one year, and finally...no, we cannot reach that year, so we need to extend the activity to more than one year. • You have to understand the culture in addition to what exactly is the project. So you have to understand the culture, the people, so that you can implement the project that you have already mastered.
E171:	<ul style="list-style-type: none"> • ...the best thing for someone that is about to go into a new culture is study as much as you can, and if you can find somebody that you know or someone that you know knows is from that culture, and also speaks English, that you could sit down and talk with. It always helps. We did that here with our BBA, which is the Bi-lingual, Bi-cultural Advisors, that work if not as interpreters, but more that they have an agricultural background, in our case. We were able to ask them ahead of time about things to do and not to do. • Especially in this environment, learning the ins and outs, and all the little nuances of how to fill out the proposal forms and the request forms and the different paperwork that is necessary...like project proposals, or funding requests or scopes of work. A lot of these agencies, like AID, the army, have their specific ways of doing ways. It may be the best project in the world, but it will never get looked at if it's not done correctly, so that's a real big thing. They should have some sort of course where they get as many of these documents as they can find for the different NGOs or government agencies so the students, or even new hires, can learn how to do those beforehand. • You can't imagine how important planning is. • I think project management, a course on how all the funding sources work, and a course that would have helped us is like here's how AID works, it's organizational structure, here's the different contractors they use, here's how that relationship works...the same with USDA and other NGOs, so you can understand their structures, what they are all about, and what their expectations are. What the problems working with them are...

- Knowing more about the development business and all of the inner workings of it.
- That is as important as knowing your subject matter in being successful in developing projects and getting them sold to the people that are going to fund them.
- The best plans and projects in the world will fail if the people that get it don't want it or don't know how to manage it.
- Our modus operandi is that we would rather have some of these demonstration projects on farmer's land and have extension involved so they can use it as a training tool and skill day...
- Whereas on a farmers farm...let's say we are doing a drip irrigation trial...and a farmer is counting on being able to harvest the product off of it to make money, the chances that it's going to be done in the way that it is designed to be done is greater. That to me is the biggest element of sustainability. Also the way the funding flows is important. It shouldn't be front-loaded. It should be back-loaded as possible so they don't get too much money up front so most of the project gets done and they have incentive to get it done so they can get the big part of their money. Appropriate technology is important.
- My first one [barrier] was language. It [Language] really helps because you can make sure the translator is hitting the right points that you mentioned and you can also see their reactions when you know they are saying certain things...it certainly helps the depth of understanding.
- The army has a training that they go through that simulates a lot of real life crazy situations. It's not combat, as much as it is intelligence gathering, or trying to get out of certain situations when things don't happen the way you planned. That's what they plan on in these exercises. If there was a course that had vignettes that said "here's where you are in the project, this just happened, what are you going to do about it?" You have to be fast on your feet, fix the situation, and continue on until the next thing happens.
- To simulate real-life situations as much as possible and to emphasize learning about how the different funding and government agencies operate.
- ...spend twice as much time on planning as you think you need.

E318:	<ul style="list-style-type: none">● For the assignment, there is always preparation related to the technical subject matter that you are going to be looking into. I will read to learn the technical background about the state of that particular industry, prior to going in there. So I'm not spending the entire time on the ground doing the assessment, learning the background about what they are growing, what their marketing systems and channels might be, what technology they are using....get all of that out of the way before you go into the country so you are not using your time and your research and your data collection to get the background information. I would say when you don't do that, you are significantly wasting your time on the ground and I've seen a lot of government resources wasted by people not putting in that technical preparation prior to going if it's a country they are not familiar with.● We did a lot of training, provided resources and materials but when the project was over, we pulled out and left. But we left a local group in place that still exists today, that are still providing the same exact help and resources, and they are conduit with us so we can provide ongoing support without a grant and we are happy to do that.● One of the biggest challenges that I have seen in the development community is that so much of development work is really learning how to manage the rules and regulations behind government contracts and grants. It's very complex, every project is different, every donor is different. There is no truly set training program, rule book, or anything out there to help someone learn to go about doing this. I still learn.● If you were to do a course on anything, just how to manage travel would be a huge help. That one is the most common one, that's the one you get at every day. From a technical piece, that depends on the nature of the program. You can take courses, for example, on seeds. That type of knowledge is readily available and isn't nearly as difficult to find as the day to day running of some of these programs. If you are just there doing a technical assignment, that's no big deal. They are hiring you because you have some of that technical knowledge anyway...● If you are trying to get on board with a firm to be involved in proposal writing, or managing a program, then it's about the background of how to manage. Administration is probably a better word.● It is a fail project. Very few organizations do anything to prepare the family for the assignment. They will do a lot to prepare the employee, but what do they do for the family?
-------	--

- ...a lot of that coursework was focused on leadership and management. I think that a lot of the skills are transferable, although I found managing people in cultures outside of the US is very different, but a lot of the leadership classes are very unicentric.
- I remember going overseas and managing a staff, and here I was trying to apply some of those concepts and principles and they would just laugh at me! So, it was good to have the background in theory, but I was never able to put it into the context in a workforce. It would be interesting if they could take some of those and put an international spin to it.
- The class on innovations in agriculture. It is based on a book called Diffusions and Innovations, or something, and it talked about change agents, and a lot of the curriculum is based in extension. We did several international projects. We even had to come up with a new technology that we were going to try and introduce into an international country. We had to do a presentation as a group to show how we would implement that technology. What a perfect experience for people going into development work.
- Diffusion of innovation is a good one in terms of how to be a change agent, how to create change, how is change done, how you introduce new technologies...
- You get a little bit about technology, which is what we do in ag development work, you get a little bit about culture, and I think over all management.
- I'm very financially focused. ...we're constantly looking for grants, new business and contracts.
- I didn't know what development was...it wasn't until after school that I realized that development was a career path, an industry, and an option out there for me.
- ...really look at the historical interventions to make sure that you are not repeating things.
- The second thing I'd say, is that there is so much focus on assessments, and collecting information that if we could throw some of that money into actually doing something every once and a while we could make a big impact. We put so much money into research and collection and assessments and data finding and fact finding that we never get anything done.

	<ul style="list-style-type: none"> • There is so much money that goes into grants and loans, and infrastructure development, where the proper training is not given to the farmers, the farmers are not really the beneficiaries that should be receiving it, or the business or private company doesn't have their heart in the right place, or does not really care.
E319:	<ul style="list-style-type: none"> • NATO forces have trainers that come and meet with them all and give them lessons in culture and what's acceptable behavior and what's not acceptable behavior. You get developed materials from that. • It's good to teach, for course work, I think it's good teach people or get them classes in human resource areas, because you end up doing everything. In some capacity, you end up doing a little bit of everything. So it's good to know about budgeting and financing and people management and capacity building. How to be a good capacity builder. Take some classes and training on how to deliver effective training. You're really a jack of all trades in some situations. So all of those skill-sets that you keep getting offered, i.e. software, learning upgrades, broadening your software horizons, those are things that you want to be able to keep thinking about when you are working internationally, too, because when you work with people, especially when you have your own staff, you are doing capacity building at the same time as implementation. This is really challenging, because you hire them so that you can implement, but you are having to capacity build so they can implement, so initially they increase your work load instead of decrease your work load. But you gotta keep thinking about that, that we're always there to capacity build so that ultimately they take over the responsibilities. NEVER think of your job as open ended thing..."I'm here forever..." No, that is not what we're there for. We're there to build the capacity and capability and get out. • That involves English capacity building, computers, math, report writing and how good are any of us at that? We have to make sure we have those skills, as well, and we continue to grow, as well and offer them the opportunity to grow in those areas and they always start out very basic. • Don't think it is just about implementing, just not about irrigation for people, or how many hectares of crops, you have your people working in your office right here that need human capacity building. They need to be the legacy for the country. If every NGO did that, left that legacy, we wouldn't need to be there. They could do it themselves. • They [entry-level employees] can come in and teach the GIS, they can teach the plant taxonomy, they can teach whatever, those basic things, but should not be in there helping to design policy.

	<ul style="list-style-type: none"> • NATO has an orientation for the troops before they are deployed. Internationally, you hit the ground running—and you are running. It’s hard to slow down, but you need to slow down and listen. • Give them small exercises that you will not necessarily use for anything so they can start learning to spell, start learning complete sentences, start learning how to put it into paragraphs, getting it to flow...so when you do get to the report writing stage, they are better prepared. • Some things I’ll give them a template and say follow along the lines of this...and they will, they will just substitute the things that they need. They will learn that way when given a template.
E860:	<ul style="list-style-type: none"> • Project management. It is essential that all those (including partners) who must contribute to the success of the project understand and agree with the mission, goals and objectives as well as their respective responsibilities for achieving expected outputs, outcomes and impacts. This understanding must be periodically reinforced by requirements for formal and informal progress reports and by on-on-one discussion with their supervisors. Some individuals require little guidance and do best when given freedom to do what they think best whereas others require close supervision and often strong persuasion to meet their responsibilities. • In college, I gained technical knowledge which subsequently proved useful to agricultural development and I had opportunity to experience both good and poor people management skills by my professors. In addition, my graduate training and research gave strong emphasis to following a systems approach; i.e., concerted effort to understanding all elements of the underlying system. • After formal “schooling” at different stages in my career, I participated in management training courses and was influenced by the Drucker approach to management by objectives, although modified by emphasis on need for understanding the system to which the objectives applied. • The history of political, economic and agricultural development should be covered.

	<ul style="list-style-type: none"> • It is generally expected that the project manager should be technically knowledgeable. Technical knowledge is an asset; however, the requisite technical knowledge for project success can be provided from the team members, collaborators and short term advisors. In fact, it can be dangerous if project managers are so confident in their technical knowledge that they fail to seek the inputs of others. Projects more often fail because the manager does not have the skills needed to manage people and resources and to balance the competing, sometimes conflicting, demands from the beneficiaries, collaborators, host country, donors and the project's implementing organization. Therefore, subject matter training should include people, financial and organizational management. • ...anticipates and plans for challenges and opportunities, which includes maintaining flexibility to cope with the inevitable unexpected challenges and opportunities. • ...monitors performance and removes those who prove unable or unwilling to meet their responsibilities. • Language skills. • Computer software use. Keying reports takes time that could be used more productively. • Sustainability is achieved through the continued efforts of the stakeholders, who depending on the nature of the project may be policy makers, investors or smallholders. These efforts will most likely continue if these stakeholders "own" the project and its outputs. • Game playing using simulated confrontations and obstacles can help but can never generate the adrenalin, anxiety, anger and frustration they will encounter in the field. • Follow a holistic systems approach to project design in order to anticipate the social, economic and environmental consequences; try to achieve the best compromise among what will almost certainly be conflicting consequences.
Communication and Interpersonal Skills	
E102:	<ul style="list-style-type: none"> • ... nothing is done by individuals in international organizations or in the real world. You are always working in a team and you are always sharing responsibilities and preparing a project and seeking funding for sending projects, coordinating with governments, NGO's, CSO's, so team building and team experiences are important.

	<ul style="list-style-type: none"> • The ability to make decisions is also very important. Express your opinion, make decisions, be decisive are traits that are very important. • So, involving those who are benefiting, and being involved in the project is something we are doing more and more of and have just overlooked in the past. • I think, involve everyone in the planning process. If it's a government project, involve the government, involve the beneficiaries, involve the NGO's or civil society groups that help implement and move the project from an initial phase to the advanced phase, early on. • Collaboration is very important, although frustrating, it is quite important to collaborate. • ...there is no one entity that has the right model. That model is like everything else we do, it keeps changing. There is still a great deal of territorialism, etc...
E131:	<ul style="list-style-type: none"> • You know, I think communication stuff is really critical as well. Learning, knowing how to communicate with people. I think it is one area that isn't stressed that often, especially in the sciences where if you are someone that has a heavy science background, communication isn't one of those strong points, and when you are going to work overseas, it is an area where you absolutely have to have some idea about. People that don't you see it in their failures in their projects... you can watch it happen. • So it is critical when you are in that country that you use communication skills to find out how you can take that technical knowledge that you have and somehow modify it so that it matches their culture in the context of the country. • It requires that you really pay attention and listen to those people. • One of the things that I have really learned over the years that is incredibly important...is that you do not promise people things that you can't 100% deliver...Ever, ever.. • I always try to learn the languages in the areas we go...but I wish I could learn languages in a week. • So learning the language before you get there might be a pretty good thing.

	<ul style="list-style-type: none"> ● It's developing this trust. It's hard work, it's not just something you can throw money at and expect to happen. You can't buy trust. ● That way everyone writes something down and then we pull that together. ● I think the most important thing for report writing is to be brief. ● What did you accomplish, what were the problems? Boom....Even fact sheets can be used for briefings.
E148:	<ul style="list-style-type: none"> ● Interaction with persons of other culture/s. ● Treat persons from other cultures as you would treat persons in your own culture. ● Be collegial. ● Simply stated; just work with host country counterparts as equals, as full-fledged partners. ● Share information. ● Language. ● Work as a team, respect your team members. ● Collaboration, it is more than just working together. ● Team leader needs to foster collaboration, lead by example.
E168:	<ul style="list-style-type: none"> ● Communication, yes, I think communication is very important. And with the team, the project team, it is very important to work together as a team. ● Well, I like to meet people, so it always motivates me. ...I think that is good motivation. ● Well report writing, first of all, is a lot of work. You will get a lot of help and also a lot easier for you to write a report when you have a set monitoring system in place. ...you certainly need the collaboration with a lot of people. So collaboration, collaborating with the team is very important.

E171:	<ul style="list-style-type: none">● It's important to keep in mind, especially for people that don't have a lot of experience, a lot of times they have a lot of passion and zeal for what they are doing, but sometimes you need to keep it under wraps a little bit, because that to some people in some cultures is seen as being too aggressive. And so that's something else, especially for a new employee, they need to understand that what we see in the US is someone being passionate about something, someone in a place like here could see it as being pushy or overbearing or even take it as angry because you also have to remember that a lot of times that the words that are coming out of your mouth are not the ones they are hearing. The ones they are hearing are the ones coming out of the translator's mouth. That is another thing to think about when you are talking, is how to express things in a way gets translated well versus the way you would really like to say it. A lot of time you can't use the level of authenticity or the words that really fit a situation because you are only as good as your translator, and sometimes they are not capable of being able to really articulate things the way you'd like.● You probably need to have a neutral body language, if anything. Of course, there are cultures that you never show them the soles of your shoes, or you never show them the back of your hand...if you put the spoon the wrong way in your tea, it can be seen as an insult, so little things like that, you need to study up on some of the faux pas of body language and trying to keep yours in a neutral to a little expressive, but not too much. You can see in them certain things that they do that doesn't take translation. ...it doesn't take a genius to figure out if a guy is saying, "I don't agree with that" or "Hold on a minute". All those little things are important for the new person to pick up on because a lot of times they are going to say what they think you want to hear, but their body language, it will actually telegraph what they actually mean.● ...a lot of time how they answer the question is more important than the actual answer itself. You have to be a little bit of a social scientist or psychologist, or whatever you call it to try and put all those little pieces together.● We got out to the gate and we were ready to leave, but somehow [our escort], didn't get the memo. The people that were waiting for us had made a big lunch, they had a whole program planned for us, but because one link in the chain broke, the whole thing was a disaster.
-------	--

- I work well with people. I listen well/understand the way people are. I can see when people need cheering up or when they need a different sort of motivation. Being able to listen and let people do their jobs and then guide them instead of telling them what to do. Sharing as much information and being as open about what's going on and delegating makes people feel involved and that they are able to do what they were hired for. And people like to make decisions on their own. So it's important that they are given the latitude with in a well understood set of boundaries. I connect pretty well with people that are high up and with farmers, so I am able to engage people and have them be sympathetic with what we are trying to do pretty easily, which is 50% of the battle. I have a saying that I like to use, "Diplomacy is letting somebody else have your way." If you do things the right way, people will reach out to help you instead of reaching out to push you away.
- I think the number one element to "give it the best chance possible" is buy-in and get in the game of the people who are receiving the project. If they have bought in to what it is that is going to happen and they have a plan and it's all understood and it's in writing and there is accountability for it.
- Assign the sections out to the most appropriate persons and have a master editor that has the final say so...not as per content...but for style, punctuation, grammar so it has a uniform style to it and reading it is not like reading in a certain style and then going to the next chapter and it is a completely different style. Each person has the freedom to say what needs to be said as far as their particular subject matter.
- There is a saying, "Faded ink is better than the best memory." The more precise they are the better job they do to make sure that the idea is captured. Cryptic things become just that...even to the owner after a while. Write them as soon as possible, even though you have notes. After the event, while things are still fresh on your mind. And then another thing that is important that we do is we send them out so everyone can read them. A lot of times, people will say why are there 3 reports on the same thing? Three people are in the room, supposedly seeing the same events...but when you read the notes, because different people pick up different things...so at the end of the day, you have a much richer assessment of the same scenario or same event because It's seen from different perspectives.

	<ul style="list-style-type: none"> • What needs to be done there is every person should have every other person's notes. So when they go to write their chapters they need to go to the other people's notes and read them to glean what the other people said about what they are writing about so they can have all those perspectives. Then they should, because they are the subject matter expert, be able to interpret the statements that they made in a way to present conclusions and recommendations. The individual is responsible for gleaning the notes and make sure that everything that anybody saw that is important in the area that he is writing on is included. • Another thing we say is "You have 2 ears and 1 mouth, so you should listen twice as much as you talk." If you hear what the people say and you develop projects based on their needs, the more you do to have them motivated and you are helping his people...than those people are going to be more aware of the situation. • Listen as twice as much as you talk, and take your time when making decisions.
E318:	<ul style="list-style-type: none"> • When you work in development, you might as well just learn that you are going to be working around the clock because when you are at work during the day, they are asleep, and when they are awake at work, you are asleep. ...nothing moved quickly. Communication by far was the hardest part. • ...would definitely rather do it myself. But I think it is important to have a review by the team members. • ...capture a bullet about a thought and then I want to listen so that I can go back later. I can learn best by listening, if I can just listen and pay attention to what they are saying, I have a pretty good memory. • I think being aware that there is the rest of the world out there and it doesn't center around the US is an important concept to understand... • At that time it was 4 years since the project ended and it is completely vacant, grown up with weeds and trees, not being used, the glass is broken out from the windows, it was depressing. The reason why is because they did not put the relational elements together.

E319:	<ul style="list-style-type: none"> • They tell us what they need...we have the technical expertise how to deliver what they need, but we don't the expertise of what they need. So it's very important...what we have learned is you go to people and say, "What do you want?" Not what I'm going to give you. Listening to what they want and recognizing their life experiences are valuable to the success of any project. • The people can tell you what they need. They can also tell you how to succeed in delivering what it is that you can deliver. • I think people forget how much humans are important to an issue. You know, I'm here to do agriculture, I'm here to improve irrigation...well, you are, but you are here to do it for people. And people do forget the people part, so they design research projects that satisfy their research interest, but not necessarily the needs of people. • ...try to observe, watch and ask questions. • Good listeners. Astute listening is more important. • Patience. • We were driving around in the car with them and asking questions like, "Can we get this made and this made?" to each other, and he [the driver] would pipe up periodically, "Oh yes, I can get that made." We realized what a resource this person is. • I think one of the things that we can do is make sure that at that level, again, it is related to the respect part, that you wanna make sure that people understand that when they go to a foreign country to speak to someone, they need to show an incredible amount of respect and humility. • They need humility and they need patience. They are in too much of a hurry. You can only push them so far, you have to do it at their pace. • Listen and learn. • You've got to keep the government in the loop, you've got to keep them in the loop by inviting the same people over and keep pushing and pushing and pushing by proving them with rewards regularly, you have to be transparent. You will find that they work with you a lot better as a result. It makes a huge difference...you can't leave them behind.
-------	--

E860:	<ul style="list-style-type: none">● It is essential that all those (including partners) who must contribute to the success of the project understand and agree with the mission, goals and objectives as well as their respective responsibilities for achieving expected outputs, outcomes and impacts. This understanding must be periodically reinforced by requirements for formal and informal progress reports and by on-on-one discussion with their supervisors. Some individuals require little guidance and do best when given freedom to do what they think best whereas others require close supervision and often strong persuasion to meet their responsibilities.● Seek out persons likely to have diverse views, ask questions, listen carefully.● ...when conflicts do arise (as they probably will), they can be addressed with the person(s) involved in terms of specific reasons for deviation from what is acceptable.● ...it is more effective to recognize and give credit to others and conscientiously avoid calling attention to one self.● ...clearly communicates what has to be done and the responsibilities of individuals and/or teams.● ...identifies and motivates those able and willing to strive for excellence.● Genuine interest in the views, values and lessons to be learned from different cultures and willingness to incorporate those relevant to the project success will strengthen morale and willingness on part of others to seek most productive compromises. The point being that the manager and/or other staff do not have to give up strongly held cultural beliefs in order to develop the “project culture” best suited to productivity; however, they must be accepting and understanding of the values of others.● Reports are most useful when they respond to previously agreed work plans, milestones and responsibility assignments. If these have been agreed, then an important benefit from reports that persons responsible recognize that they as individuals and team members are accountable for what was done or not done according to plan. In this way, reports become more than archival material; they become management and learning tools to improve future productivity.
-------	---

	<ul style="list-style-type: none"> • Periodic scheduled team meetings in which individuals are called on for reports help ensure that information is shared and recognition is given to individual and team efforts. In situations where one or more team members cannot attend meetings because of travel or other conflicts, it is important that a written record of topics covered and, especially, any decisions taken is distributed. Otherwise, those not able to attend may not feel accountable because they were not “informed.”
Attitudes and Behaviors	
E102:	<ul style="list-style-type: none"> • Beyond patience, persistence, perseverance...the 3 “P’s”...are quite important with international development. • My faith. Just the dedication to try to help others achieve a sense of stability. Helping fellow man that is inherent and has been inherent in my life. • Always trying to find solutions, always being able to realize the opportunities as opposed to identifying the problems. • Be precise, be patient, be thorough, be accountable...that lacks so often, accountability. • I would encourage beyond the basic courses, challenge yourself to move outside of your own major, and outside of your own college. Take something that is quite different...that will really open your eyes and enlighten you.
E131:	<ul style="list-style-type: none"> • I don’t know if that’s a product of our university system in general, or not, but there certainly is this arrogance that when you acquire some degree, it means something. Like you are smarter than somebody else. • One obvious concept is the idea of respect. If you are going to try and work with anybody, you should always have respect for them. It doesn’t matter how many years they went to school or where they come from... • If you truly want to help these people, you cannot come in there in a way that that you think you are better than them. • It is this mutual respect that would be a key concept. That applies in everything. That applies in all walks of life. If you can’t have mutual respect for another person, you are going to have a problem sometime. • ...but the cultural differences and being sensitive to those is absolutely critical.

	<ul style="list-style-type: none"> • Compassion is critical. Patience is another one. • ...that's also another one...Honesty. • I have several different types of motivation. One is I honestly enjoy learning from these other cultures and helping these other cultures solve problem. I like people. I guess one of the motivations has to be, I feel incredibly lucky and I feel like I have a lot to be able to give to these people. But that's not necessarily the end-point. The end-point is that amazing reward. And that amazing reward is this enrichment that you get by being with other cultures. It's something I get so much enjoyment out of; it's hard to even explain how important it becomes. • ...this reward that we get back from being with other people, and what they teach us about their cultures that help us is a huge reward. I always feel in these countries, I end up getting back way more than we ever bring. • I think one of the things that we can do is make sure that at that level, again, it is related to the respect part, that you wanna make sure that people understand that when they go to a foreign country to speak to someone, they need to show an incredible amount of respect and humility. • But again, the respect. If you can show enough respect, you will get a much better reception than if you come in without. • The rewarding parts of your project, you better hope they are there...because otherwise, you're not going to make it very long.
E148:	<ul style="list-style-type: none"> • Respect their culture/knowledge. • Some project managers do not accept host country counterparts as being as capable as they are. • Perceived superiority attitudes of project managers have a very negative effect on host country personnel. • Simply stated; just work with host country counterparts as equals, as full-fledged partners. • Do things that are of value to society, both here in the US and overseas. • There are "ups and downs" in whatever you do.

	<ul style="list-style-type: none"> • A development project is just that—if you don't keep working at it, you won't get the job done! • Focus on projects that will provide continuing improvements in the welfare of people in developing countries.
E168:	<ul style="list-style-type: none"> • You can do work project just for the sake of project. You know, I'm supposed to do here...it doesn't matter what the impact of society and everything. But according to the proposal, I have to do this...that's it. That is also one attitude. And the project is probably successful, but in terms of the benefit, the larger benefit of the larger society, and also for the sustainability of the project, is probably not good enough. So, yes the attitude in implementing the project is very important. • Well, I like to meet people, so it always motivates me. • I like to do this. • Yes, I think that is the energy actually. You see the response of the beneficiaries...when you see the spirit, that's what makes you keep going.
E171:	<ul style="list-style-type: none"> • He [the driver] turned around and said, "...you know, I really feel bad that you guys aren't going out, and I support this project. The fact that I'm able to be here, helping you guys do this work and making this a better place has helped me..." There will be more stability there will be more things for the young people to do that are wholesome and will help move the country forward. Those sorts of things make it worth it to me. When we are able to do something that you can see is making a difference, you feel good about it.
E318:	<ul style="list-style-type: none"> • If one of them complained one more time about the food, and how sick they were...they didn't come into it with open eyes. They were in a state of constant fear and panic and they were incredibly uncomfortable...try to stay out of the habit of always complaining about that culture. A lot of people are constantly judging and complaining about things in a country and culture. I found that when I came back to the US, I would look at Americans and think...why are we doing it this way? ...there is a much easier way to do it. If you don't have that mind set, that attitude, it makes working there very difficult. If you want to stay at a 5-star hotel and eat a hamburger every night, I'm not sure that this is the best field for you. • Having that accepting and open attitude about other people is so critical.

	<ul style="list-style-type: none"> • It is a fail project. Very few organizations do anything to prepare the family for the assignment. They will do a lot to prepare the employee, but what do they do for the family? • I think patience is important. • I wanted to be on time everywhere, deadlines were important to me, and you did what you said and all of those things you are trained as a person to be a good hard worker in the US. That's just not how they work. It takes a lot of patience and it was hard, very hard, for me to be calm, patient, understanding, and not erupt in that culture. You have to develop an easygoing, calm demeanor with a lot of patience cause otherwise it is easy to get upset. You just have to go with things, because that's how it works there. You have to be flexible. • Originally, I was motivated because of travel. • I got enveloped in the purpose of it, growing up in an agricultural background to be able to see and experience helping someone was very neat. • That felt great. It felt good to know that you can have sort of impact. • ...there is nothing more exciting than going to country for the first time. And learning about the people, the culture, and how it operates and its history. There's nothing better than that experience and that feeling. • I think you could probably summarize that by saying anyone's motivation...that might differ from yours is difficult. • ...don't feel like the world revolves around the United States. • Take a deep breath. Be patient and understand that time concepts differ all over the world.
E319:	<ul style="list-style-type: none"> • Most Americans think they know best. Americans come to projects thinking they know it all. They are not good listeners. • Be flexible. • I think having compassion is of huge importance. • If they find that you are very compassionate, very ethical... they have a lot of respect for that and they will stop trying to tweak your chain.

	<ul style="list-style-type: none"> • Patience. • ...I feel that we are so fortunate to have the opportunities that we have in life. And I feel responsible to help others have better lives, especially in these cultures where they've been through some terrible things. So I feel responsible in helping them have better lives. And sometimes you want to run screaming because it can be exhausting and frustrating.
E860:	<ul style="list-style-type: none"> • ...take as long as situation permits before forming strong views about what will and what will not work. • Being influenced by “stereotypes” is a sign of inexperience with diversity. Unfortunately, lack of experience with and acceptance of diversity is common among persons raised in the US where limited opportunity for exposure to different languages and cultures is the norm, even the preference for many Americans. • Those most affected by “culture shock” are also most likely influenced by stereotypes. • Managers who believe that their culture (especially if it incorporates strong political or religious views) is best tend not to welcome the views of staff and stakeholders whose cultural attitudes are different. Even if these managers do not openly voice their disdain, their prejudices will be felt to the detriment of team building, collaboration and enthusiastic support from stakeholders. • The opportunity to make a difference in lives and livelihoods. • Frustration with bureaucracy imposing requirements that drain resources from project priorities. • Reminding myself of the project goals and objectives, especially after a good night's sleep, is generally all that is needed. • Be grateful for the opportunity to do work that can make a real, meaningful difference. If you do well, you will generally gain more benefit from the experience than you are able to contribute.
Experience	
E102:	<ul style="list-style-type: none"> • ...but applying the knowledge is where I really gained real-life experiences. • I believe that some experience [is important]; certainly working in teams.

	<ul style="list-style-type: none"> • I think breadth, meaning have a breadth of exposure. I would encourage beyond the basic courses, challenge yourself to move outside of your own major, and outside of your own college. Take something that is quite different...that will really open your eyes and enlighten you.
E131:	<ul style="list-style-type: none"> • You can't beat working, you can't beat that part. • ...the more you are educated, the more you realize how little you actually know. And you would hope that that's the progression that that would happen, but it doesn't always. • This is how I know how to do it before...how can we do that here. • Again, this age issue is a big one. If you send a 24 year old into an office and expect that you are going to get a good reception, you really are dreaming. • Because in many ways, you just have to back up a little bit from it. ...we have sent this 24 year old with zero experience...and now you're talking to the minister of agriculture, for example, I mean, that minister of agriculture is going to be extremely disappointed.
E148:	<ul style="list-style-type: none"> • Have previous language/training experience.
E168:	<ul style="list-style-type: none"> • ... have already been international several times, and that kind of understanding can come to the cultural understanding helps a lot. • I learn from experience, because before doing this project I also did another project. Two very much not the same, but similar things, and the monitoring that, just to make sure the project is on track, so determining the indicator, the objective, especially if you can translate the objective or indicator in number, I think that's very helpful.
E171:	<ul style="list-style-type: none"> • A lot of times you learn by experience. • To simulate real-life situations as much as possible and to emphasize learning about how the different funding and government agencies operate.
E318:	<ul style="list-style-type: none"> • I think that part of the challenge is that unless you have done the work, it's hard to get assigned because they look for people that have done that before. From a sociological perspective, a people aspect of it, no I don't think it is as big of a deal because most of the people going out on these assignments are pretty well traveled.

	<ul style="list-style-type: none"> • If you are going into development, you want to be on the ground, making an impact and they won't send you there until you have been somewhere for 5 years or have that experience...so how do you ever get into the field? The gentlemen that I work with, that we recently hired, is probably the easiest solution, he was Peace Corps. I find that anybody that did Peace Corps, it's a free pass. You put in your time and sometimes those 2 years are challenging, you are not where you want to be, or what you want to be doing, but when you come back from Peace Corps, it is a universally accepted thing that I can do this, I have done this, and I was selected for this and you can go anywhere you want to. The Peace Corps community is really amazing. • These development consultants will bounce from job to job whether they have any experience or not. They go there, they write a report and it goes on the shelf. They really put so much emphasis on the country experience, language experience, and how many development assignments you've put as opposed to the technical fit to the job. • That's the problem, so much of this work is learned through experience and it is hard to even provide a base-line of knowledge. • I think having more and more opportunities for student to go abroad and experience it, would be helpful, before they start a working career. Whether it's a paid study abroad program or an internship, get them exposed to it early, would be so helpful.
E319:	<ul style="list-style-type: none"> • Most definitely working between degrees. It gives you practical life experiences that make you a better person in terms of the job as well as your next degree. • We are big proponents of volunteering, as well. Volunteering in a broad range of areas. Just doing some basic community services teaches you about people's needs and their fears and it also puts you in the position of not being in control so you just have to give and follow directions, and that is a very important learning experience. • I think Bachelor's is okay if they are the grunts. First off, they are too young. It is very difficult to talk to elders in a village, and they are the ones in control when you are a young person. They have very little respect for you. They know you have limited life experiences. Very difficult to do that...unless you are teaching a very basic skill-set, like Peace Corps did. Teaching a language, or building a fish pond or something. Beyond that, they doubt your expertise.

	<ul style="list-style-type: none"> • You have to send the right person in for the right job is the bottom line. The young people can do some training, but they can't be talking to the head of departments and ministers. They are the wrong people to do that. They can come in and teach the GIS, they can teach the plant taxonomy, they can teach whatever, those basic things, but should not be in there helping to design policy. No matter how smart they are, it's extremely difficult to be effective because they can't see past the age barrier. If you come in with a doctorate, it's a different story, they have to show you respect. They will still be bristling if you're young, but because you have a doctorate, socially they have to show you respect. And it's harder for women.
E860:	<ul style="list-style-type: none"> • Being influenced by "stereotypes" is a sign of inexperience with diversity. Unfortunately, lack of experience with and acceptance of diversity is common among persons raised in the US where limited opportunity for exposure to different languages and cultures is the norm, even the preference for many Americans. • I participated in management training courses and was influenced by the Drucker approach to management by objectives, although modified by emphasis on need for understanding the system to which the objectives applied. • Experienced managers supported by enabling organization with minimal bureaucracy can significantly prepare new employees and reduce barriers to successful agricultural development. • Game playing using simulated confrontations and obstacles can help but can never generate the adrenalin, anxiety, anger and frustration they will encounter in the field. • Require that every participant have living experience in developing country, preferably working in agriculture. This experience can be gained in different ways, such as the Peace Corps. • Without this experience, students will not have necessary understanding of developing country agricultural and marketing systems, and especially the influences of poverty. Instead, they will tend to relate to course content in terms of their limited, often misleading experience in US. There was a time 50- 60 years ago when US ag graduates generally had first hand, personal experience on US farms and ranches that was relevant to ag development in less developed countries. Only rarely is this true today.

	<ul style="list-style-type: none"> • Learn all you can from the experience. You do not know all the right answers.
Organizational Skills	
E102:	<ul style="list-style-type: none"> • ...defining a timeline and defining outcomes as opposed to activities. • Often it takes longer than that because governments are not stable. If it is something akin to what you do, helping them raise plants, or put in a greenhouse business to enhance vegetable production, they may not have the markets. It may take a longer period of time to develop the markets. So, sustainability, in the broader sense of agriculture has so many variables. From environmental variables, market variables, the work ethic of the individuals, the proper seeds, the proper irrigation. But each project should have in mind a defined period where you move from assistance, direct assistance, to development...where the core group that you are trying to assist is the true owners and will be able to assess the project themselves. • I tend to develop very concise forms, meaning so many words on something that is very specific. I task individuals to “fill in the blanks” for the space. I think that everyone wants to provide too much information, so it’s always reemphasizing prioritization, that individuals receiving these reports will not spend much time on it...I have a one page mentality, depending on who’s receiving the reports. I try to pass that type of mentality onto others.
E131:	<ul style="list-style-type: none"> • I think the most important thing for report writing is to be brief. Because if you start getting too long, nobody will read it. They want you to be brief... Get to the point. • Here’s what’s going on, here’s what happened...the real highlights...a couple of photographs even. People will look at them and immediately understand what you are doing, if you are doing something good, or they don’t agree with it or whatever...
E148:	<ul style="list-style-type: none"> • Records are primary requisites for project success/analysis. • Project leader have the responsibility to prepare concise reports and to involve their team in their effort. • Always—Keep records that record the essence of your efforts. • Simply observe established principles of project planning and concise/informative reporting of results.

E168:	<ul style="list-style-type: none"> ● That somehow all of the activity is done correctly and timely will contribute to the success of the project. I think that is also an important skill. Because sometime one activity is done by someone that is not really sometime... contracted or something like that. So it is really difficult to define specific activities, specific jobs that need to be done by whoever to make sure that the project runs smoothly. ● That's when I am talking about project planning and then also monitoring to make sure that everything is on track. ● Well report writing, first of all, is a lot of work. You will get a lot of help and also a lot easier for you to write a report when you have a set monitoring system in place. For example, you monitor the indicator. ...you certainly need the collaboration with a lot of people. So collaboration, collaborating with the team is very important.
E171:	<ul style="list-style-type: none"> ● ...they have their routine and they need a certain amount of lead time. You can have everything lined up, but if you don't get it in on time, it's not going to happen. ...it's a pretty involved process. ● Planning the project, going to courses like how to use a Gantt chart would be a good one. ● The best plans and projects in the world will fail if the people that get it don't want it or don't know how to manage it... You have to make sure that there is local buy-in and there is understanding of what's going on and there is way to follow up and for assessment over time built in and reporting and accountability. In other words, there is a pay schedule and they don't get their money until this step has been completed and signed off on, and when it's all done, the people jobs depend on... ● What we have found that works best is to break the reports into sections. Assign the sections out to the most appropriate persons and have a master editor that has the final say so...not as per content...but for style, punctuation, grammar so it has a uniform style to it and reading it is not like reading in a certain style and then going to the next chapter and it is a completely different style. ● Write them as soon as possible, even though you have notes. ● There is a saying, "Faded ink is better than the best memory". The more precise they are the better job they do to make sure that the idea is captured.

	<ul style="list-style-type: none"> • ...what needs to be done there is every person should have every other person's notes. So when they go to write their chapters they need to go to the other people's notes and read them to glean what the other people said about what they are writing about so they can have all those perspectives. Then they should, because they are the subject matter expert, be able to interpret the statements that they made in a way to present conclusions and recommendations. The individual is responsible for gleaning the notes and make sure that everything that anybody saw that is important in the area that he is writing on is included. • ...spend twice as much time on planning as you think you need.
E318:	<ul style="list-style-type: none"> • I think one of them is structural. Call it organizational skills...the ability to take an objective that you have and shape the work. That is important. Can you look at that and organize things and get it done. Can you organize things well enough to pull that off because there are a lot of moving parts? You have to be able to structure a time line, deadlines, reporting requirement, you have to get 12 consultants on the ground, get their hotels...the organizational skills are important, and you have to be able to look at yourself and say I am structural enough to know how to approach and implement a project. Two would be analytical. I think that being able to go into a situation and understand the background, and analyze, and put forward the solutions that work the best. • You can assign people to give you a page, a paragraph, or pages on certain topics and let that person manage all of that. Then, they can distribute that information to all of the people to review. That is my preferred method of doing things. ...we are each writing our reports, and we have a single person that is taking all of those, taking pieces from them, and compiling them into a single report. I think that is a lot more effective matter when you have a point person that is responsible for the report. • I just finished a project where I tried to take notes on a questionnaire, and I tried to write, and it wasn't effective. I wish I could have had my computer to have just typed it into the questionnaire directly, just going back and trying to get that back into the questionnaire was such a pain, but at the same time you are out in these places where you just don't feel comfortable taking a laptop around, either.
E319:	<ul style="list-style-type: none"> • We do one page fact sheets all the time.
E860:	<ul style="list-style-type: none"> • ...ensures that resources required for success are available and used efficiently and effectively.

- | | |
|--|---|
| | <ul style="list-style-type: none">• It is, therefore, essential to set firm deadlines and hold staff to meeting them.• Providing templates for recording essential details at time of activity (what, when, who, where, how and how much) are useful because having these details at hand makes it easier and faster to write reports when they are due.• Keep a daily record on activities, identifying any problems encountered or new opportunities. |
|--|---|

VITA

Name: M'Randa Ruth Sandlin

Address: 2116 Texas A&M University, Scoates Hall
College Station, TX 77843-2116

Email Address: m-sandlin@tamu.edu

Education: B.S., Horticulture, Texas Tech University, 2005
M.S., Agricultural Leadership, Education, and Communications,
Texas A&M University, 2010