DESIRED ATTRIBUTES OF CONSULTANTS

HIRED TO ASSIST DEVELOPING

COUNTRIES

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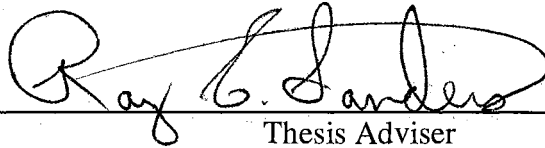the requirements for
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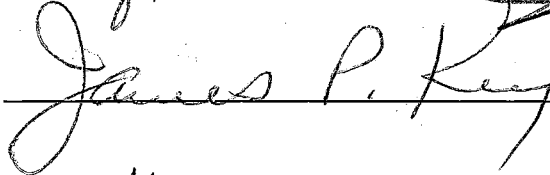
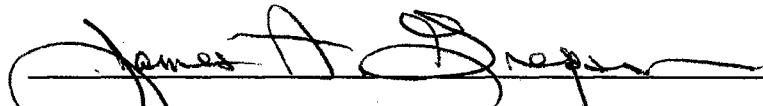# DESIRED ATTRIBUTES OF CONSULTANTS
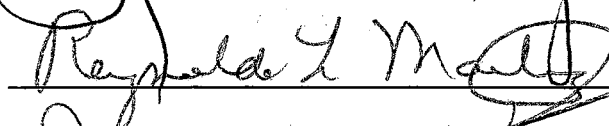
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CHAPTER I

INTRODUCTION

The factors causing consultants to return early from projects in developing countries have been a mystery for the directors of international programs. Credentials and qualifications of consultants seemed to be satisfactory at the outset. The potential participants usually showed signs of great eagerness to be part of the project, yet there were few that were not confronted with problems within the first two or three months (Kiggundu, 1989; Rippert-Davila, 1985; Kohls, 1984, McReynolds 1992).

When speaking of the benefits of intercultural training to organizations that were preparing employees for overseas assignment, Kohls (1984), had the following statement: "The results of intercultural training are so definite they can be predicted and guaranteed; 1) fewer early returnees, 2) lower relocation costs, 3) higher job performance, 4) greater productivity, and 5) happier, better adjusted employees." (p. 54) Kohls went on to say that "without intercultural training, only 20% of the Americans sent overseas can be expected to do well. Left to chance (i.e., without being given intercultural training) 40% to 60% will fail. 'Fail' here is being defined as either quitting and going home or staying on but functioning far below their normal stateside level of productivity." (p. 54)

University, government, and business coordinators of international programs are in need of a list of recommended attributes to help select future participants of their projects. This study was an attempt to compile such a list of attributes.

Nature of the Problem

There was a need for all corporations, organizations, and governments of developing countries to develop technologically and socially. The transfer of knowledge to other cultures had substantial relevance to global advancement. The failure of efforts to educate other countries could create political and financial setbacks for all parties involved. (Harris and Moran, 1978; Kirmani & Baum, 1992; Odenwald, 1993; Fest, 1984; Miller & Cangemi, 1988). When considering all financial factors of replacing the failed consultant, the cost to the project provider is between $55,000 and $150,000 per case (McEnery & DesHarnais, 1990).

A substantial number of American consultants were unable to complete their assignments as expatriates. Depending on the host country, reports of failure rates range from 18% to 68% (Caudron, 1991).

More consideration should be taken as to the attributes of the hired consultant so that a potential clash in culture could be avoided (Loden & Rosener, 1991; Lee, 1994; Fest, 1984; Kohls, 1984). The best pre-departure training available should be used to prepare the international consultant. The training should include, among other things, techniques of knowledge transfer considering the host country's educational system. Lippitt (1985), former director of the International Consultants Foundation stated that "problems inevitably occur when people of different cultures intermingle ...cross cultural

compatibility and skills can make the vital difference between effective consulting performance and costly but avoidable failures"(p.5). In a similar manner, Fest, (1984), in a presentation on cross-cultural knowledge related: "the equally important component of human interaction, communication and particularly cross cultural knowledge and skills is frequently ignored or left to chance. A host of mismanaged cross cultural relationships illustrate the human and financial cost of such neglect" (p.1).

In search of reasons for the termination of consultants in mid-project, Gallessich (1982), author of The Profession and Practice of Consultation, stated "For some reason, consultants are reticent about discussing termination of their interventions and working relationships. The consultation literature contains little information regarding the issues associated with this process or guidelines for managing it" (p.354). Although Gallessich's search was concerning domestic consultants, data on termination of international consultants were equally as scarce.

International consultants involved in long term projects of developing countries were prematurely terminated of their duties and returning to the states. There was a lack of data in the literature that described the skills, attributes, and values needed by an international consultant to be successful in such projects.

Purpose of the Study

The purpose of this research was to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries, with the projects being of at least six months duration.

Research Question

In order to accomplish the purpose of this study, the following question was answered:

What are the desired attributes of consultants participating in long term projects in developing countries as perceived by representatives from private corporations, universities and governmental agencies?

Definitions of Terms

For the purposes of this study, the following definitions were used;

Attribute - inherent characteristic (Morris, 1976).

International Consultant - a change agent in the elaborate world of knowledge transfer and management of the organizations in our world (Hudson, 1992).

Long Term Projects - Those projects of international development that have a duration of at least six months.

Developing Nations - Those countries that are currently considered poor, but are involved in a nationwide project of industrialization to cure their monetary and infrastructure problems (Harris & Moran, 1978).

Limitations

The fact that the initial group of participants were selected from a common organization may be considered a limitation of the study. Although the International Vocational Education and Training Association membership roster contained experts in the field of international consultation, it might have been limited to the viewpoints of vocational education advocates.

Delimitations

Although one recommendation for the use of the produced list of attributes was to consider the items in the production of pre-departure curriculum, it was not recommended to use the list as the sole basis for curriculum development.

Organization of the Study

Chapter I provides an introduction and rationale for the study. Contents include a concise statement of the problem, a succinct purpose of the study, research questions and definitions of terms used in the study.

Chapter II provides a review of the literature related to attributes of international consulting. It includes a background and history of consulting developing countries, a study of the role of the visiting consultants in such countries, recruitment of the consultants, cross-cultural training and an examination of the data gathering technique.

Chapter III explains the procedures to be used in the study. The population and the categorical type of research to be conducted will be defined. The method of collecting information via the instrument is clarified along with the analysis of that information.

The findings of the study are presented in Chapter IV. Chapter V gives conclusions, implications, recommendations and a summary of the study.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature in the following areas: (1) Introduction,

(2) Background and History of Consultancy in Developing Countries, (3) Role of

Visiting Consultants in Developing Countries, (4) Recruitment of Consultants,

(5) Cross-Cultural Training, (6) The Data Collection Technique and (7) Summary.

Introduction

With today's economy becoming increasingly more global, much has been written

on international business interactions. Advice on how to prepare oneself professionally and

privately was abundant. Authors were in relative agreement on the role of the consultant

(Kirmani & Baum, 1992; Harris & Moran, 1991; Lippitt & Hoopes, 1979). "The

professional management consultant has been described as a change agent in the complex

world of managing the organizations that serve our society" (Hudson, 1992, p. 37). Some

attributes or competencies listed in the Recruitment of International Consultants review of

literature will reappear in the findings of this study listed in Chapter IV. Cultural

awareness and preparation was stated by many authors to be a high priority for

international consulting. Therefore, the subheading of Cross-Cultural Training seemed

justified. A brief education on the data gathering technique will also be provided in this chapter under its own subheading.

The literature agreed there was more to selecting an international consultant than technical expertise. (Block, 1981; Lippitt, 1985; Eastman & Smith, 1991; Thiagarajan, J., 1988; Gallessich, J., 1982). A 'Rating Scale on Successful Expatriate Qualities' (Harris & Moran, 1991, p.569) (appendix A), proved to be very useful. Technical expertise and previous international experience were the common criteria used to hire such persons. What screening process could be used if the applicant had no prior international experience? The review of literature revealed only part of the answer. The data gathering process outlined in the Methodology chapter yielded other useful attributes.

Background and History of Consultancy in Developing Countries

The consulting profession offered professional services to clients in various fields of specialization on a fee basis. Consulting was defined as "the business of managing change" (Hudson 1992, p.2). The consulting profession in general was first employed by kings and princes to build castles, palaces, tombs, and churches. (Kirmani & Baum, 1992, p. A1). It was mostly technical consulting since management consulting across borders usually provoked war. The consultancy profession as we know it today, (with contracts, clients, objectives, etc.), evolved with the growth of the educational system. Since the end of the eighteenth century, the transfer of knowledge to other governments and the private sector has been growing steadily. Prior to the development of professional associations and the educational system, most consultation was administered by government departments. Much consulting was still done by the government, however universities and

private consulting firms led the way with extensive research and training. (Kirmani &
Baum, 1992)

The League of Nations, established in 1920 under the treaty of Versailles was seen
as a landmark event in international rapport. The concept was to foster cooperation
among nations on international problems such as refugees, hunger and other health issues.
The United States Foreign Service program became active in the 1950's promoting
exchange students and interchange of international ideas (McReynolds 1992).

International exchange of ideas in the 1960's was dominated by the efforts of the
Peace Corps. The initial Peace Corps mission involved sending 5000 volunteer Americans
to foreign countries to provide needed social and technical services to developing
countries. A significantly high number of Peace Corps participants were unable to
successfully adjust to foreign cultures (McReynolds 1992).

Developing countries had only recently begun to develop their own domestic
consultation firms. Governments and universities of developing countries had done little to
assist the development of the profession, so it remains rudimental at best. Therefore these
countries tended to look abroad for answers to their problems. Governments and
universities of developed countries were being asked for their expertise in a broad array of
subjects to speed up the development of their country. (Kirmani and Baum, 1992, p. ix).

Role of Visiting Consultants in Developing Countries

"A consultant is a person in a position to have some influence over an individual, a group, or an organization, but who has no direct power to make changes or implement programs. A manager is someone who has direct control over the action. The moment you take direct control, you are acting as a manager." (Block, 1981, p.1). The obvious duty of a consultant was to solve a problem with the transfer of knowledge. The not so obvious duties of the consultant hired to assist a developing country were numerous. To some clients, these fine details of diplomacy may actually outweigh the fact that there was knowledge transferred. (Lippitt, 1985, p.77). "One of his first tasks is to establish trust. This trust bond must be built between himself and management, himself and labor, and labor and management" (Miller & Cangemi, 1988, p.26). The consultant should take a non-pretentious role. Effective consulting only happens when there was trust, openness, and interdependency. (Gallessich, 1983). The modest consultant did not only communicate with the client effectively, fostered the much needed interdependency between client and consultant.

Often a dependency develops when the expertise of a consultant was far above the client's knowledge. The role of the consultant was to transform this dependency to a interdependency, and finally to a point where the client was able to use the transferred knowledge to operate independent from the consultant. The consultancy contract had been fulfilled at this point, and only follow up communication was needed. (Lippitt, 1985). The consultant should be responsible for maintaining information flow. Communication must be open to monitor progress. Parallel to this, the consultant should request feedback as

often as the client was willing to contribute. This may not have been an everyday practice in the client's culture. (Lippitt, 1985).

The consultant should be clear on his/her reasons for being involved in the project and relate those reasons, responsibilities and boundaries to the consultees. It was important for each party to understand boundaries of the contract. (Gallessich, 1982, p.342).

A more formal evaluation of the consultant's interventions would provide valuable feedback from the client. Consultants were usually concerned with one or more of the following types of information:

* The degree to which the desired goals were reached;
* The factors that contributed to both positive and negative
    outcomes;
* Interim feedback about how an intervention is progressing;
* The cost/benefit ratio of interventions; and
* The consultant's overall effectiveness and effectiveness in the
    various stages and processes of consultation, such as
    contracting and diagnosis. (Gallessich, 1983, p.338).

Genuine interest in the client's culture hopefully led to active involvement in the culture. Most developing cultures looked in favor of the interested consultant rather than one who was isolated. It was sometimes easier to associate only with those of one's own culture, however the locals were soon to likewise lose interest in the outsider. (Lippitt, 1985; Thiagarajan, 1988). On the subject of knowing the host culture, (Thiagarajan 1988) noted;

> "In general, technical expertise appears to be more important than cultural awareness. However, there are many horror stories about brilliant Performance Technologists who are culturally insensitive and ignorant of simple taboos. They never get started on their jobs because they expose their soles, use their left hand to pass the food, or touch their hostess." (p.15)

Heeding this warning, it would tempt a visiting professional to spend much time studying the cultural background of the country. "But you soon reach the region of diminishing returns if you attempt to become a cultural anthropologist." (Thiagarajan, 1988, p. 15).

There were times that the consultant needed to take on the role of being a student. The pretentious did not last long here. Most cultures resented the person who believed they had nothing to learn. It may be that nothing new was learned, but one should always listen to the people of the host culture. (Lippitt, 1985; McReynolds, 1992).

The role of the consultant was a multifaceted one. It included not only being the person who transfered knowledge, but he/she must be a trustworthy diplomat, a leader and a neutral facilitator. International consultants needed to listen and learn from the clients with humble patience. They must be an efficient mediator with good communication skills. Perhaps above all, the consultant must be a genuinely interested counselor showing concern in the people, their country, the culture, and the aspirations they had for all the above.

Recruitment of Consultants

One of the main objectives of this study was to develop a list of attributes to be used in the selection of consultants to participate in programs of developing countries. The ramifications of a consultancy gone bad were very costly. The obvious cost of transporting the terminated consultant, his family and their belongings was a major financial loss to the program budget. The replacement consultant also needed to be orientated and transported (with his family and belongings) to the host country. In addition to the financial loss, the

project and the university undoubtedly lost some credibility with the clients. The replacement consultant was burdened with the stress knowing that should his or her relationship with the client become unproductive, the project was jeopardized (McReynolds, 1992; Harris & Moran, 1991; Odenwald, 1993).

All of the above ramifications should alarm employers about to be involved in international projects. The selection of the consultant must be taken rather seriously. Risk of financial loss, time loss and credibility were more than enough reasons to invest much effort in the selection of consultants. It was the researcher's hopes to provide a list of attributes that could be used in the selection of international consultants.

"Failure to understand appropriate and courteous behavior in another country has doomed or endangered many international endeavors. American executives will not pick up such skills in the U.S. education system, in their normal life experiences, or in their business careers. So corporations must provide them with relevant training." (Odenwald, 1993, p. 25).

Unexpected problems evolved outside the consultant's technical competencies during the consultation project. For example, a consultant might have choosen to terminate when clients refuse to be open, to experiment or learn. "Either party may distrust the other, thus interfering with work; significant discrepancies between consultant and consultee values may appear." (Gallessich, 1983, p.355)

A list of necessary qualities for the multi-cultural person was generated by Sally McReynolds in a 1992 qualitative study. McReynolds interviewed experts in the field to seek a common definition of intercultural competence for consulting and training overseas. The twenty qualities found by the McReynolds (1992) study were: Flexible, Self-Aware,

Empathetic, Sensitive to Others, Tolerant of Ambiguity, Open Minded, Appreciative of

Differences, Intuitive, Respectful, Open Hearted, Curious, Enthusiastic, Patient,

Communicative, Understanding, Interested, Sense Of Humor, Adventuresome,

Non-judgmental and Good Listener.

The following four prerequisites for successful cross-cultural consulting/teaching

were presented by Valerie Eastman and Rebecca Smith (1991, p.21):

1) Technical Competence. Subject matter expertise was the main determinant of
   success;
2.) Interpersonal Communication Skills. Perception was at the heart of cross-
    cultural communication;
3.) Preparation. Consultants need to do a self-assessment, followed by an
    assessment of the host culture (target population), and finally attempt to
    synthesize/organize the information by comparing and contrasting the two
    cultures; and
4.) Flexibility. When working in the host culture, avoid a "we/they" mind set.
    There was no need to adopt their ways, but consultants needed to adapt to
    them in order to be effective.

Sylvia Odenwald (1993), author of the book <u>Global Training: How to Design a</u>

<u>Program for the Multinational Corporation</u>, listed six traits for global effectiveness:

1) a lack of ethnocentrism;
2) sociability - the desire to meet and be with people;
3) an interest in communicating;
4) the ability and desire to substitute host-country food, customs, and so forth, for
   home-country ones;
5) non-authoritarian leadership styles; and
6) negotiating rather than controlling styles of conflict resolution.

Still another author's opinion was summarized by Dr. Moses Kiggundu: "To be

effective, an international consultant should at least have a working knowledge of

economic development, development administration, technology transfer, social and

economic history, geography, cross-cultural communication and the management of cultural and technological differences." (Kiggundu, 1989 p.24).

Harris and Moran, in their book Managing Cultural Differences, developed a survey for self study of one's readiness to become an expatriate. Within part IV of the survey, entitled 'So You Are Going Abroad Survey', was a 'Rating Scale of Successful Expatriate Qualities' (appendix A). This list of qualities had been identified as being associated with success in an overseas environment.

Similar to McReynolds, Odenwald and Harris and Moran's efforts, Lee, 1994, editor of National Business Employment Weekly compiled fourteen predictors of succeeding overseas. Some of these could be considered personal attributes while others were situational. They were; expectations, open-mindedness, respect for others' beliefs, trust in others, tolerance, personal control, flexibility, patience, social adaptability, initiative, risk-taking, sense of humor, interpersonal interest and spouse/family communications.

In a Delphi study to determine major factors of intercultural adjustment of American expatriates in Beijing, China, Hallet Hullinger (1995) found seven major factors. Listed in order of importance were: (1) personality, (2) expectations of the China experience, (3) prior overseas experience, (4) motives, goals, and singleness of purpose, (5) language skills, (6) relationships with Chinese and other Americans, and (7) preparation and training.

Of the seven major factors that were determined, personality was found to be the most important and was also found to be the category most relative to the focus of this study. The items found to be important in the personality factors could be labeled

attributes. The eight personality factors determined by the Hullinger (1995) study were:

(1) Flexibility; (2) Tolerance; (3) Independence; (4) Risk-Taking; (5) Curiosity; (6)

Patience; (7) Stability; and (8) Sensitivity.

The review of literature continually saw reference to Robert Kohls (1984) and his

book Survival Kit for Overseas Living. This was a very good reference for anyone

considering overseas teaching or consulting. Kohls compiled a list of sixteen 'extra skills'

needed for the international consultant/teacher:

1. Tolerance for ambiguity;
2. Low goal/task orientation;
3. Open-mindedness;
4. Non-judgementalness;
5. Empathy;
6. Communicativeness;
7. Flexibility / adaptability;
8. Curiosity;
9. Warmth in human relationships;
10. Motivation;
11. Sense of humor;
12. Self-reliance;
13. Strong sense of self;
14. Perceptiveness;
15. Tolerance for differences; and
16. Ability to fail

As with many of the other authors cited, Lippitt, 1985, Professor at George

Washington University and former president of the International Consultant's Foundation,

compiled a list of attributes. In the end he summed up what to look for when recruiting

international consultants and stated it in three wonderfully succinct attributes: "I feel the

essential ingredient of cross-cultural consultation depends most on possession and exercise

by the consultant of these three qualities: (1) a respect for differences in perspective; (2)

an openness and genuineness of attitude, and (3) a willingness to learn." (Lippitt, 1985, p.76).

The next section of this chapter, 'Cross-Cultural Training', describes resources and offers suggestions for educating individuals who are about to become expatriates. Armed with information from the Peace Corps, Redden (1975), Harris and Moran (1991), and many others, the cross-cultural trainer will be prepared to conduct a pre-departure program. The information should also prove very useful in the recruitment of consultants who were more likely to succeed in an international project.

Cross-Cultural Training

The literature review has established the importance of pre-departure training for expatriates (Lippitt, 1985; McReynolds, 1992; Rippert-Davila, 1985; Harris & Moran, 1991; Shumavon, 1986). Yet there are still companies and organizations that balk at the time and expense involved. "Companies often complain that both the one-week intensive retreat and the two-week pre-departure orientation are difficult to justify on a cost/benefit basis. Yet the direct costs to an American company for one expatriate family's early return is estimated at $70,000 or more" (Rippert-Davila, 1985, p. 240).

The Peace Corps' congressional budget presentation for the fiscal year 1995 revealed some numbers of significance on pre-departure training. At the time of this research only the figures for 1993 were complete enough to calculate pre-departure costs. In 1993 the Peace Corps accepted 3,590 trainees for projects in developing countries. In 1993, the Peace Corps spent $23,567,000 in pre-departure training for the same individuals. That calculates to $6,564.62 per trainee (Peace Corps, 1995). The Peace

Corps obviously took the preparation of their soon to be expatriates seriously. Why was it then, that universities, business and industry would send their consultants overseas with little more than an interview? It would seem the importance of their projects were at least equal to those projects of the Peace Corps.

In reference to consulting in a cross-cultural setting, Douglas H. Shumavon sums up the secret to success: "Education and literacy, trust in government and its efficacy, and the organizational milieu are the three principle factors". (Shumavon, 1986, p.177). All three of these factors were affected by the sensitivity and awareness of cultural differences. It therefore was very important for the international consultant to be trained in the cross-cultural differences specific to the host country prior to the start of the project (Shumavon, 1986; Nolan and Kato, 1985). Usually this was done in the United States sometime prior to departure.

Cross-Cultural training was designed to eliminate what Loden and Rosener (1991), termed 'culture clash'. "Culture clash is conflict over basic values that occurs between groups of people with different core identities" (Loden, M. & Rosener, J. 1991 p.121). To put in perspective the content of such training, Robert Nolan and Hiroki Kato (1985, p. 11) described it from an adult education point of view: "What is being trained is not an anthropologist's catalogue of information, but an immediately useable skill, a skill that enables the expatriate to conceptualize his experience in such a way that allows for continued learning, continued ability to conceptualize, analyze and make appropriate choices."

The library was the most logical place to begin for self directed research on the host country. Beyond history and demographics, there were numerous resources for

gaining detailed insight to the host culture. A recommended one would be Managing

Cultural Differences' <u>Directory of Intercultural Resources database</u>, Gulf Publishing

Company, 3301 Allen Parkway, Houston, TX 77019, USA (Harris & Moran, 1991).

Cross-Cultural training was a necessary step to ease the acceptance of the

consultants by the host country. The project certainly did not want to be

perceived as a group of strange, rude invaders. Cross-Cultural training also was necessary

to avoid a phenomenon called "culture shock".

"Culture shock is a psychological disorientation caused by misunderstanding or not

understanding the cues from another culture. It arises from such things as lack of

knowledge, limited prior experience, and personal rigidity" (Redden, 1975 p.2). Redden

developed a Culture Shock Inventory to help identify applicants who might be prone to

suffer from culture shock. The eight measures were:

1. Western Ethnocentrism - the degree to which the Western value system was seen as appropriate for other parts of the world;
2. Intercultural Experience - the degree of direct experience with people from other countries, through working, traveling, and conversing; also learned skills, such as language and culture studies;
3. Cognitive Flex- the degree of openness to new ideas, beliefs, experiences, and the ability of the individual to accept these;
4. Behavioral Flex - the degree to which one's own behavior was open to change or alteration; the ability to experiment with new styles;
5. Cultural Knowledge: Specific - the degree of awareness and understanding of various beliefs, and patterns of behavior in a specific other culture;
6. Cultural Knowledge: General - the degree of awareness, sensitivity, and understanding of various beliefs and institutions in other cultures;
7. Culture Behavior - the degree of awareness and understanding of patterns of cultural differences and human behavior; and
8. Interpersonal Sensitivity - the degree of awareness and understanding of verbal and nonverbal human behavior.

These types of attributes were often overlooked when selecting candidates for international business. It was true that a consultant's reception will be warmer should he/she speak the native language. However many researchers believed this was not necessarily essential to the success of the project. It's importance was related to the time of stay in the host country. If it was a relatively short stay, familiarity with greetings and certain gestures might suffice. (Harris & Moran, 1991, p.436).

One important outcome of the pre-departure cross cultural training was that the participants began to learn how to learn. An effective program empowered the trainees to take charge of the experiences they have in the different culture by analyzing them and utilizing that knowledge. "Instead of passively listening to a lecture, then, the trainees begin learning how to learn, a skill essential to effective functioning in a foreign culture." (Rippert-Davila 1985, p.242)

Family considerations were occasionally overlooked when one decided to take a position overseas (Ammerman 1981), (Harris & Moran 1991). "Children are more adaptable to new cultural challenges, while spouses, usually wives, are more prone to experience cultural shock - its impact lessened on their partner immersed in the foreign business experience." (Harris & Moran 1991, p.225).

There will be some people who will take an overseas position to get away from problems (Bernardi 1989), (Bell and Purcell 1986). After an intolerable marriage comes to an end, for example, one might wish to leave the world as he/she knows it. "Persons who seek international assignments as a means of escaping 'back - home problems' with career, marriage, drugs or alcoholism will probably only exacerbate personal problems that might be better resolved in one's native culture." (Harris & Moran, 1991, p.225).

The Peace Corps has assembled a core curriculum for the cross-cultural training of their volunteers. Three titles relevant to the subject of this study are; <u>Working as Counterparts: A Peace Corps In-Service Training Manual</u> (#T0006), <u>Cross-Cultural Training for Peace Corps Volunteers</u> (#TR007) and <u>Teacher Training: A Training Guide</u> (#T0046). These publications are available to institutions free of charge from the Peace Corps Information Exchange. This and other helpful publications can be obtained by writing to; Peace Corps, Information Collection and Exchange, 1990 K Street, NW - 8th Floor, Washington, DC 20526.

<center>The Data Gathering Technique</center>

The instruments developed for this study were only to facilitate the data gathering technique. In this section of the review of literature, the historical background, definitions, characteristics, justification and basic structure of the data gathering technique are examined. The exact methodology of how the technique will be used in this study are outlined in Chapter III.

Originally developed by the RAND Corporation for the United States government in the 1950's, the technique was designed to systematically collect opinions from experts in relation to potential war strategies. Its usefulness in the civilian world of research was not explored until nearly a decade later. (Dalkey & Helmer, 1963), (Linstone & Turoff, 1975).

"In practice, the procedures would be used with a group of experts or especially knowledgeable individuals." (Dalkey, 1967 p.1). This early definition of the technique still holds true in the literature today. Dalkey, along with others like T.J. Gordan and Olaf

Helmer, was one of the first civilian researchers to utilize the technique outside of government functions. (Linstone & Turoff 1975).

Linstone and Turoff (1975 p.3), offered a definition of the technique that encompasses a broader range of applications, but still very much aligned with Dalkey: "may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem".

Some applications for technique might be; gathering current or historical data not accurately known or available, evaluating budget allocations, curriculum development, structuring a model, policy development, distinguishing human motivations, exposing priorities of personal values, social goals. (Linstone & Turoff, 1975).

The technique was being used at an increasing rate for qualitative educational research. In 1969 studies utilizing the method numbered around one hundred. By a mere five years later, thousands were reported. (Linstone & Turoff, 1975). Curriculum development was commonly assisted by using the technique as a forecasting tool (Weaver, 1988; Hartman, 1981).

Some criticisms of the technique were found in the literature. The length of time the outcomes would be valid should be questioned. If the exact same study was given again one year later to the exact same participants, would the outcomes be the same? It was suggested in a study conducted by Norman Uhl (1975), of North Carolina Central University, that this final product of opinions from the experts were subject to change with time. It should be understood the data generated from a technique such as this did not have an infinite shelf life. Another question about the validity of the process was whether

consensus bestowed plausibility. "it is assumed that consensus and plausibility are somehow connected. That is, if people agree on something, it must be right... consensus clearly does not mean that rational judgment was exercised in the process" (Weaver 1972, p.19).

Far outnumbering the critics were rave reviews on the technique. (MacMillan, 1971; Dalkey & Helmer, 1963; Delbecq, Van de Ven & Gustafson, 1975). Many contrasted the method to face-to-face interviews and meetings (MacMillan, 1971; Cyphert & Gant, 1971). Others were excited about the future electronic possibilities of obtaining consensus. (Linstone & Turoff, 1975).

To decide whether the data gathering technique was a wise choice of data collection for a particular study, it was recommended the researcher consider the following properties:

1. The problem did not lend itself to precise analytical techniques but benefited from subjective judgments on a collective basis;
2. The individuals needed to contribute to the examination of a broad or complex problem have no history of adequate communication and represented diverse backgrounds with respect to experience or expertise;
3. More individuals were needed to effectively interact in a face-to face exchange;
4. Time and cost made frequent group meetings infeasible;
5. The efficiency of face-to-face meetings increased by a supplemental group communication process;
6. Disagreements among individuals were so severe or politically unpalatable that the communication process must be refereed and / or anonymity assured; and
7. The heterogeneity of the participants must be preserved to assure validity of the results, i.e., avoidance of domination by quantity or by strength of personality ('bandwagon effect')" (Linstone & Turoff, 1975 p.4).

The qualitative data gathering technique was usually done in three or four phases. Before the first phase, it was advisable to contact potential participants to introduce the problem and receive a commitment to the study. The group never met. "Since respondents

never meet face to face, the group is not biased by one individual's outlook. Anonymity enables each respondent to be more thoughtful and creative." (Finch & Crunkilton, 1989, p. 154). The first phase usually consisted of a question specific to the research problem that was designed to solicit for opinions from a panel of experts. The researcher compiled these opinions into a second round questionnaire which asked the participants to use a Likert Scale to rank their importance. Frederick Cyphert and Walter Gant (1971) suggested to consolidate this initial list by omitting redundancies. These rankings were then tabulated and returned to the participants in round three to share with them the outcomes of round two. In round three, the participants were asked to re-rank the data considering the group input, provide any necessary justification for their ranking and add any other new data. A fourth round was used in a similar fashion as round three should the researcher decide that it is necessary. (Thomas, 1981; Dalkey, 1967; Delbecq, Van de Ven & Gustafson, 1975; Finch & Crunkilton, 1989).

Studies have been done for years using the U.S. postal service to deliver the different rounds of the data search. The administrator of the study would commonly hand tabulate the data. Today many professionals have access to electronic mail. This form of data gathering is commonly called "real-time Delphi" (Linstone & Turoff, 1975). If all the participants have e-mail addresses, it was now possible to complete a study in as little as a weeks time. This of course would depend on the length and complexity of the questionnaires and the availability of participants i.e., professors on sabbatical, etc.

Sample size could possibly increase with the electronic real-time study, since the data could mostly be cataloged automatically. A non-electronic technique should develop the needed information with around twelve participants, provided the group were indeed

experts in the field of the research. "With a homogeneous group of people, ten to fifteen participants might be enough... Our experience indicates that few new ideas are generated within a homogeneous group once the size exceeds thirty well-chosen participants...remember, however: the more people that are involved, the more effort that is needed for analysis" (Delbecq, Van de Ven & Gustafson, 1975 p.89). An excellent place to start a search for experts in the field of study would be a membership roster of a professional organization related to the topic. (Weaver, 1988). In approaching potential participants, it was highly recommended to ask for referrals. It was important to relate to those doing the nominating that these referrals did not need to be members of their organization (Delbecq, Van de Ven & Gustafson, 1975; Dalkey, 1972; Linstone & Turoff, 1975).

With the advent of participatory management systems, business and industry should take a serious look at the qualitative data gathering technique (Brooks, 1979). It would make perfect sense to implement the proecess to enhance a scheduled strategic planning session or an assessment of needs. The process was anonymous democracy.

Summary

The review of literature brought together an insight of a common theme of many authors. The review strongly suggested a theme of the possession of interpersonal skills appropriate to the host culture. Technical competency ranked high, but it was to no avail with a lack of communication skills with the host culture. The importance of cross-cultural training was stressed in virtually every document, hence the preceding subtitle.

The Harris and Moran (1991), <u>So You're Going Abroad Survey</u> and the <u>Rating Scale on Successful Expatriate Qualities</u> (appendix A) within the survey seemed to be invaluable documents. Kohls seemed to be the most cited author with his two publications on intercultural education and preparation for international assignments. It was the researcher's hope to provide an equally useful tool in the form of a list of desired attributes for international consultants.

CHAPTER III

METHODOLOGY

The purpose of this research was to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries, with the projects being of at least six months duration. This chapter explains the method of data collection and its analysis. The contents are: (1) Type of Research Conducted, (2) Population, (3) The Instrument Used to Collect Information, (4) Collection of Information, (5) Analysis of the Information, and (6) Summary.

Type of Research Conducted

This study was a one shot case study that is descriptive in nature (Ary, 1990; Glesne & Peshkin, 1992). The research was conducted from the home of the researcher utilizing a qualitative information gathering technique. A panel of experts in the field of international consulting was selected to obtain opinions on the most important attributes an international consultant should possess.

Population

A quota, purposive sampling of a panel of experts in the field of international consulting was selected. Throughout the entire research all participants remained anonymous to one another. The suggested number of participants in a qualitative study such as this is around twelve (Delbecq, Van de Ven & Gustafson, 1975), however studies have been known to experience depletion in the number of participants during the process (Morris, 1994). As a starting point, the researcher contacted international projects expert Richard Giligan who enthusiastically nominated forty potential participants with addresses in the United States from the International Vocational Education and Training Association (IVETA) membership roster. These professionals were from government, business, and university entities and were all involved in high level decision making concerning projects of international development. Referrals of five other experts in the field were generated from this initial contact group, and they were pursued along with those responding positively to participation (Appendix B). Efforts were made to keep equal numbers of professional categories (Table 1, Charts 1a and 1b).

TABLE 1

NOMINATED PANELISTS FOR RESEARCH

Group	Number Nominated	Percentage
College and University	16	35%
Business and Industry	19	42%
Government Entities	10	23%
	------------------	------------------
TOTALS	45	100%

CHART 1a

The 45 Experts Asked to Participate in the Research

University or College 36%

Government Related 22%

Business & Industry 42%
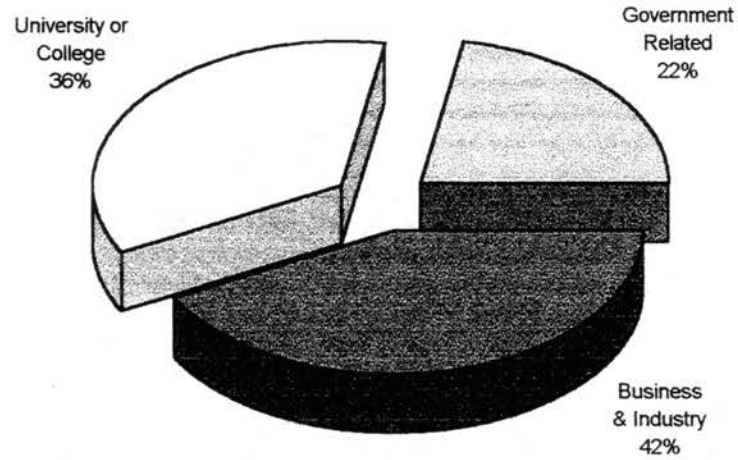
CHART 1b

Professional Categories of the Experts Asked to Participate in the Research

Number of Participants
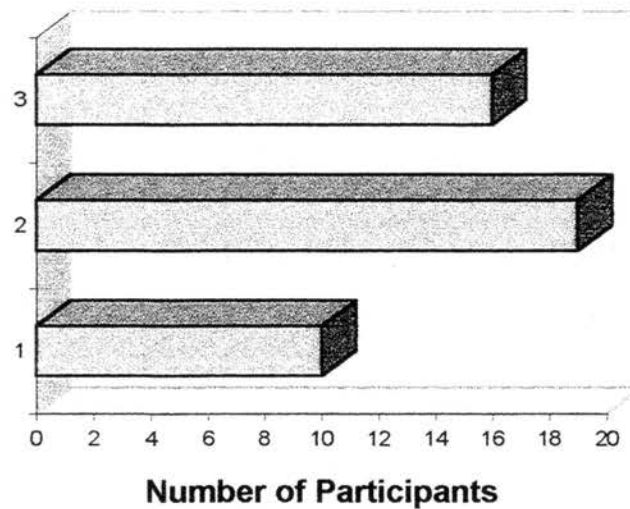
As the research progressed, the business and government groups tended to drop out, while the university connected people seemed to stay with the study. Table 2 and Chart 2a and 2b show the numbers and percentages of different groups that completed round one of the research. Table 3 and Charts 3a and 3b show the numbers and percentages that stayed with the research throughout the last two rounds, completing the study. The participants who completed round one are listed in Appendix C, while the participants who completed both rounds two and three are listed in Appendix D.

A mixture of demographics was still represented and their differences in rankings will be discussed in Chapter Four. The primary objective of this study was solidly met by producing the end product of a list of attributes.

TABLE 2

PANELISTS COMPLETING ROUND ONE OF THE RESEARCH

Group	Number Nominated	Percentage
College and University	10	62%
Business and Industry	3	19%
Government Entities	3	19%
TOTALS	16	100%

CHART 2a

**Professional Categories of Round One
Participants**

□ 10
University Related

▣ 3
Government
Related

□ 3

Business Related

CHART 2b

Business
Related

Government
Related

University
Related

3

2

1

0 1 2 3 4 5 6 7 8 9 10

Number of Participants
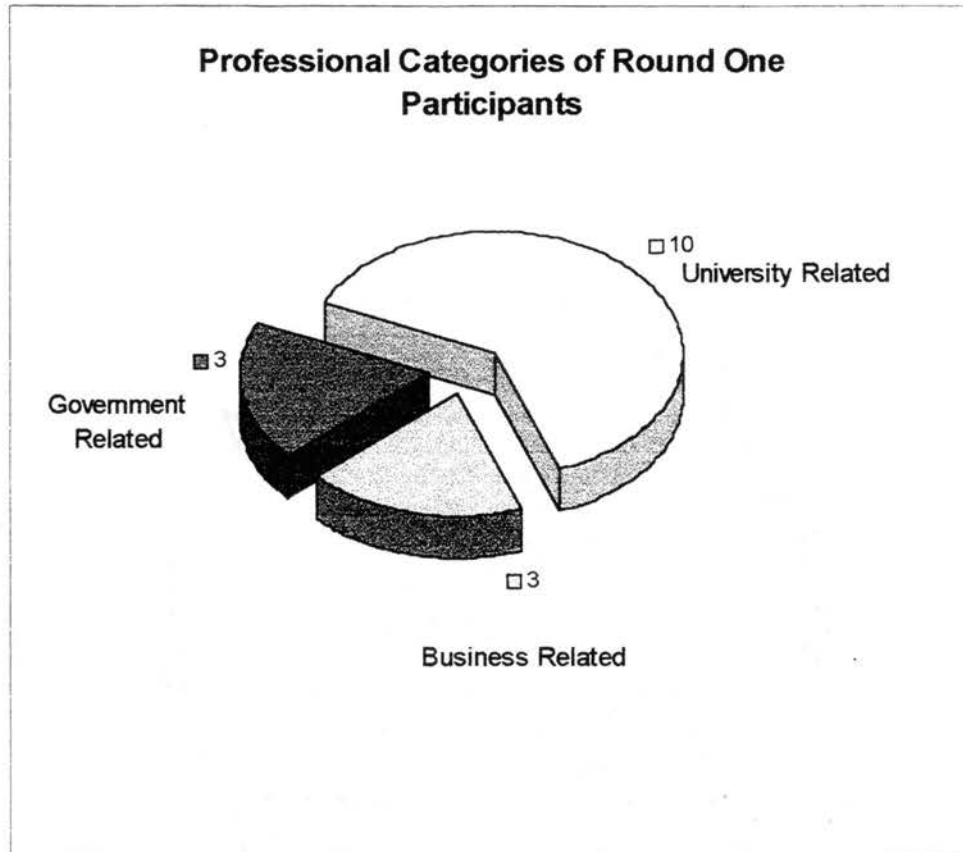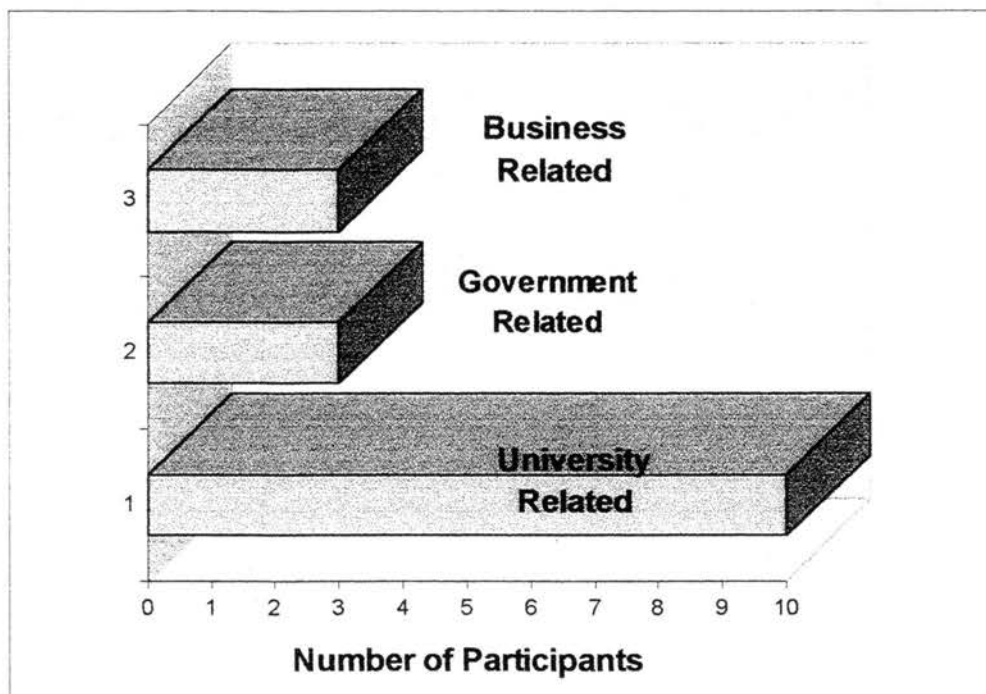
TABLE 3

PANELISTS COMPLETING ROUNDS TWO AND THREE OF THE RESEARCH

Group	Number Nominated	Percentage
College and University	6	50%
Business and Industry	3	25%
Government Entities	3	25%
	-----------------	------------------
TOTALS 12		100%

CHART 3a

**Professional Categories of Participants
That Completed All Three Rounds of the
Research**

CHART 3b

Number of Participants
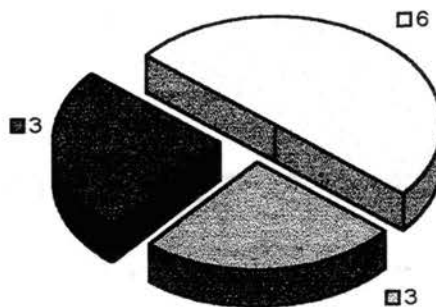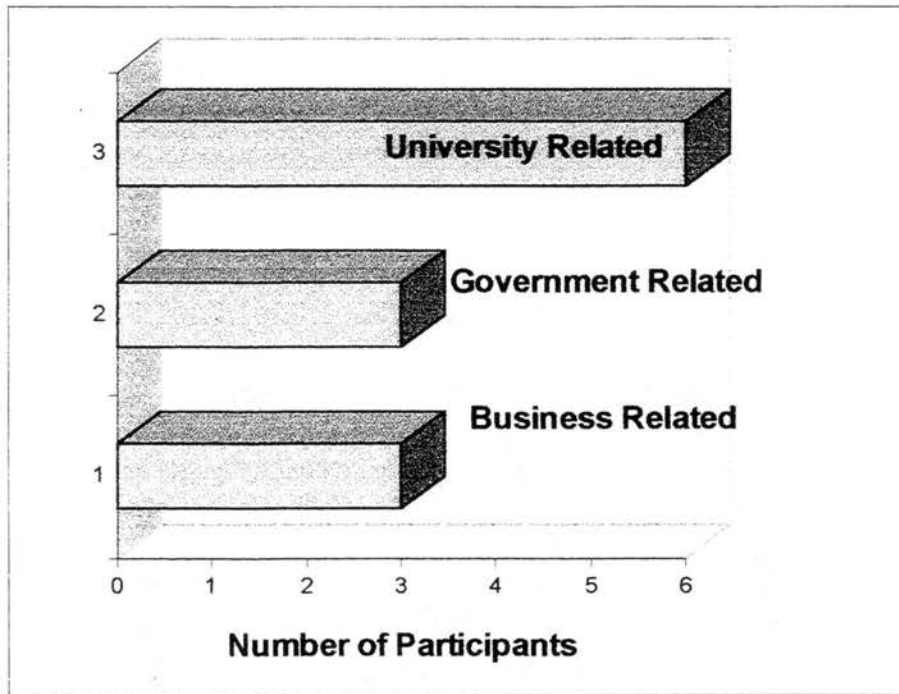
Instrumentation

The instrument used in this study for the expert sampling group was initially developed by Dalkey and Helmer in 1963 and then later redesigned by Delbecq, Van de Ven and Gustafson in 1975. The instrument was a data collecting tool that uses a series of questionnaires. The first round asks for a list of opinions. Each subsequent round was built upon the previous round. The process stopped when consensus occurred or enough information exchange had been obtained. The entire process did not necessitate bringing the group together, therefore complete autonomy was retained. (MacMillan, 1971; Cyphert and Gant, 1971; Delbecq, Van de Ven and Gustafson, 1975).

Collection of Information

The initial forty five potential participants (Appendix B) were sent a letter with a self addressed postcard (Appendixes E and F) to return indicating whether they were interested in participating in the study. The actual technique was conducted in three parts. Those returning the cards indicating they wish to participate, and anyone that was recommended on the cards, were sent Part One of the research. Part One consisted of an open ended letter asking them to list as many as twenty attributes they consider when choosing an effective consultant for their international projects.

This first questionnaire (Appendix G), generated a list of 291 attributes (Table 4) which the researcher recorded. For demographic purposes the respondents were asked whether they considered their positions to be of government, academic or business and industry related.

The second round (Appendix H), consisted of the complete list of attributes collected from round one and asked the respondents to rate the attributes on a scale of importance. The scale used in all three rounds of the research is shown below:

5 = Absolutely Vital
4 = Strong Importance
3 = Important
2 = Not Very Necessary
1 = Not needed

When this list returned, the researcher determined the percentage rank for each attribute. The list of attributes, along with their relative ranks was at that time returned to the respondents as the third round (Appendix I). They were asked to reevaluate their rating based on the group rating or defend their position. When the third round was returned, the researcher again determined the percentage rank for each attribute. The list of attributes, along with their relative ranks (Table 5) was at that time analyzed for a breaking point in the ranking for the top forty. It was found that the closest breaking point was between the 4.73 and 4.64 ranking marks, making the list forty-eight attributes long. At this point, a panel of three professions in education, Ray Sanders, EdD, Oklahoma State University, Amanda Cobb, Ph.D, Oklahoma University and Patty Sanders, M.Ed, Oklahoma State University, were recruited to eliminate any redundancies in these top forty eight attributes.

Analysis of the Information

Upon return of the round three, the responses were tabulated and recorded in groups according to the subgroups of data and demographic categories. The mean rank of importance relative to each attribute was calculated and ranked. The data was coded and keyed into statistical software program in a personal computer. The attribute that most respondents reported being absolutely vital were ranked first and so on down through the last attribute with the most respondents reporting there was little or no need for it.

Descriptive statistics were used, such as count, percentages, means and ranges. A Kendall's Coefficient of Concordance: W, was used to gain concordance of agreement on the research.

Summary

By consensus of the group, it was the researcher's hoped to generate the top fifty attributes that an international consultant should possess. Persons in positions of hiring such consultants to assist developing countries should use the list for evaluations of candidates. However, the following should be considered about the validity of this study;

This qualitative/quantitative data gathering technique is only a consensus of opinions. The population involved in the study were experts in the field of international consulting with a vantage point of living in the United States. Their consensus was valuable, and fulfilled the purpose of this study. However value of a consensus judgment cannot be statistically validated, therefore the study is limited in its statistical validation.

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this research was to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries of at least six months duration.

This chapter presents the findings of the research. It addresses the quantity and type of attributes submitted, the means for each of the attributes, the degree of agreement among the participants, the top forty-eight attributes, the elimination of redundancies, the final list to be used in the hiring of international consultants, and ranking differences of the demographic groups.

Responses

Round One of the research asked for as many as twenty attributes the experts considered in the hiring of international consultants. To the researcher's surprise, the participants were more than generous in offering data. 291 attributes were collected as a result of round one (Table 4). The researcher grouped the attributes into five distinct groups; general/personal, cultural sensitivity, professional skills, strategies and methods, and credentials.

TABLE 4

THE COMPLETE LIST OF SUBMITTED ATTRIBUTES FROM ROUND ONE

General / Personal

1. high tolerance for stress

2. a positive self-image and self-esteem

3. creativity

4. honesty

5. follows instructions

6. independent - ability to work with minimal guidance

7. ready to face frustration

8. sense of humor

9. easy - going / adaptable

10. problem solver / results oriented

11. dependable

12. dependability

13. honesty

14. self starter

15. knowledge of subject

16. is adaptable

17. good health

18. can handle stress

19. adventurous

20. friendly - sociable

21. patient

TABLE 4 (continued)

22. enthusiastic

23. efficient with work

24. creative

25. patience

26. is intelligent

27. has a positive attitude

28. is interested in learning

29. can function well on his/her own

30. is a good problem solver

31. is willing to do what is necessary

32. endurance

33. persistence

34. creative thinking - (to devise and /or apply new approaches to problem solving)

35. honesty - (trustworthy in personal and professional situations)

36. firm - (if you say it, mean it, do it)

37. fair - (impartial to all factions - evenhanded)

38. cheerfulness

39. has little need to bolster own ego

40. is ethical

41. is not consumed by own importance

42. has a variety of interests

43. integrity

44. flexibility

45. good listener

46. good follow through skills

TABLE 4 (continued)

47. 'practice what you preach' - (demonstrate the values you tell others to have)

48. determination

49. positive attitude

50. versatility - (competence of good working knowledge in various disciplines and skills

make a more valuable person)

51. open to new ideas

52. self-reliant

53. good health

54. cordiality

55. sincerity

56. dedication

57. integrity

58. a person of integrity

59. curious

60. respectful

61. honesty

62. patience

63. friendly/outgoing

64. honest

65. flexible

66. good health

67. inspirational

68. confidence

69. flexibility

70. good listener

TABLE 4 (continued)

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71. honesty/integrity

72. creativity

73. compassionate

74. patience

Cultural Sensitivity

75. language skills

76. responds to environmental changes

77. sincere in desire to do the best for the project beneficiaries - not just do what is convenient or easy... devotion to service

78. acute understanding of the role of stakeholder participation in development

79. 'people' oriented - (many problems are the same, the people and culture you work with are different)

80. sense of humor - (helps in surviving difficult situations and strange circumstances)

81. practices the proper etiquette for the country one is working with

82. willingness to participate in community activities not specifically within the scope of work

83. ability to discuss and use effective political networks

84. ability to create ownership of project activities or part of key players

85. open-mindedness not coming into a situation with pre-conceived notions

86. good cross - cultural skills

87. tactful

88. casual, not afraid to get hands dirty

89. friendly

90. understanding of sensitivity to host country social/cultural/historical context

TABLE 4 (continued)

91. facility with official host country language essential of understanding of local language/dialects desirable. i.e.- ability to communicate effectively

92. has an understanding of technical solutions outside of USA practices; is willing to apply non-USA technical solutions

93. takes interest in the culture and language of the country

94. displays patience

95. adaptability - (to foreign living conditions, cultures, people)

96. must demonstrate cultural knowledge of the country in which the consulting is to be performed

97. understand cultural differences

98. ability to immerse into the host culture

99. willingness to try to learn host language if different from consultant

100.ability to complete project without being judgmental of host cultures that may have been cause of unsuccessful project

101.ability to not immerse into the negative aspects of the host culture

102.enjoys international development work

103.has an understanding and appreciation of the views of others

104.prepares for international assignment

105.has an understanding and appreciation of other cultures

106.recognizes the importance and superiority of other social and cultural perspectives

107.recognizes the limitations of his/her own views and perceptions

108.listens to others and values the views of others

109.likes people of other cultures

110.acceptance of cultural differences

111.experience in transferring knowledge and skills to others

TABLE 4 (continued)

112. experience in transferring knowledge in the country or region where sent

113. foreign language skills (if needed)

114. recognize that local governments may not have the capacity to support relatively

sophisticated projects

115. ability to ignore political systems and structures that seem totally incongruous with

that of the consultant's home country

116. ability to avoid inappropriate religious "evangelization" of citizens off the host

country

117. understand the mental set of recipient country personnel with respect to work, goals,

success

118. be able to identify decision-makers in recipient country

119. socialization skills

120. be sensitive to country's accomplishments no matter how small or inappropriate

121. creative in addressing problems (e.g., lack of materials)

122. willing to "see" multiple sides of issues, particularly when those alternative

perspectives reflect multicultural viewpoints

123. genuine concern with helping others

124. some understanding of the culture of the host country

125. high tolerance for ambivalence

126. a tolerance for a different (lower)standard of nutrition (food)

127. tolerance for a lower level of public sanitation

128. a spouse who shares the same attributes (if accompanied by a spouse)

129. an understanding of business customs of the country

130. an understanding of the social customs of the country

131. a willingness to try to attempt to learn some of the language of the host country

TABLE 4 (continued)

132.able to tolerate and deal with ambiguity

133.be a partner not a bigoted fountain of resources and know- how

134.work for project, not self-interest or greed

135.leave the host country a little better person than when you went

136.respect local cultures

137.work at recipients country pace. don't push too much ahead of their capacity to

absorb

138.flexible in adapting to work/social conditions

139.breath/depth of experience in the area of their consultancy

140.ability to listen and question to elicit information

141.don't expect to be accepted before you have earned it

142.take time for community involvement

143.learn some of the language

144.have more to offer than technical advice and skill

145.spouse and family can cope in new setting

146.language abilities

Professional Skills

147.good background in curriculum development

148.has good administrative skills

149.has good project management skills

150.computer literate

151.good writer

152.good speaker

153.accurate - attention to details

TABLE 4 (continued)

154.ability to work- challenging physical settings

155.willingness to make do with assets you have

156.ability to maximize marginal assets

157.ability to accept responsibility for own actions

158.effective written communication skills

159.ability to work reactively not proactively - i.e.- let problems or solutions emerge out

of information gathering process

160.has good organizational ability

161.has credibility; knows what he/she is doing

162.is competent in his/her field

163.has good speaking skills

164.has good writing skills

165.work well under pressure

166.good writing skills

167.works well as a team member

168.enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a

job you know you won't like)

169.know when to quit - (Some jobs are of such a demanding nature that people are

'burned-out'. Know when you are not being effective and longer - and move on.)

170.has the ability to conceptualize and create a vision

171.has good leadership skills

172.has good presentation skills

173.has good written skills

174.ability to work with in time constraints

TABLE 4 (continued)

175.good at maintaining financial records and in turning them in an orderly and timely

manner.

176.maintains focus on the ultimate goal

177.conducts regular evaluations of goal progress

178.flexibility - (can change methods and operational procedures as required to achieve

goals and objectives of assignment)

179.judgment skills that know when it is necessary to clarify work responsibilities and with

whom to do that

180.willingness to follow directions from employer/funder when asked to do something in

a particular way that is not harmful to others

181.ethical sense that causes him/her to question what they are doing in a positive manner

182.knowledge of subject area

183.commitment to success

184.knowledge/experience with reporting requirements

185.skilled at WordPerfect or other word-processing language

186.will not let unexpected problems interfere with goal attainment

187.consistent - (keep actions / reactions on an even keel; don't change decisions /

actions just to please)

188.instructional ability - (international consulting requires a transfer of technology,

procedures and practice)

189.team player - (most projects are team efforts - not one person shows)

190.good manager - (organized and knowledgeable of current practices)

191.technically competent - (in areas for which you accept the position)

192.skilled at data processing (if required by job) for report writing

TABLE 4 (continued)

193.ability to communicate what they are thinking/planning to both their counterparts and

funder

194.persistence

195.knowledgeable

196.recognizing that the project as written for funding decisions is different form the

reality in the field

197.innovativeness

198.facilitative

199.willing to study local situation before arriving at solutions

200.capable but humble not boastful

201.document, document, document

202.know when and how to back off

203.dedicated to work

204.flexibility - willingness / capacity to adapt

205.patient and able to tolerate delays

206.experience

207.education

208.demonstrate competency in writing mission reports while on foreign assignment

209.demonstrate successful contract negotiations

210.ability to assess situations of manpower need and make specific recommendations to

accomplish the recommendations

211.ability to select competent staff via trade competency evaluations

212.have a very good knowledge of computers - (email, word processing, internet, etc.)

213.team player

214.task oriented

TABLE 4 (continued)

215.directed/focused, but not inflexible

216.able to establish goals and work toward them

217.skilled and interested in working with and teaching others

218.committed

219.leadership ability

220.ability to plan and execute the plan

221.good team member/player

222.assertiveness

223.good communication skills

224.punctuality

225.must have extensive background in the budget procedures and can demonstrate the

  development of project costs on proposals and /or operating budgets

226.hands on knowledge of spread sheets such as 1-2-3 or XL programs

Strategies and Methods

227.ability to identify and analyze the information needed for project at hand

228.willingness to integrate ideas other than ones own

229.monitors environment for changes

230.time management skills ability to set and meet schedules

231.knows own limits; is not threatened by individuals who know more, or who do not

  share some views

232.group facilitator

233.team - player

234.good leadership skills

235.a hands - on worker as opposed to a manager

TABLE 4 (continued)

236.take advantage of opportunity

237.considerate and cooperative

238.leadership - small groups

239.effective trust builder

240.ability to work as part of multidisciplinary team

241.ability to live with ambiguity

242.willingness to compromise

243.ability to not let the end justify the means

244.sense of helpfulness

245.others have confidence in his/her capabilities

246.others perceive individual as being fair, objective and honest in dealings

247.is not selfish or greedy; is giving

248.truthful - (don't lie! sometimes it's tempting, but eventually it will backfire)

249.be a leader - (take initiative, set examples, encourage others)

250.share information - (with clients and colleagues; they will be more open to share

with you)

251.relates well with people

252.empower others

253.team building

254.ability to work as part of a team

255.ability to provide leadership

256.trusting of others

257.allow self-actualization of others

258.considerate of others

259.a modeler

TABLE 4 (continued)

260.encourages others

261.foster high expectations

262.encourage risk taking

263.accepts innovative ideas

264.leadership ability

265.congeniality

266.willingness to learn as well as to teach

267.friendliness

268.good communication style

269.enabler

270.facilitator

271.willing to accept diversity

272.capable of distinguishing the proper course action to apply to a poor or wealthy

      developing country

273.should be very flexible in contract negations for personal services

274.must never, never, never demonstrate a big-shot attitude

Credentials

275.five years minimum successful employment in the field

276.being skilled in the area for which hired - technical or managerial

277.multi level of skills such as teacher, supervisor, director, curriculum. development

      expert, business administrator etc.

278.at least one trade and industrial competency

279.has broad international experience

TABLE 4 (continued)

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280. minimum of a masters degree - doctors degree is much preferred especially in developing countries

281. graduate from a reputable university internationally known for their expertise in the field such as vocational education

282. minimum of 12 college credits in management and supervision

283. three years overseas experience

284. five years experience as a director of programs in a specific field such as vocational/technical education

285. availability - preferably those ready to go on short notice

286. degrees and training appropriate to assignment

287. work experience - technical expertise

288. previous developing country experience

289. experience at the local, state, federal and private level

290. current in area(s) of expertise

291. technical expertise in the area of consultation

Calculation of the Means

These attributes were then arranged with the ranking scale described in Chapter

Three and sent out as Round Two. The participants ranked each attribute, which was then

recorded as mean of each answer. This compilation was sent out as Round Three to be

ranked once again with the averages of the selected answers visible to the participants.

The data from the third round was calculated and ranked by means (Table 5).

TABLE 5

THE COMPLETE LIST OF ATTRIBUTES WITH MEANS AND STANDARD DEVIATIONS CALCULATED FROM THE COMPLETION OF ROUND THREE

	mean	std. dev.
honest	5.00	.00
honesty	5.00	.00
is ethical	5.00	.00
integrity	5.00	.00
honesty/integrity	5.00	.00
a person of integrity	5.00	.00
independent - ability to work with minimal guidance	4.91	.30
integrity	4.91	.30
flexibility	4.91	.30
technically competent - (in areas for which you accept the position)	4.91	.30
honesty	4.91	.30

TABLE 5 (continued)

work experience - technical expertise	4.90	.32
being skilled in the area for which hired - technical or managerial	4.90	.32
can function well on his/her own	4.82	.40
self-reliant	4.82	.40
is competent in his/her field	4.82	.40
team player - (most projects are team efforts - not one person shows)	4.82	.40
knowledge of subject area	4.82	.40
knowledgeable	4.82	.40
adaptability - (to foreign living conditions, cultures, people)	4.82	.40
prepares for international assignment	4.82	.40
can handle stress	4.82	.40
knowledge of subject	4.82	.40
ready to face frustration	4.82	.40
dependable	4.82	.40
dependability	4.82	.60
current in area(s) of expertise	4.80	.42
flexibility - (can change methods and operational procedures as required to achieve goals and objectives of assignment)	4.73	.47
judgment skills that know when it is necessary to clarify work responsibilities and with whom to do that	4.73	.47
good manager -(organized and knowledgeable of current practices)	4.73	.47

TABLE 5 (continued)

experience in transferring knowledge and skills to others	4.73	.65
patience	4.73	.47
self starter	4.73	.47
honesty - (trustworthy in personal and professional situations)	4.73	.47
is adaptable	4.73	.47
problem solver / results oriented	4.73	.47
flexibility - willingness / capacity to adapt	4.73	.47
team player	4.73	.47
works well as a team member	4.73	.47
has credibility; knows what he/she is doing	4.73	.47
ability to accept responsibility for own actions	4.73	.47
ability to identify and analyze the information needed for		
project at hand	4.73	.47
leadership ability	4.73	.47
honesty	4.73	.47
ability to work as part of a team	4.73	.47
has an understanding and appreciation of the views of others	4.73	.47
truthful - (don't lie! sometimes it's tempting, but eventually		
it will backfire)	4.73	.47
has good project management skills	4.73	.47
flexible in adapting to work/social conditions	4.64	.50
ability to listen and question to elicit information	4.64	.50

TABLE 5 (continued)

others perceive individual as being fair, objective and honest in dealings	4.64	.50
team - player	4.64	.50
willing to "see" multiple sides of issues, particularly when those alternative perspectives reflect mulicultural viewpoints	4.64	.50
maintains focus on the ultimate goal	4.64	.50
good follow through skills	4.64	.50
good team member/player	4.64	.50
good communication skills	4.64	.50
enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a job you know you won't like)	4.64	.50
is a good problem solver	4.64	.50
high tolerance for stress	4.64	.50
flexible	4.64	.50
understanding of sensitivity to host country social/cultural/historical context	4.64	.50
technical expertise in the area of consultation	4.60	.70
capable of distinguishing the proper course action to apply to a poor or wealthy developing country	4.55	.52
acceptance of cultural differences	4.55	.52
has an understanding and appreciation of other cultures	4.55	.52
recognizes the limitations of his/her own views and perceptions	4.55	.52

TABLE 5 (continued)

listens to others and values the views of others	4.55	.52
enjoys international development work	4.55	.52
has an understanding of technical solutions outside of USA practices;		
is willing to apply non-USA technical solutions	4.55	.52
ethical sense that causes him/her to question what they are doing		
in a positive manner	4.55	.52
patience	4.55	.52
patience	4.55	.52
sincere in desire to do the best for the project beneficiaries - not just		
do what is convenient or easy... devotion to service	4.55	.52
flexibility	4.55	.52
be a leader - (take initiative, set examples, encourage others)	4.55	.52
open-mindedness not coming into a situation with pre-conceived		
notions	4.55	.69
knows own limits; is not threatened by individuals who know		
more, or who do not share some views	4.55	.52
has a positive attitude	4.55	.52
'practice what you preach' - (demonstrate the values you		
tell others to have)	4.55	.52
patient	4.55	.52
ability to plan and execute the plan	4.55	.52
team building	4.55	.69

TABLE 5 (continued)

persistence	4.55	.52
able to establish goals and work toward them	4.55	.52
work well under pressure	4.55	.52
respect local cultures	4.55	.52
willingness to make do with assets you have	4.55	.52
breath/depth of experience in the area of their consultancy	4.55	.52
ability to avoid inappropriate religious "evangelization" of citizens		
of the host country	4.55	.82
willingness to integrate ideas other than ones own	4.55	.52
degrees and training appropriate to assignment	4.50	.53
multilevel of skills such as teacher, supervisor, director, curriculum.		
development expert, business administrator etc.	4.50	.53
creative in addressing problems (e.g., lack of materials)	4.45	.52
willing to study local situation before arriving at solutions	4.45	.52
good health	4.45	.52
leadership ability	4.45	.69
practices the proper etiquette for the country one is working with	4.45	.52
people oriented - (many problems are the same, the people and		
culture you work with are different)	4.45	.69
good health	4.45	.52
creative thinking - (to devise and /or apply new approaches		
to problem solving)	4.45	.52

TABLE 5 (continued)

fair - (impartial to all factions - evenhanded)	4.45	.52
is willing to do what is necessary	4.45	.52
ability to work as part of multidisciplenary team	4.45	.69
good leadership skills	4.45	.69
displays patience	4.45	.52
good cross - cultural skills	4.45	.52
an understanding of the social customs of the country	4.45	.52
ability to provide leadership	4.45	.52
work for project, not self-interest or greed	4.45	.52
effective written communication skills	4.45	.52
computer literate	4.36	.50
ability to maximize marginal assets	4.36	.50
good writer	4.36	.50
accurate - attention to details	4.36	.50
ability to complete project without being judgmental of host cultures		
that may have been cause of unsuccessful project	4.36	.67
relates well with people	4.36	.50
willing to accept diversity	4.36	.67
positive attitude	4.36	.67
open to new ideas	4.36	.67
sincerity	4.36	.50
good listener	4.36	.50

TABLE 5 (continued)

good communication style	4.36	.50
patient and able to tolerate delays	4.36	.50
experience	4.36	.50
has good written skills	4.36	.50
ability to work with in time constraints	4.36	.50
instructional ability - (international consulting requires a transfer of technology, procedures and practice)	4.36	.50
innovativeness	4.36	.67
ability to create ownership of project activities or part of key players	4.36	.50
respectful	4.36	.50
creativity	4.36	.50
has good writing skills	4.36	.50
good writing skills	4.36	.50
has good leadership skills	4.36	.50
ability to live with ambiguity	4.36	.50
effective trust builder	4.36	.50
take advantage of opportunity	4.36	.50
considerate and cooperative	4.27	.47
willingness to compromise	4.27	.47
tactful	4.27	.47
must demonstrate cultural knowledge of the country in which the consulting is to be performed	4.27	.47

TABLE 5 (continued)

understand cultural differences	4.27	.47
endurance	4.27	.47
task oriented	4.27	.47
committed	4.27	.47
has good presentation skills	4.27	.47
directed/focused, but not inflexible	4.27	.47
will not let unexpected problems interfere with goal attainment	4.27	.65
consistent - (keep actions / reactions on an even keel; don't change		
decisions / actions just to please)	4.27	.65
conducts regular evaluations of goal progress	4.27	.47
willingness to follow directions from employer/funder when asked		
to do something in a particular way that is not harmful to others	4.27	.65
persistence	4.27	.47
understand the mental set of recipient country personnel with		
respect to work, goals, success	4.27	.79
be able to identify decision-makers in recipient country	4.27	.47
likes people of other cultures	4.27	.79
genuine concern with helping others	4.27	.65
some understanding of the culture of the host country	4.27	.47
creativity	4.27	.47
good listener	4.27	.65
good health	4.27	.47

TABLE 5 (continued)

sense of humor - (helps in surviving difficult situations and strange circumstances)	4.27	.47
enabler	4.27	.47
has little need to bolster own ego	4.27	.47
dedication	4.27	.47
creative	4.27	.47
has good organizational ability	4.27	.47
has the ability to conceptualize and create a vision	4.27	.47
others have confidence in his/her capabilities	4.27	.47
able to tolerate and deal with ambiguity	4.27	.47
is not selfish or greedy; is giving	4.27	.65
empower others	4.27	.47
share information - (with clients and colleagues; they will be more open to share with you)	4.27	.65
facilitative	4.18	.40
capable but humble not boastful	4.18	.60
work at recipients country pace. don't push too much ahead of their capacity to absorb	4.18	.40
knowledge/experience with reporting requirements	4.18	.40
skilled at data processing (if required by job) for report writing	4.18	.40
ability to communicate what they are thinking/planning to both their counterparts and funder	4.18	.40

TABLE 5 (continued)

efficient with work	4.18	.40
sense of humor	4.18	.60
has good administrative skills	4.18	.40
foster high expectations	4.18	.60
firm - (if you say it, mean it, do it)	4.18	.60
is interested in learning	4.18	.60
determination	4.18	.40
is not consumed by own importance	4.18	.40
leadership - small groups	4.18	.40
friendliness	4.18	.40
facilitator	4.18	.40
an understanding of business customs of the country	4.18	.87
minimum of a masters degree - doctors degree is much preferred especially in developing countries	4.10	1.20
availability - preferably those ready to go on short notice	4.10	.88
be a partner not a bigoted fountain of resources and know- how	4.09	.54
good speaker	4.09	.54
has good speaking skills	4.09	.54
spouse and family can cope in new setting	4.09	.30
know when and how to back off	4.09	.54
dedicated to work	4.09	.54
is intelligent	4.09	.30

TABLE 5 (continued)

friendly - sociable	4.09	.30
a positive self-image and self-esteem	4.09	.54
commitment to success	4.09	.30
a hands - on worker as opposed to a manager	4.09	.70
assertiveness	4.09	.54
must never, never, never demonstrate a big-shot attitude	4.09	.94
trusting of others	4.09	.54
encourages others	4.09	.30
experience in transferring knowledge in the country or region where sent	4.09	.54
foreign language skills (if needed)	4.09	.94
socialization skills	4.09	.54
recognize that local governments may not have the capacity to support relatively sophisticated projects	4.09	.30
allow self-actualization of others	4.09	.54
considerate of others	4.09	.30
skilled and interested in working with and teaching others	4.09	.94
time management skills ability to set and meet schedules	4.09	.54
confidence	4.09	.30
casual, not afraid to get hands dirty	4.09	.54
friendly	4.09	.54
takes interest in the culture and language of the country	4.00	1.00

TABLE 5 (continued)

be sensitive to country's accomplishments no matter how small		
or inappropriate	4.00	.45
high tolerance for ambivalence	4.00	1.34
a spouse who shares the same attributes (if accompanied by a spouse)	4.00	1.00
ability to not immerse into the negative aspects of the host culture	4.00	.63
acute understanding of the role of stakeholder participation		
in development	4.00	.45
good at maintaining financial records and in turning them in an		
orderly and timely manner.	4.00	.63
ability to not let the end justify the means	4.00	.63
recognizing that the project as written for funding decisions is		
different form the reality in the field	4.00	.00
enthusiastic	4.00	.45
versatility - (competence of good working knowledge in various		
disciplines and skills make a more valuable person)	4.00	.77
responds to environmental changes	4.00	.45
easy - going / adaptable	4.00	.63
willingness to participate in community activities not specifically		
within the scope of work	4.00	.63
punctuality	4.00	.63
has broad international experience	4.00	.94
five years minimum successful employment in the field	4.00	1.15

TABLE 5 (continued)

accepts innovative ideas	4.00	.77
previous developing country experience	4.00	.82
should be very flexible in contract negations for personal services	4.00	.89
demonstrate competency in writing mission reports while on foreign assignment	4.00	.77
ability to work- challenging physical settings	4.00	.45
don't expect to be accepted before you have earned it	4.00	.63
leave the host country a little better person than when you went	3.91	.83
skilled at WordPerfect or other word-processing language	3.91	.94
cordiality	3.91	.30
willingness to learn as well as to teach	3.91	.83
friendly/outgoing	3.91	.54
encourage risk taking	3.91	.54
compassionate	3.91	.30
know when to quit - (Some jobs are of such a demanding nature that people are 'burned-out'. Know when you are not being effective and longer - and move on.)	3.91	.70
ability to assess situations of manpower need and make specific recommendations to accomplish the recommendations	3.91	.70
recognizes the importance and superiority of other social and cultural perspectives	3.91	.83
group facilitator	3.91	.70

TABLE 5 (continued)

sense of helpfulness	3.91	.70
document, document, document	3.91	.70
a modeler	3.82	.75
adventurous	3.82	.75
curious	3.82	.87
monitors environment for changes	3.82	.75
have more to offer than technical advice and skill	3.82	.60
education	3.82	1.08
facility with official host country language essential of understanding of local language/dialects desirable. i.e.- ability to communicate effectively	3.82	.75
at least one trade and industrial competency	3.80	1.23
a tolerance for a different (lower)standard of nutrition (food)	3.73	.47
ability to discuss and use effective political networks	3.73	.65
language abilities	3.73	.79
tolerance for a lower level of public sanitation	3.73	.65
follows instructions	3.64	.50
cheerfulness	3.64	.50
ability to work reactively not proactively - i.e.- let problems or solutions emerge out of information gathering process	3.64	.92
demonstrate successful contract negotiations	3.64	.92
language skills	3.64	.92

TABLE 5 (continued)

ability to select competent staff via trade competency evaluations	3.64	.92
ability to immerse into the host culture	3.64	.92
have a very good knowledge of computers - (email, word processing, Internet, etc.)	3.55	1.04
congeniality	3.55	.93
take time for community involvement	3.55	1.13
good background in curriculum development	3.55	.93
learn some of the language	3.55	.93
willingness to try to learn host language if different form consultant	3.45	1.04
must have extensive background in the budget procedures and can demonstrate the development of project costs on proposals and /or operating budgets	3.45	.93
inspirational	3.45	.52
a willingness to try to attempt to learn some of the language of the host country	3.45	1.04
three years overseas experience	3.40	1.43
graduate from a reputable university internationally known for their expertise in the field such as vocational education	3.40	1.51
has a variety of interests	3.36	.67
hands on knowledge of spread sheets such as 1-2-3 or XL programs	3.36	1.12
experience at the local, state, federal and private level	3.30	.95

TABLE 5 (continued)

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ability to ignore political systems and structures that seem totally

    incongruous with that of the consultant's home country   2.82   1.60

five years experience as a director of programs in a specific field

    such as vocational/technical education   2.80   1.14

minimum of 12 college credits in management and supervision   2.80   1.14

The Degree Of Agreement Among The Participants

A Kendall's Coefficient of Concordance W, expressed the degree of association among the panelists on the final listing of attributes. A Kendall's Coefficient of Concordance W is a single measure that describes the overall relationship among all variables simultaneously using a single number. The formula was inputed and utilized in statistical software SPSS Version 6.0 for Windows and the data was calculated. SPSS calculated the reliability on the items in which there was variance. The items in which there was no variance was not computed into the reliability coefficient. Each analysis of variance, concordance and reliability table shows the number of items upon which the reliability coefficients were computed. The calculated (W) for the entire research panel was .1721 (Table 6). Therefore, 17% of the observed variability can be accounted for by agreement among the 12 panelists on the 291 attributes. It is important to note that the probability was .0000, and the reliability 99%. The entire research panel produced reliable

numbers. For example, if an attribute was rated high by one panelist, it was rated high by others. A statistically significant value of (W) may be interpreted as meaning that the experts were applying the same external standards exist for rating, their pooled rating may serve as a standard, according to Siegel (1956). The measurement of (W) ranged from 0.0 to 1.0, with 0.0 being the most significant amount of agreement.

The formula used is as follows:

$$W = \frac{\sum_{i=1}^{n}\left[R_i - \frac{k(n+1)}{2}\right]^2}{\sum_{i=1}^{n}\left[ik - \frac{k(n+1)}{2}\right]^2} = \frac{12S}{k_2 n(n_2 - 1)}$$

TABLE 6

ANALYSIS OF RESEARCH DATA FOR CONCORDANCE
AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.1721	498.9701	290	.0000	$\angle.001$

The collection of attributes from round one were grouped into manageable categories as follows; General / Personal, Cultural Sensitivity, Professional Skills, Strategies and Methods, and Credentials. The ratings for the data in each of these groups were processed independently to find the degree of agreement. The next four tables

illustrate the figures for each group. The 12 judges used essentially the same standard in ranking the General/Personal items with a (W) of .44 (Table 7). Therefore, 44% of the observed variability can be accounted for by agreement among the 12 panelists on the 74 attributes within the General/Personal category.

TABLE 7

ANALYSIS OF RESEARCH DATA GROUP 'GENERAL/PERSONAL' FOR
CONCORDANCE AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.4413	354.3292	73	.0000	$\angle$.001

The 12 judges used essentially the same standard in ranking the Cultural Sensitivity items with a (W) of .27 (Table 8). Therefore, 27% of the observed variability can be accounted for by agreement among the 12 panelists on the 72 attributes within the Cultural Sensitivity category. There was a significant degree of agreement among the 12 judges on the rankings of the Cultural Sensitivity items.

TABLE 8

ANALYSIS OF RESEARCH DATA GROUP 'CULTURAL SENSITIVITY' FOR
CONCORDANCE AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.2727	212.9619	71	.0000	$\angle$.001

The 12 judges used essentially the same standard in ranking the Professional Skills items with a (W) of .34 (Table 9). Therefore, 34% of the observed variability can be accounted for by agreement among the 12 panelists on the 80 attributes within the Professional Skills category. There was a significant degree of agreement among the 12 judges on the rankings of the Professional Skills items.

TABLE 9

ANALYSIS OF RESEARCH DATA GROUP 'PROFESSIONAL SKILLS' FOR
CONCORDANCE AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.3381	293.8295	79	.0000	$\angle$.001

The 12 judges used essentially the same standard in ranking the Strategies and Methods items with a (W) of .23 (Table 10). Therefore, 23% of the observed variability can be accounted for by agreement among the 12 panelists on the 48 attributes within the Strategies and Methods category. There was a significant degree of agreement among the 12 judges on the rankings of the Strategies and Methods items.

TABLE 10

ANALYSIS OF RESEARCH DATA GROUP 'STRATEGIES AND METHODS' FOR
CONCORDANCE AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.2275	117.6111	47	.0000	$\angle$.001

The 12 judges used essentially the same standard in ranking the Credentials items

with a (W) of .47 (Table 11). Therefore, 47% of the observed variability can be

accounted for by agreement among the 12 panelists on the 17 attributes within the

Credentials category. There was a significant degree of agreement among the 12 judges on

the rankings of the Credentials items.

TABLE 11

ANALYSIS OF RESEARCH DATA GROUP 'CREDENTIALS' FOR
CONCORDANCE AND RELIABILITY CALCULATIONS

CASES	W	CHI-SQUARE	D.F.	SIGNIFICANCE	PROBABILITY
12	.4705	75.2879	16	.0000	$\angle$.001

Development of the Final List

The objective of this study was to produce a list of the top fifty attributes. Since

the elimination of redundancies was to still be conducted by the panel of professional

educators, all attributes with a 4.0 ranking and above were observed for redundancies

The elimination of redundancies was conducted by Ray Sanders, Ed.D, Oklahoma

State University; Amanda Cobb, Ph.D, Oklahoma University; and Patty Sanders, M.Ed.,

of Oklahoma State University. The consensus among this group is as follows in Table 12,

showing the highest ranking common attribute in bold, followed by those that were similar

and therefore omitted. The final, usable list of attributes for consideration when hiring

international consultants that will be involved in projects of developing countries (six month minimum duration) is presented along with their relative ranking means in Table 13. Interrater reliability of the group eliminating the redundancies was considered high, since there were only a few disagreements with the assignment of like attributes. Consensus of the group produced the groupings as illustrated in Table 12.

TABLE 12

GROUPS COMPILED TO ELIMINATE REDUNDANCIES

	mean	std. dev.
1. honest	5.00	.00
honesty	5.00	.00
honesty/integrity	5.00	.00
honesty	4.91	.30
honesty - (trustworthy in personal and professional situations)	4.73	.47
honesty	4.73	.47
truthful - (don't lie! sometimes it's tempting, but eventually it will backfire)	4.73	.47
others perceive individual as being fair, objective and honest in dealings	4.64	.50
fair - (impartial to all factions - evenhanded)	4.45	.52
2. is ethical	5.00	.00
ethical sense that causes him/her to question what they are doing in a positive manner	4.55	.52
3. integrity	5.00	.00
a person of integrity	5.00	.00
integrity	4.91	.30

TABLE 12 (continued)

4. independent - ability to work with minimal guidance	4.91	.30
can function well on his/her own	4.82	.40
self-reliant	4.82	.40
5. flexibility	4.91	.30
flexibility - (can change methods and operational procedures as required to achieve goals and objectives of assignment)	4.73	.47
flexibility - willingness / capacity to adapt	4.73	.47
flexible in adapting to work/social conditions	4.64	.50
flexible	4.64	.50
flexibility	4.55	.52
should be very flexible in contract negations for personal services	4.00	.89
6. technically competent - (in areas for which you accept the position)	4.91	.30
work experience - technical expertise	4.90	.32
being skilled in the area for which hired - technical or managerial	4.90	.32
is competent in his/her field	4.82	.40
knowledge of subject area	4.82	.40
knowledgeable	4.82	.40
knowledge of subject	4.82	.40
current in area(s) of expertise	4.80	.42
degrees and training appropriate to assignment	4.50	.53
experience	4.36	.50
has broad international experience	4.00	.94
five years minimum successful employment in the field	4.00	1.15
previous developing country experience	4.00	.82
technical expertise in the area of consultation	4.60	.70
7. team player - (most projects are team efforts - not one person shows)	4.82	.40

TABLE 12 (continued)

team player	4.73	.47
works well as a team member	4.73	.47
ability to work as part of a team	4.73	.47
team - player	4.64	.50
good team member/player	4.64	.50
team building	4.55	.69
ability to work as part of multidisciplenary team	4.45	.69
a hands - on worker as opposed to a manager	4.09	.70
8. adaptability - (to foreign living conditions, cultures, people)	4.82	.40
is adaptable	4.73	.47
easy - going / adaptable	4.00	.63
versatility - (competence of good working knowledge in various		
disciplines and skills make a more valuable person)	4.00	.77
responds to environmental changes	4.00	.45
9. prepares for international assignment	4.82	.40
10. can handle stress	4.82	.40
high tolerance for stress	4.64	.50
work well under pressure	4.55	.52
11. ready to face frustration	4.82	.40
12. dependable	4.82	.40
dependability	4.82	.60
13. judgment skills that know when it is necessary to clarify work		
responsibilities and with whom to do that	4.73	.47
good manager - (organized and knowledgeable of current practices)	4.73	.47
ability to identify and analyze the information needed for		
project at hand	4.73	.47

TABLE 12 (continued)

has good project management skills	4.73	.47
enabler	4.27	.47
empower others	4.27	.47
facilitative	4.18	.40
has good administrative skills	4.18	.40
encourages others	4.09	.30
allow self-actualization of others	4.09	.54
14. experience in transferring knowledge and skills to others	4.73	.65
breath/depth of experience in the area of their consultancy	4.55	.52
multilevel of skills such as teacher, supervisor, director, curriculum. development expert, business administrator etc.	4.50	.53
instructional ability - (international consulting requires a transfer of technology, procedures and practice)	4.36	.50
experience in transferring knowledge in the country or region where sent	4.09	.54
facilitator	4.18	.40
skilled and interested in working with and teaching others	4.09	.94
15. patience	4.73	.47
patience	4.55	.52
patience	4.55	.52
patient	4.55	.52
displays patience	4.45	.52
patient and able to tolerate delays	4.36	.50
work at recipients country pace. don't push too much ahead of their capacity to absorb	4.18	.40
16. self starter	4.73	.47

TABLE 12 (continued)

assertiveness	4.09	.54
17. problem solver / results oriented	4.73	.47
is a good problem solver	4.64	.50
18. has credibility; knows what he/she is doing	4.73	.47
19. ability to accept responsibility for own actions	4.73	.47
20. leadership ability	4.73	.47
be a leader - (take initiative, set examples, encourage others)	4.55	.52
leadership ability	4.45	.69
good leadership skills	4.45	.69
ability to provide leadership	4.45	.52
ability to create ownership of project activities or part of key players	4.36	.50
has good leadership skills	4.36	.50
leadership - small groups	4.18	.40
21. has an understanding and appreciation of the views of others	4.73	.47
ability to listen and question to elicit information	4.64	.50
willing to "see" multiple sides of issues, particularly when those		
alternative perspectives reflect mulicultural viewpoints	4.64	.50
listens to others and values the views of others	4.55	.52
accepts innovative ideas	4.00	.77
22. maintains focus on the ultimate goal	4.64	.50
ability to plan and execute the plan	4.55	.52
able to establish goals and work toward them	4.55	.52
task oriented	4.27	.47
directed/focused, but not inflexible	4.27	.47
committed	4.27	.47
dedication	4.27	.47

TABLE 12 (continued)

dedicated to work	4.09	.54
commitment to success	4.09	.30
23. good follow through skills	4.64	.50
persistence	4.55	.52
24. good communication skills	4.64	.50
effective written communication skills	4.45	.52
good writer	4.36	.50
good listener	4.36	.50
good communication style	4.36	.50
has good written skills	4.36	.50
has good writing skills	4.36	.50
good writing skills	4.36	.50
has good presentation skills	4.27	.47
good listener	4.27	.65
good speaker	4.09	.54
has good speaking skills	4.09	.54
25. enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a job you know you won't like)	4.64	.50
enjoys international development work	4.55	.52
26. understanding of sensitivity to host country social/cultural/historical context	4.64	.50
acceptance of cultural differences	4.55	.52
has an understanding and appreciation of other cultures	4.55	.52
respect local cultures	4.55	.52
practices the proper etiquette for the country one is working with	4.45	.52
good cross - cultural skills	4.45	.52

TABLE 12 (continued)

an understanding of the social customs of the country	4.45	.52
must demonstrate cultural knowledge of the country in which the		
consulting is to be performed	4.27	.47
understand cultural differences	4.27	.47
understand the mental set of recipient country personnel with		
respect to work, goals, success	4.27	.79
likes people of other cultures	4.27	.79
some understanding of the culture of the host country	4.27	.47
an understanding of business customs of the country	4.18	.87
be sensitive to country's accomplishments no matter how small		
or inappropriate	4.00	.45
willingness to participate in community activities not specifically		
within the scope of work	4.00	.63
takes interest in the culture and language of the country	4.00	1.00
27. people oriented - (many problems are the same, the people and		
culture you work with are different)	4.45	.69
relates well with people	4.36	.50
28. capable of distinguishing the proper course action to apply to a poor		
or wealthy developing country	4.55	.52
recognize that local governments may not have the capacity to		
support relatively sophisticated projects	4.09	.30
29. recognizes the limitations of his/her own views and perceptions	4.55	.52
knows own limits; is not threatened by individuals who know		
more, or who do not share some views	4.55	.52
know when and how to back off	4.09	.54

TABLE 12 (continued)

30. has an understanding of technical solutions outside of USA practices; is willing to apply non-USA technical solutions	4.55	.52
31. sincere in desire to do the best for the project beneficiaries - not just do what is convenient or easy... devotion to service	4.55	.52
work for project, not self-interest or greed	4.45	.52
is not selfish or greedy; is giving	4.27	.65
ability to not let the end justify the means	4.00	.63
32. open-mindedness not coming into a situation with pre-conceived notions	4.55	.69
willingness to integrate ideas other than ones own	4.55	.52
willing to accept diversity	4.36	.67
open to new ideas	4.36	.67
willingness to compromise	4.27	.47
33. has a positive attitude	4.55	.52
positive attitude	4.36	.67
a positive self-image and self-esteem	4.09	.54
confidence	4.09	.30
enthusiastic	4.00	.45
34. 'practice what you preach' - (demonstrate the values you tell others to have)	4.55	.52
35. willingness to make do with assets you have	4.55	.52
ability to maximize marginal assets	4.36	.50
will not let unexpected problems interfere with goal attainment	4.27	.65
36. ability to avoid inappropriate religious "evangelization" of citizens of the host country	4.55	.82
37. creative in addressing problems (e.g., lack of materials)	4.45	.52

TABLE 12 (continued)

creative thinking - (to devise and /or apply new approaches

       to problem solving)   4.45   .52

innovativeness   4.36   .67

creativity   4.36   .50

creativity   4.27   .47

creative   4.27   .47

has the ability to conceptualize and create a vision   4.27   .47

38. willing to study local situation before arriving at solutions   4.45   .52

39. good health   4.45   .52

good health   4.45   .52

good health   4.27   .47

ability to work- challenging physical settings   4.00   .45

40. is willing to do what is necessary   4.45   .52

casual, not afraid to get hands dirty   4.09   .54

41. computer literate   4.36   .50

42. accurate - attention to details   4.36   .50

has good organizational ability   4.27   .47

efficient with work   4.18   .40

43. ability to complete project without being judgmental of host cultures

       that may have been cause of unsuccessful project   4.36   .67

ability to not immerse into the negative aspects of the host culture   4.00   .63

44. sincerity   4.36   .50

genuine concern with helping others   4.27   .65

firm - (if you say it, mean it, do it)   4.18   .60

45. ability to work with in time constraints   4.36   .50

TABLE 12 (continued)

46. respectful	4.36	.50
tactful	4.27	.47
47. ability to live with ambiguity	4.36	.50
able to tolerate and deal with ambiguity	4.27	.47
high tolerance for ambivalence	4.00	1.34
48. effective trust builder	4.36	.50
others have confidence in his/her capabilities	4.27	.47
49. take advantage of opportunity	4.36	.50
50. considerate and cooperative	4.27	.47
willingness to follow directions from employer/funder when asked		
to do something in a particular way that is not harmful to others	4.27	.65
considerate of others	4.09	.30
51. endurance	4.27	.47
persistence	4.27	.47
determination	4.18	.40
52. consistent - (keep actions / reactions on an even keel; don't change		
decisions / actions just to please)	4.27	.65
53. conducts regular evaluations of goal progress	4.27	.47
knowledge/experience with reporting requirements	4.18	.40
skilled at data processing (if required by job) for report writing	4.18	.40
ability to communicate what they are thinking/planning to both their		
counterparts and funder	4.18	.40
good at maintaining financial records and in turning them in an		
orderly and timely manner.	4.00	.63
demonstrate competency in writing mission reports while on		
foreign assignment	4.00	.77

TABLE 12 (continued)

54. be able to identify decision-makers in recipient country	4.27	.47
acute understanding of the role of stakeholder participation		
in development	4.00	.45
55. sense of humor - (helps in surviving difficult situations and		
strange circumstances)	4.27	.47
sense of humor	4.18	.60
56. has little need to bolster own ego	4.27	.47
capable but humble not boastful	4.18	.60
is not consumed by own importance	4.18	.40
be a partner not a bigoted fountain of resources and know- how	4.09	.54
must never, never, never demonstrate a big-shot attitude	4.09	.94
57. share information - (with clients and colleagues; they will be more		
open to share with you)	4.27	.65
58. foster high expectations	4.18	.60
59. is interested in learning	4.18	.60
60. friendliness	4.18	.40
friendly - sociable	4.09	.30
socialization skills	4.09	.54
friendly	4.09	.54
61. minimum of a masters degree - doctors degree is much preferred		
especially in developing countries	4.10	1.20
62. availability - preferably those ready to go on short notice	4.10	.88
63. spouse and family can cope in new setting	4.09	.30
a spouse who shares the same attributes (if accompanied by a spouse)	4.00	1.00
64. is intelligent	4.09	.30
65. trusting of others	4.09	.54

TABLE 12 (continued)

66. foreign language skills (if needed)	4.09	.94
67. time management skills ability to set and meet schedules	4.09	.54
punctuality	4.00	.63
68. recognizing that the project as written for funding decisions is different from the reality in the field	4.00	.00
69. don't expect to be accepted before you have earned it	4.00	.63

TABLE 13

THE TOP 69 ATTRIBUTES

	mean	std. dev.
1. honest	5.00	.00
2. is ethical	5.00	.00
3. integrity	5.00	.00
4. independent - ability to work with minimal guidance	4.91	.30
5. flexibility	4.91	.30
6. technically competent - (in areas for which you accept the position)	4.91	.30
7. team player - (most projects are team efforts - not one person shows)	4.82	.40
8. adaptability - (to foreign living conditions, cultures, people)	4.82	.40
9. prepares for international assignment	4.82	.40
10. can handle stress	4.82	.40
11. ready to face frustration	4.82	.40
12. dependable	4.82	.40
13. judgment skills that know when it is necessary to clarify work responsibilities and with whom to do that	4.73	.47
14. experience in transferring knowledge and skills to others	4.73	.65
15. patience	4.73	.47
16. self starter	4.73	.47
17. problem solver / results oriented	4.73	.47
18. has credibility; knows what he/she is doing	4.73	.47
19. ability to accept responsibility for own actions	4.73	.47
20. leadership ability	4.73	.47
21. has an understanding and appreciation of the views of others	4.73	.47
22. maintains focus on the ultimate goal	4.64	.50
23. good follow through skills	4.64	.50

TABLE 13 (continued)

24. good communication skills	4.64	.50
25. enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a job you know you won't like)	4.64	.50
26. understanding of sensitivity to host country social/cultural/historical context	4.64	.50
27. people oriented - (many problems are the same, the people and culture you work with are different)	4.45	.69
28. capable of distinguishing the proper course action to apply to a poor or wealthy developing country	4.55	.52
29. recognizes the limitations of his/her own views and perceptions	4.55	.52
30. has an understanding of technical solutions outside of USA practices; is willing to apply non-USA technical solutions	4.55	.52
31. sincere in desire to do the best for the project beneficiaries - not just do what is convenient or easy... devotion to service	4.55	.52
32. open-mindedness not coming into a situation with pre-conceived notions	4.55	.69
33. has a positive attitude	4.55	.52
34. 'practice what you preach' - (demonstrate the values you tell others to have)	4.55	.52
35. willingness to make do with assets you have	4.55	.52
36. ability to avoid inappropriate religious "evangelization" of citizens of the host country	4.55	.82
37. creative in addressing problems (e.g., lack of materials)	4.45	.52
38. willing to study local situation before arriving at solutions	4.45	.52
39. good health	4.45	.52
40. is willing to do what is necessary	4.45	.52

TABLE 13 (continued)

41. computer literate	4.36	.50
42. accurate - attention to details	4.36	.50
43. ability to complete project without being judgmental of host cultures that may have been cause of unsuccessful project	4.36	.67
44. sincerity	4.36	.50
45. ability to work with in time constraints	4.36	.50
46. respectful	4.36	.50
47. ability to live with ambiguity	4.36	.50
48. effective trust builder	4.36	.50
49. take advantage of opportunity	4.36	.50
50. considerate and cooperative	4.27	.47
51. endurance	4.27	.47
52. consistent - (keep actions / reactions on an even keel; don't change decisions / actions just to please)	4.27	.65
53. conducts regular evaluations of goal progress	4.27	.47
54. be able to identify decision-makers in recipient country	4.27	.47
55. sense of humor - (helps in surviving difficult situations and strange circumstances)	4.27	.47
56. has little need to bolster own ego	4.27	.47
57. share information - (with clients and colleagues; they will be more open to share with you)	4.27	.65
58. foster high expectations	4.18	.60
59. is interested in learning	4.18	.60
60. friendliness	4.18	.40
61. minimum of a masters degree - doctors degree is much preferred especially in developing countries	4.10	1.20

TABLE 13 (continued)

62. availability - preferably those ready to go on short notice	4.10	.88
63. spouse and family can cope in new setting	4.09	.30
64. is intelligent	4.09	.30
65. trusting of others	4.09	.54
66. foreign language skills (if needed)	4.09	.94
67. time management skills ability to set and meet schedules	4.09	.54
68. recognizing that the project as written for funding decisions is different from the reality in the field	4.00	.00
69. don't expect to be accepted before you have earned it	4.00	.63

Differences in the Rankings Submitted by the Various Demographic Groups

Standard deviations of the distribution of differences between correlated scores for the final 69 attributes ranged from .00 to 1.20, with the mean standard deviation being .49. This indicated an average significant agreement among the participants. The two highest standard deviations were the topics of; a) minimum of a masters degree; and b) foreign language skills. The standard deviations for these two were 1.20 and .94 respectively. It was apparent there was a large gap in agreement on these two attributes.

The three different demographic groups were University, Government, and Business. While the Kendall's Coefficient of Concordance (W) indicated that there was significant agreement among the total group in the ranking of the attributes, there were some differences. The top sixty-nine attributes are presented along with the rankings of

each demographic group in Table 14. The University group was the most conservative with their rankings, while the Business group were the most generous in ranking these 69 attributes. A quick study of the figures reinforces the Kendall's W conclusion of significant agreement on the rankings.

TABLE 14

DIFFERENCES IN THE RANKINGS SUBMITTED BY
THE VARIOUS DEMOGRAPHIC GROUPS

	MEANS BY GROUP		
SUBGROUP AND ATTRIBUTE	UNIV.	GOV.	BUS.
GENERAL/PERSONAL			
honest	5.0	5.0	5.0
is ethical	5.0	5.0	5.0
integrity	5.0	5.0	5.0
independent - ability to work with minimal guidance	4.8	5.0	5.0
flexibility	4.8	5.0	5.0
adaptability - (to foreign living conditions, cultures, people)	4.8	5.0	4.5
can handle stress	4.6	5.0	5.0
dependable	4.8	4.75	5.0
problem solver / results oriented	4.8	4.5	5.0
patience	4.8	4.5	4.5
friendliness	4.4	4.0	4.0
is intelligent	4.0	4.25	4.0
ready to face frustration	4.6	5.0	5.0
self starter	5.0	4.25	5.0
has credibility; knows what he/she is doing	4.4	5.0	5.0
enjoy your work	4.6	4.75	4.5

TABLE 14 (continued)

recognizes the limitations of his/her own views and perceptions	4.4	5.0	4.0
has a positive attitude	4.4	4.75	4.5
good health	4.2	4.5	5.0
sincerity	4.4	4.25	4.5
respectful	4.4	4.25	4.5
considerate and cooperative	4.6	4.0	4.0
endurance	4.2	4.25	4.5
sense of humor	4.6	4.5	4.0
has little need to bolster own ego	4.4	4.25	4.0
is interested in learning	4.4	4.0	4.0
trusting of others	4.2	3.75	4.5

CULTURAL SENSITIVITY

has an understanding and appreciation of the views of others	4.8	5.0	4.0
understanding of sensitivity to host country social/cultural/historical context	4.6	4.75	4.5
capable of distinguishing the proper course action to apply to a poor or wealthy developing country	4.6	4.25	5.0
has an understanding of technical solutions outside of USA practices; is willing to apply non-USA technical solutions	4.2	4.75	5.0
ability to avoid inappropriate religious "evangelization" of citizens of the host country	4.4	4.5	5.0
ability to live with ambiguity	4.4	4.0	5.0
foreign language skills (if needed)	4.4	3.5	4.5
don't expect to be accepted before you have earned it	4.0	3.75	4.5
spouse and family can cope in new setting	4.0	4.25	4.0
ability to complete project without being judgmental of host cultures that may have been cause of unsuccessful project	4.6	4.25	4.0
willing to study local situation before arriving at solutions	4.4	4.75	4.0

TABLE 14 (continued)

availability - preferably those ready to go on short notice	3.75	4.5	4.0

PROFESSIONAL SKILLS

technically competent - (in areas for which you accept the position)	4.8	5.0	5.0
prepares for international assignment	4.6	5.0	5.0
experience in transferring knowledge and skills to others	4.6	4.75	5.0
leadership ability	4.6	4.75	4.5
ability to accept responsibility for own actions	4.4	5.0	5.0
good communication skills	4.4	5.0	4.5
sincere in desire to do the best for the project beneficiaries - not just			
do what is convenient or easy... devotion to service	4.6	4.25	5.0
accurate - attention to details	4.2	4.5	4.5
willingness to make do with assets you have	4.6	4.5	4.5
is willing to do what is necessary	4.6	4.25	4.5
ability to work with in time constraints	4.0	4.5	5.0
time management skills ability to set and meet schedules	3.8	4.5	4.0
recognizing that the project as written for funding decisions is			
different from the reality in the field	4.0	4.0	4.0

STRATEGIES AND METHODS

team player - (most projects are team efforts - not one person shows)	4.8	4.75	5.0
judgment skills that know when it is necessary to clarify work			
responsibilities and with whom to do that	4.6	4.75	5.0
maintains focus on the ultimate goal	4.4	4.75	5.0
good follow through skills	4.6	4.75	4.5
people oriented	4.4	4.5	4.5
open-mindedness not coming into a situation with pre-conceived			
notions	4.4	4.5	5.0
'practice what you preach'	4.6	4.5	4.5
creative in addressing problems (e.g., lack of materials)	4.2	4.75	4.5

TABLE 14 (continued)

effective trust builder	4.6	4.0	4.5
take advantage of opportunity	4.4	4.25	4.5
consistent	4.4	4.0	4.5
conducts regular evaluations of goal progress	4.2	4.25	4.5
be able to identify decision-makers in recipient country	4.2	4.25	4.5
share information	4.4	4.25	4.0
foster high expectations	4.4	3.75	4.5

CREDENTIALS

computer literate	4.2	4.25	5.0
minimum of a masters degree - doctors degree is much preferred			
especially in developing countries	4.5	3.5	4.5

Summary

The identification of attributes needed by international consultants was accomplished using the research technique. The three round research process found agreement on 291 attributes. The rationale for using the Kendall Coefficient of Concordance W was to check the degree of agreement among all the participants on the importance of the attributes. In this study, the Kendall W test statistic was used to measure the amount of agreement among the entire group of experts. It was also used to be certain there was not a subgroup of attributes that threatened agreement.

The majority of the attributes fell within the General/Personal category and the least number of attributes fell in the Credentials category of data. This seems to indicate that true intrinsic attributes such as honesty and ethical are more valued than types of college degrees earned. These results also might have been the majority of participants recognized things as 'honesty' as attributes and 'obtaining college degrees' were not considered attributes.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to develop a list of attributes which the international consultant should possess if to be considered for a position involving a lengthy stay in a developing country. The phases conducted to achieve the purpose and objective of the study consisted of instrumentation, selection of the respondents, collection of data, treatment of the data and the presentation and analysis of the data.

In an effort to identify attributes believed to be needed by international consultants, the researcher conducted a review of literature on attributes of the domestic and international consultant. Little was found in the review concerning a compilation of attributes, which confirmed the need for such a study. The purpose of the study grew out of the need for an up-to-date list of attributes of the successful international consultant. The instrument developed for the initial contact was simply a letter requesting participants to list attributes relevant to the situation.

International consulting is a profession that is as old as long distance travel. Since travel is now relatively easy, international commerce is a common part of all types of entities. Businesses, universities, government agencies and churches are doing more overseas today than ever before. The outcome of the consultation may differ, be it profits,

economic development, or evangelization, but each consultant must possess a collection of attributes that add up to a certain quality necessary for success.

Summary of Research

The research question for this study clarifies the objective: What are the desired attributes of consultants participating in long term projects of developing countries as perceived by private corporations, universities and governmental agencies?

The research utilized experts in the field of international consulting to generate the attributes. There were 16 who completed Round One, 12 who completed Round Two and 12 who completed Round Three. When a panelist failed to respond to one of the questionnaires, they were dropped from the active list and not sent any further materials. The first round gave the following directions: "Please take time to reflect on the positive attributes of previous or current successful consultants you have known. Confine your thoughts to those consultants involved in projects of developing countries with a minimum stay in the country of six months." It asked of them to list as many as 20 attributes. This was in order to generate a long list of attributes to be ranked by the group in Round Two.

The group responded with 291 attributes with the average participant offering 18.2 attributes. They were obviously generous with their input to the study. Letters, telephone calls and e-mails followed Round One with much enthusiasm for the need of such a study. The attributes were sorted and interpreted into five categories. To verify the attributes submitted, the participants were mailed a second round of the research containing all 291 attributes. From that list the experts were asked to rate the attributes on a Likert scale

from 1-5. They were also asked to expand the list should they determine an attribute was missing from the original compilation.

To conclude the research, a third round was mailed to the experts. Its purpose was to reach a final consensus on each item. Agreement was achieved on all 291 attributes presented in round three.

Conclusions

Based on the analyzed data the following list of conclusions are appropriate:

1. Since there was significant agreement among the experts on the entire list of 291 attributes it is concluded it is a valid list upon selection of international consultants can be based.

2. All 291 attributes were ranked relatively high by each demographic group; therefore, it is concluded the three groups have similar expectations of the international consultants they employ.

3. Training provided using the results of this study will decrease costs of international programs.

4. Adoption of attributes will impact success of consultants.

5. The General/Personal subgroup was considered the most important subgroup of attributes.

Recommendations

The following recommendations should be implemented:

1. The developed list of attributes should be analyzed by Human Resource Departments, or other departments involved in professional development of the employees that may become expatriates. The list of attributes should be considered in the development of a program to enhance such qualities in their potential international consulting candidates. Such a program would increase the chances of their success abroad;

2. University educators should consider the list of attributes when developing curriculum concerning international commerce, international teacher education or any other profession that may involve a consulting assignment overseas;

3. Professionals in the position of hiring international consultants should study the list of attributes prior to interviewing and assessing candidates. The list could also serve as a check list of attributes observed in the selection process;

4. The criteria for the evaluation of international consultants involves tangible items such as progress reports and budgets, and intangible items such as honesty. Professionals with the responsibility of periodically evaluating the success of international consultants should use the list of attributes while observing the intangible performance; and

5. Since there was agreement on the ranking of the attributes, there exists a need to include training and discussion on the top 69 attributes in programs of pre-departure for international consultants.

Recommendations for Further Study

The following recommendations are given for further study regarding attributes of

international consultants involved in projects of developing countries:

1. Further study should be conducted using the attributes generated by this study,

combined with attributes identified in the literature; and

2. Persons from business, government and educational institutions with expertise

in international consulting should meet together in a conference to consider implications

this study might have in the development of successful international consultants.

Discussion

The product of this study should be used as a foundation for assisting professionals

in the position of hiring international consultants in the selection of potentially successful

consultants. This study should encourage professionals responsible for pre-departure

programs for soon to be expatriates to align their curriculum in a way that fosters the

stated attributes. This study produced a list of attributes that evaluators of existing

international consulting projects should use when preparing a plan of improvement for

consultants experiencing difficulty.

The impact of the list of attributes will be multi-faceted. If the list is utilized in the

above mentioned suggestions, factors such as money, job performance, reputation and

productivity will more likely be affected. Should fewer expatriates return prematurely, the

money saved would be significant since there would be no relocating the existing

consultant or the consultant's family and belongings. The enormous expense of training

and relocating a replacement consultant would also be avoided. The impact on individual job performance should be improved should consultants be selected based on the list. Training offered to enhance the attributes of those already involved in projects would certainly increase individual job performance.

The reputation of the consultant, the project administrator and the organization sponsoring the project are all at risk when an expatriate returns prematurely. Should the attributes be observed as addressed above, fewer consultants may fail and thus saving the reputation of the parties involved. Failed consultants can result in failure of the entire project. The impact of the resulting bad reputation of the institution providing the project would be directly translated into financial loss.

The overall productivity of international projects may be enhanced should the produced list of attributes be utilized in the selection, preparation and evaluation of international consultants.

The question must be asked by curriculum developers whether true attributes are something that can be taught. Attributes are intrinsic characteristics, but can they be developed by merely reading about them? How does one involve a student of pre-departure studies to a level that promotes practice of desired attributes?

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APPENDIXES

APPENDIX A

RATING SCALE ON SUCCESSFUL

EXPATRIATE QUALITIES

RATING SCALE ON SUCCESSFUL EXPATRIATE QUALITIES
(Harris and Moran, 1978)

Directions:

The following list of qualities have been identified in the management literature as being associated with success in a overseas environment. Consider the list and rate the degree t o which you possess each quality on a scale of 1 (low), 3(moderate, or 5 (high). Also ask a colleague to rate you. This will give you an overview of some of your strength and liabilities and your likelihood of success.

Qualities	Self Rating	Colleague Rating
Technical skill/competence for assignment		
Resourcefulness/resilience		
Comprehension of complex relationships		
Adaptability/Flexibility		
Emotional stability		
Ability to deal with ambiguity/uncertainty/differences		
Desire to work overseas and with people who are different		
Adaptability of your spouse and family		
Willingness of your spouse to live abroad		
Stability of marriage and family life		
Management skills applicable to another culture		
Successful domestic career performance		
Language ability for host culture		
Cultural empathy/sensitivity		
Cultural specific knowledge		
Interest in host culture		
Ability to get along with host nationals		
Tolerance of others' views, especially when they differ from your own		
Sensitivity to attitudes and feelings of others		
Good health and wellness		

List below your personal qualities which may cause difficulty for you in your overseas assignment.

_____

_____

List below practical steps to overcome or counteract such difficulties.

_____

_____

List below your personal strengths for an international assignment.

_____

_____

List specific steps you can take to capitalize upon these personal assets.

_____

_____

APPENDIX B

INTIAL 45 PARTICIPANTS

NOMINATED FOR

THE DELPI

The 45 Experts Asked to Participate in the Delphi

FirstName	LastName	JobTitle	Company	Address1	City	ST	PostalCode
David	Acker	Director, Intl. Research & Development	Oregon State University	Snell Hall 400	Corvallis	OR	97331-1641
Aloysius	Androlewicz	Vice President	Education Management Corporation	1101 N. Kings Highway, Suite 305	Cherry Hill	NJ	08034
Carol	Austin	President	Associated Resources for Development	116 Portola Drive #3	San Francisco	CA	94131
Valija	Axilrod	President	Powell International, Inc.	676-B Enterprise Drive	Lewis Center	OH	43035
Piers	Bateman	Sr. Vice President & C.O.O.	CORD Communications	324 Kelly Dr.	Waco	TX	76710
Frederick	Bates		Instructional Development Consulting	614 East Jennings	Newburgh	IN	47630
Reid	Bates		Louisiana State University	3928 Gourrier Lane #108	Baton Rouge	LA	70808
Dr. Fayte	Brewer	International Training Director	Center for International Programs	P.O.Box 9, Murray State University	Murray	KY	42071
Maija-Leena	Clarkson	President	Brighter Futures Co.	2864 S. Abington St.	Arlington	VA	22206-1317
Donald	Conrad	Ed., Training, & Mgmt. Consultant		4732 W. Leila Ave.	Tampa	FL	33611
Jean	Decker Mathews	International Labor Office	Washington Branch, Suite 801	1828 L Street, N.W.	Washington	DC	20036
Jack	Downey	Sr. Vice President, Dev. Planning	Academy for Educational Development	1875 Connecticut Ave., NW	Washington	DC	20009-1202

FirstName	LastName	JobTitle	Company	Address1	City	ST	PostalCode
Harry	Drier	President	International Network for Education	1236 Langston Drive	Columbus	OH	43220
Donald	Dunkle	VOTRAKON Project	JECOE Unit 61306	APO AE, 09803-1306			
Burr	Fancher	Practical Arts and Vocational Ed.		1555 SW 35th St.	Corvallis	OR	97333
David	Fretwell	Empl. & Training Specialist	The World Bank, Technical Dept., EMENA	1818 H Street, NW	Washington	DC	20433
Valaida	Fullwood	Manager, International Projects	Serco Education Limited	Suite 280, 51 Haddonfield Rd.	Cherry Hill	NJ	08002
Richard	Gilligan	Regional Director	Serco Education Ltd.	Suite 280, 51 Haddonfield Road	Cherry Hill	NJ	08028
Dale	Goodman	Educational Consultant		1870 Canyon Close Road	Los Angeles	CA	91107
Shirley	Hall	Base Coordinator	So. Ill. Univ. @ Travis AFB, ED. Office	530 Hukam Ave.	Travis Air Force Base	CA	94535
Dennis	Hanhi	Associate Professor	Southwestern Oregon Comm. College	1988 Newmark Avenue	Coos Bay	OR	97420
David	Hanson		Parval, Inc.	2050 Milden Road	Columbus	OH	43221-1940
John	Hatch	Senior Program Officer	Academy for Educational Development	1875 Connecticut Ave., NW	Washington	DC	20009
Dennis	Herschbach	Associate Professor	University of Maryland	7309 Princeton	College Park	MD	20740
Daniel	Kelley	President	Global Work-Ethic Fund	4300 Garrison Street, NW	Washington	DC	20016
George	Kraut	Chairman, Mechanical Eng. Tech.	Delaware Technical & Comm. College	400 Stanton-Christiana Rd.	Newark	DE	19713
Ray	Lestina	Dean, Corporate & Community Service	Triton College	2000 Fifth Ave.	River Grove	IL	60171
Joel	Magisos			201 Buck Loop Road	Sequim	WA	98382

FirstName	LastName	JobTitle	Company	Address1	City	ST	PostalCode
Larry	McClure	Education and Work Program Director	Northwest Regional Educational Lab.	101 S.W. Main St., Suite 500	Portland	OR	97204
Aaron	Miller	Professor Emeritus	The Ohio State University	1186 Ironwood Drive	Columbus	OH	43229
Suzanne	Pelletier	Executive Manager, Preferred Accts.	Agency for Instuctional Technology	1800 N. Stonelake Drive	Bloomington	IN	47404
Maris	Plavins	Educator II	University of Washington	WJ-10	Seattle	WA	98195
Sandra	Pritz	Research Specialist	Ctr. on Ed. & Training for Employment	1900 Kenny Road	Columbus	OH	43210
Ray	Ryan	Executive Director	Ctr. on Ed. & Training for Employment	1900 Kenny Road	Columbus	OH	43210
Celeste	Scheib Angus	Washington Representative	ORT International	2025 I St., NW, Suite 320	Washington	DC	20006
Peter	Schluter	President	Lab-Volt Systems	P.O.Box 686	Farmingdale	NJ	07727
Richard	Shepperd	Professor	Texas A&M University-Corpus Christi	6300 Ocean Drive	Corpus Christi	TX	78412
Robert	Stone	Regional Manager	Moss Enterprises	1915 W. 38th St.	Davenport	IA	52806
Angelo	Tedesco	Project Director, US Rep/Jecor/Votrakon	Riyadh, Saudi Arabia	P.O.Box 131 US REPCOA	New York	NY	09038-7001
James	Tritt			527 Oakwood Ave.	Pennington Gap	VA	24277
Lila	Waldman	Assistant Professor	Murray State University	Route 5, Box 1206	Murray	KY	42071
Karen	Wall Dogan	Recruitment Officer	International Labor Office, Washington Branch, Suite 801	1828 L Street, NW	Washington	DC	20036
Lex	Walters	President	Piedmont Technical College	P.O. Drawer 1467 Emerald Road	Greenwood	SC	29648

FirstName	LastName	JobTitle	Company	Address1	City	ST	PostalCode
Frank	Walton	Voc/Tech Teacher Education	U of H at Manoa, College of Education	1776 University Ave.	Honolulu	HI	96822
Dr. James	Weber	Assoc. Dean, College of Education	Mississippi State University	Box 5365	Mississippi State	MS	39762

APPENDIX C

PARTICIPANTS WHO COMPLETED

ROUND ONE OF

THE DELPHI

The 16 Participants Who Completed Round One of the Delphi

FirstName	LastName	JobTitle	Company	Address1	City	ST	Postal Code
David	Acker	Director, Intl. Research & Development	Oregon State University	Snell Hall 400	Corvallis	OR	97331-1641
Valija	Axelrod	President	Powell International, Inc.	676-B Enterprise Drive	Lewis Center	OH	43035
Reid	Bates		Louisiana State University	3928 Gourrier Lane #108	Baton Rouge	LA	70808
Dr. Fayte	Brewer	International Training Director	Center for International Programs	P.O.Box 9, Murray State University	Murray	KY	42071
Donald	Conrad	Ed., Training, & Mgmt. Consultant	.	4732 W. Leila Ave.	Tampa	FL	33611
Harry	Drier	President	International Network for Education	1236 Langston Drive	Columbus	OH	43220
Donald	Dunkle	VOTRAKON Project	JECOE Unit 61306	APO AE, 09803-1306 .			
Shirley	Hall	Base Coordinator	So. Ill. Univ. @ Travis AFB, ED. Office	530 Hukam Ave.	Travis Air Force Base	CA	94535
John	Hatch	Senior Program Officer	Academy for Educational Development	1875 Connecticut Ave., NW	Washington	DC	20009
Dennis	Herschbach	Associate Professor	University of Maryland	7309 Princeton	College Park	MD	20740
Ray	Lestina	Dean, Corporate & Community Service	Triton College	2000 Fifth Ave.	River Grove	IL	60171
Aaron	Miller	Professor Emeritus	The Ohio State University	1186 Ironwood Drive	Columbus	OH	43229
Richard	Shepperd	Professor	Texas A&M University-Corpus Christi	6300 Ocean Drive	Corpus Christi	TX	78412

FirstName	LastName	JobTitle	Company	Address1	City	ST	Postal Code
Karen	Wall Dogan	Recruitment Officer	International Labor Office, Washington Branch, Suite 801	1828 L Street, NW	Washington	DC	20036
Frank	Walton	Voc/Tech Teacher Education	U of H at Manoa, College of Education	1776 University Ave.	Honolulu	HI	96822
Dr. James	Weber	Assoc. Dean, College of Education	Mississippi State University	Box 5365	Mississippi State	MS	39762

APPENDIX D

PARTICIPANTS WHO COMPLETED

ROUNDS TWO AND THREE

OF THE DELPHI

The List of Participants That Completed All Three Rounds of the Delphi

FirstName	LastName	JobTitle	Company	Address1	City	State	Postal Code
Valija	Axelrod	President	Powell International, Inc.	676-B Enterprise Drive	Lewis Center	Ohio	43035
Reid	Bates		Louisianna State University	3928 Gourrier Lane #108	Baton Rouge	Louisianna	70808
Dr. Fayte	Brewer	International Training Director	Center for International Programs	P.O.Box 9, Murray State University	Murray	Kentucky	42071
Donald	Conrad	Ed., Training, & Mgmt. Consultant		4732 W. Leila Ave.	Tampa	Florida	33611
Harry	Drier	President	International Network for Education	1236 Langston Drive	Columbus	Ohio	43220
Donald	Dunkle	VOTRAKON Project	JECOE Unit 61306	APO AE, 09803-1306			
Shirley	Hall	Base Coordinator	So. Ill. Univ. @ Travis AFB, ED. Office	530 Hukam Ave.	Travis Air Force Base	California	94535
John	Hatch	Senior Program Officer	Academy for Educational Development	1875 Connecticut Ave., NW	Washington	D.C.	20009
Ray	Lestina	Dean, Corporate & Community Service	Triton College	2000 Fifth Ave.	River Grove	Illinois	60171
Aaron	Miller	Professor Emeritus	The Ohio State University	5603 Villa Gates Dr.	Hilliard	Ohio	43026
Richard	Shepperd	Professor	Texas A&M University-Corpus Christi	6300 Ocean Drive	Corpus Christi	Texas	78412
Karen	Wall Dogan	Recruitment Officer	International Labor Office, Washington Branch, Suite 801	1828 L Street, NW	Washington, DC 20036		

APPENDIX E

LETTER OF INVITATION

TO PARTICIPATE IN

THE DELPHI

David Powell   August 27, 1996
607 Sunset, Dr., SW
Ardmore, OK 73401
405-226-1772

Lila Waldman
Assistant Professor
Murray State University
Route 5, Box 1206
Murray, Kentucky 42071

Dear Lila,

 I am conducting a Delphi study to collect a list of desired attributes of consultants hired to assist developing countries. I am aware that you may work with such consultants and I consider your participation in this project very valuable. The participants will be rewarded with the results of the study, which will provide them with the collective agreement of peer professionals on the desired attributes.

 The Delphi process is not a laborious one on the part of the participants. You would be expected to first list as many desired attributes as you possible could. This will be the most important and time consuming part of the Delphi. Subsequent (2-3) requests will be made for you to accept or reject the input of other participants. Total anonymity will be kept, which should enable each participant to be more thoughtful and creative.

 In order to complete the Delphi in a timely manner I will be requesting a two week return date on each questionnaire. If you are willing to participate in the study please return the enclosed self addressed stamped postcard by September 15. If you are unable to participate, please return the postcard indicating an alternate which you feel has shown exemplary service to international consulting and would make a contribution to the study.

 Should you find this study interesting and wish to participate, I would like to thank you up front and commend you for your interest in the advancement of successful international consulting. Thank you for your time.

 If you have any questions please feel free to give me a call at work (405)-223-2070 X207, or home (405)-226-1772.

Sincerely,

David Powell, M.Ed., ABD
Occupational and Adult Education Doctoral Candidate,
Oklahoma State University

APPENDIX F

RETURN POSTCARD

A DELPHI STUDY OF DESIRED ATTRIBUTES OF CONSULTANTS HIRED TO ASSIST DEVELOPING COUNTRIES

☐ YES   I meet the qualifications and I am willing to participate in the study. (please check the information below and make any corrections which might be needed)

> Frank Walton
> Voc/Tech Teacher Education
> U of H at Manoa, College of Education
> 1776 University Ave.
> Honolulu, Hawaii 96822

☐ NO   I am not able to participate in the study, however, I recommend the following qualified person: (please list name, organization and address below)   ⇓

Frank Walton
Voc/Tech Teacher Education
U of H at Manoa, College of Education
1776 University Ave.
Honolulu, Hawaii 96822

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

APPENDIX G

ROUND ONE AND

COVER LETTER

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

October 1, 1996

Karen Wall Dogan
Recruitment Officer
International Labor Office, Washington Branch, Suite 801
1828 L Street, NW
Washington, DC 20036

Dear Karen,
Thank you for agreeing to participate in the Delphi study. The purpose of this research is to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries of at least six months duration. Your past and present experience with international consulting matters will be most helpful in the identification of the above.

Attached you will find the first of three questionnaires to get us started on the study. This will be the most time consuming of the three, so if we get past this brainstorming of attributes the rest of the Delphi should come fairly easy to you.

Thank you for caring enough about the future of international consulting to participate in this study. Remember, you will receive a detailed copy of the results upon completion. If you have any questions please do not hesitate to give me a call at work, 405-223-2070 x207, or home 405-226-1772.

Sincerely,

David Powell

Karen Wall Dogan
Recruitment Officer
International Labor Office, Washington Branch, Suite 801
1828 L Street, NW
Washington, DC 20036,

A.   Please check the professional category that best describes your position:
University related   ____
Government related   ____
Business related   ____

B.   DIRECTIONS:

Please take time to reflect on the positive attributes of previous or current successful consultants you have known. Confine your thoughts to those consultants involved in projects of developing countries with a minimum stay in the country of six months. List as many attributes as you can below. I am asking for twenty responses, if possible. Remember your input will remain anonymous, so should you have difficulty listing twenty responses, you are encouraged to use your creativity. If you already have a list, feel free to attach it to this form. If your response needs elaboration, just add it beneath the response. After completion, return this list to me in time for the scheduled October 15th analysis in the self addressed stamped envelope provided.

1.
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APPENDIX H

ROUND TWO AND

COVER LETTER

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

November 1, 1996

Karen Wall Dogan
Recruitment Officer
International Labor Office, Washington Branch, Suite 801
1828 L Street, NW
Washington, DC 20036

Dear Karen,
Thank you very much for participating in the Delphi concerning international consulting.
The response to round one was very encouraging and informative. As I indicated in my
initial letter, there will be three rounds of the Delphi. Attached you will find round two.
Your help is needed to further identify attributes of the successful international consultant.
Please review the list of attributes and rank them according to the scale given. Next,
please add any new criteria you feel has been omitted.

NOTE: Webster defines *attribute* as "inherent characteristic"

The third and final round of the Delphi will be identical to this round except the findings of
round two will be expressed in percentages next to each proposed attribute. You will at
that time have one last chance to reconsider the importance of the attributes.

Please return the questionnaire in time for the scheduled reviewing on
November 15th in the enclosed self addressed stamped envelope. Thanks again.

Sincerely,

David Powell, ABD, Oklahoma State University

A DELPHI STUDY OF DESIRED ATTRIBUTES OF CONSULTANTS
HIRED TO ASSIST DEVELOPING COUNTRIES
Part Two

Directions:

Listed below are the attributes which were identified through the first round of the Delphi. Please read each one carefully and check the number that best corresponds with your opinion. Again, the purpose of this research is to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries of at least six months duration. The numbers indicate:

5 = Absolutely Vital
4 = Strong Importance
3 = Important
2 = Not Very Necessary
1 = Not needed

General / personal

Attribute	5	4	3	2	1
high tolerance for stress	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
a positive self-image and self-esteem	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
creativity	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
honesty	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
follows instructions	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
independent - ability to work with minimal guidance	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
ready to face frustration	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
sense of humor	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
easy - going / adaptable	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
problem solver / results oriented	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
dependable	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
dependability	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
honesty	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]
self starter	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]

knowledge of subject   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is adaptable   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good health   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

can handle stress   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

adventurous   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

friendly - sociable   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

patient   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

enthusiastic   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

efficient with work   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

creative   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

patience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is intelligent   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has a positive attitude   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is interested in learning   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

can function well on his/her own   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is a good problem solver   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is willing to do what is necessary   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

endurance   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

persistence   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

creative thinking - (to devise and /or apply new approaches to problem solving)
     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

honesty - (trustworthy in personal and professional situations)
     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

firm - (if you say it, mean it, do it)   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

fair - (impartial to all factions - evenhanded)
     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

cheerfulness   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has little need to bolster own ego   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is ethical   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is not consumed by own importance   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has a variety of interests   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

integrity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

flexibility   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good listener   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good follow through skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

'practice what you preach' - (demonstrate the values you tell others to have)
   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

determination   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

positive attitude   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

versatility - (competence of good working knowledge in various disciplines and skills make a more valuable person)   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

open to new ideas   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

self-reliant   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good health   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

cordiality   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

sincerity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

dedication   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

integrity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

a person of integrity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

curious   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

respectful   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

honesty   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

patience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

friendly/outgoing   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

honest   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

flexible   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good health   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

inspirational   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

confidence   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

flexibility   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good listener   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

honesty/integrity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

creativity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

compassionate   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

patience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

Cultural Sensitivity

language skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

responds to environmental changes   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

sincere in desire to do the best for the project beneficiaries - not just do what is convenient or easy...
devotion to service   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

acute understanding of the role of stakeholder participation in development
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

'people' oriented - (many problems are the same, the people and culture you work with are different)
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

sense of humor - (helps in surviving difficult situations and strange circumstances)
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

practices the proper etiquette for the country one is working with
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to participate in community activities not specifically within the scope of work
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to discuss and use effective political networks
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to create ownership of project activities or part of key players
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

open-mindedness not coming into a situation with pre-conceived notions
                                     5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good cross - cultural skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

tactful   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

casual, not afraid to get hands dirty   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

friendly   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

understanding of sensitivity to host country social/cultural/historical context
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

facility with official host country language essential of understanding of local language/dialects desirable.
i.e.- ability to communicate effectively 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has an understanding of technical solutions outside of USA practices; is willing to apply non-USA
technical solutions   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

takes interest in the culture and language of the country
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

displays patience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

adaptability - (to foreign living conditions, cultures, people)
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

must demonstrate cultural knowledge of the country in which the consulting is to be performed
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

understand cultural differences   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to immerse into the host culture 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to try to learn host language if different form consultant
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to complete project without being judgmental of host cultures that may have been cause of
unsuccessful project   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to not immerse into the negative aspects of the host culture
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

enjoys international development work   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has an understanding and appreciation of the views of others
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

prepares for international assignment   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has an understanding and appreciation of other cultures
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

recognizes the importance and superiority of other social and cultural perspectives
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

recognizes the limitations of his/her own views and perceptions
                                         5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

listens to others and values the views of others

                                          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

likes people of other cultures   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

acceptance of cultural differences   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

experience in transferring knowledge and skills to others

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

experience in transferring knowledge in the country or region where sent

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

foreign language skills (if needed)   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

recognize that local governments may not have the capacity to support relatively sophisticated projects

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to ignore political systems and structures that seem totally incongruous with that of the consultant's
home country   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to avoid inappropriate religious "evangelization" of citizens off the host country

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

understand the mental set of recipient country personnel with respect to work, goals, success

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

be able to identify decision-makers in recipient country

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

socialization skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

be sensitive to country's accomplishments no matter how small or inappropriate

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

creative in addressing problems (e.g., lack of materials)

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willing to "see" multiple sides of issues, particularly when those alternative perspectives reflect
mulicultural viewpoints   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

genuine concern with helping others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

some understanding of the culture of the host country

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

high tolerance for ambivalence   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

a tolerance for a different (lower)standard of nutrition (food)

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

tolerance for a lower level of public sanitation

                                            5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

a spouse who shares the same attributes (if accompanied by a spouse)

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

an understanding of business customs of the country

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

an understanding of the social customs of the country

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

a willingness to try to attempt to learn some of the language of the host country

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

able to tolerate and deal with ambiguity　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

be a partner not a bigoted fountain of resources and know- how

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

work for project, not self-interest or greed　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

leave the host country a little better person than when you went

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

respect local cultures　　　　　　　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

work at recipients country pace. don't push too much ahead of their capacity to absorb

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

flexible in adapting to work/social conditions

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

breath/depth of experience in the area of their consultancy

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

ability to listen and question to elicit information

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

don't expect to be accepted before you have earned it

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

take time for community involvement　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

learn some of the language　　　　　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

have more to offer than technical advice and skill

5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

spouse and family can cope in new setting　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

language abilities　　　　　　　　5[ ]　　4[ ]　　3 [ ]　　2 [ ]　　1 [ ]

Professional Skills

good background in curriculum development

                        5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good administrative skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good project management skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

computer literate   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good writer   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good speaker   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

accurate - attention to details   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to work- challenging physical settings

                        5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to make do with assets you have 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to maximize marginal assets   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to accept responsibility for own actions

                        5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

effective written communication skills 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to work reactively not proactively - i.e.- let problems or solutions emerge out of information
gathering process   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good organizational ability   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has credibility; knows what he/she is doing 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is competent in his/her field   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good speaking skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good writing skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

work well under pressure   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good writing skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

works well as a team member   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a job you know you
won't like)   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

know when to quit - (Some jobs are of such a demanding nature that people are 'burned-out'. Know
when you are not being effective and longer - and move on.)
                        5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has the ability to conceptualize and create a vision

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good leadership skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good presentation skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has good written skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to work with in time constraints   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good at maintaining financial records and in turning them in in an orderly and timely manner.

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

maintains focus on the ultimate goal   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

conducts regular evaluations of goal progress

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

flexibility - (can change methods and operational procedures as required to achieve goals and objectives of assignment)   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

judgment skills that know when it is necessary to clarify work responsibilities and with whom to do that

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to follow directions from employer/funder when asked to do something in a particular way that is not harmful to others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ethical sense that causes him/her to question what they are doing in a positive manner

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

knowledge of subject area   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

commitment to success   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

knowledge/experience with reporting requirements

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

skilled at WordPerfect or other word-processing language

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

will not let unexpected problems interfere with goal attainment

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

consistent - (keep actions / reactions on an even keel; don't change decisions / actions just to please)

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

instructional ability - (international consulting requires a transfer of technology, procedures and practice)

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

team player - (most projects are team efforts - not one person shows)

5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good manager - (organized and knowledgeable of current practices)

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

technically competent - (in areas for which you accept the position)

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

skilled at data processing (if required by job) for report writing

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to communicate what they are thinking/planning to both their counterparts and funder

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

persistence   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

knowledgeable   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

recognizing that the project as written for funding decisions is different form the reality in the field

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

innovativeness   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

facilitative   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willing to study local situation before arriving at solutions

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

capable but humble not boastful   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

document, document, document   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

know when and how to back off   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

dedicated to work   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

flexibility - willingness / capacity to adapt   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

patient and able to tolerate delays   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

experience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

education   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

demonstrate competency in writing mission reports while on foreign assignment

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

demonstrate successful contract negotiations

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to assess situations of manpower need and make specific recommendations to accomplish the recommendations   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to select competent staff via trade competency evaluations

          5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

have a very good knowledge of computers - (email, word processing, internet, etc.)

	5[ ]	4[ ]	3 [ ]	2 [ ]	1 [ ]

team player 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

task oriented 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

directed/focused, but not inflexible 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

able to establish goals and work toward them
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

skilled and interested in working with and teaching others
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

committed 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

leadership ability 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

ability to plan and execute the plan 5[ ] 4[ ] 3 [ ] 2 [ ] 1.[ ]

good team member/player 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

assertiveness 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

good communication skills 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

punctuality 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

must have extensive background in the budget procedures and can demonstrate the development of project costs on proposals and /or operating budgets
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

hands on knowledge of spread sheets such as 1-2-3 or XL programs
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

Strategies and Methods

ability to identify and analyze the information needed for project at hand
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

willingness to integrate ideas other than ones own
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

monitors environment for changes 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

time management skills ability to set and meet schedules
5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

knows own limits; is not threatened by individuals who know more, or who do not share
some views 5[ ] 4[ ] 3 [ ] 2 [ ] 1 [ ]

group facilitator   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

team - player   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good leadership skills   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

a hands - on worker as opposed to a manager
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

take advantage of opportunity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

considerate and cooperative   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

leadership - small groups   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

effective trust builder   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to work as part of multidisciplenary team
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to live with ambiguity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to compromise   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to not let the end justify the means   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

sense of helpfulness   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

others have confidence in his/her capabilities
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

others perceive individual as being fair, objective and honest in dealings
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

is not selfish or greedy; is giving   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

truthful - (don't lie! sometimes it's tempting, but eventually it will backfire)
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

be a leader - (take initiative, set examples, encourage others)
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

share information - (with clients and colleagues; they will be more open to share with you)
                                    5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

relates well with people   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

empower others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

team building   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to work as part of a team   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

ability to provide leadership   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

trusting of others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

allow self-actualization of others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

considerate of others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

a modeler   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

encourages others   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

foster high expectations   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

encourage risk taking   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

accepts innovative ideas   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

leadership ability   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

congeniality   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willingness to learn as well as to teach   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

friendliness   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

good communication style   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

enabler   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

facilitator   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

willing to accept diversity   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

capable of distinguishing the proper course action to apply to a poor or wealthy developing country
                 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

should be very flexible in contract negations for personal services
                 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

must never, never, never demonstrate a big-shot attitude
                 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

Credentials

five years minimum successful employment in the field
                 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

being skilled in the area for which hired - technical or managerial
                 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

multi level of skills such as teacher, supervisor, director, curriculum. development expert, business administrator etc.   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

at least one trade and industrial competency 5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

has broad international experience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

minimum of a masters degree - doctors degree is much preferred especially in developing countries
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

graduate from a reputable university internationally known for their expertise in the field such as
vocational education   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

minimum of 12 college credits in management and supervision
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

three years overseas experience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

five years experience as a director of programs in a specific field such as vocational/technical education
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

availability - preferably those ready to go on short notice
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

degrees and training appropriate to assignment
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

work experience - technical expertise   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

previous developing country experience   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

experience at the local, state, federal and private level
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

current in area(s) of expertise   5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

technical expertise in the area of consultation
                                           5[ ]   4[ ]   3 [ ]   2 [ ]   1 [ ]

APPENDIX I

ROUND THREE AND

COVER LETTER

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

December 1, 1996

Valija Axelrod
President
Powell International, Inc.
676-B Enterprise Drive
Lewis Center, Ohio 43035

Dear Valija,
Thank you very much for participating in the Delphi concerning international consulting. I must apologize for the length of the attribute list. In doing a Delphi, I am not allowed to omit redundancies. As in all research of this nature, retention of participants is vital to keeping the validity of the results. We are rounding third base and heading for home, ***please*** stay with the study.

Attached you will find the round three of the Delphi. There are two purposes of this last and final round. One is to allow the participants a last chance to add any omitted attributes. The other purpose is to let the collective ranking from the group be known, as this may cause you to reconsider your initial opinions.

remember: Webster defines *attribute* as "inherent characteristic"

Please return the questionnaire in time for the scheduled reviewing on December 15th, in the enclosed self addressed stamped envelope. The results of this study will be sent to you as soon as the data is tabulated and analyzed. Thanks again for your participation.

Sincerely,

David Powell, ABD, Oklahoma State University

A DELPHI STUDY OF DESIRED ATTRIBUTES OF CONSULTANTS HIRED TO ASSIST DEVELOPING COUNTRIES
Part Three

Directions:

Listed below are the same attributes you recently ranked in round two of the Delphi. The numbers in the brackets represent the percentages of the Delphi group opinions from round two. Please read each one carefully and circle the number that best corresponds with your opinion. Again, the purpose of this research is to identify attributes for consideration in the hiring of successful consultants (technical or management) who will be participating in projects of developing countries of at least six months duration. The numbers indicate:

5 = Absolutely Vital
4 = Strong Importance
3 = Important
2 = Not Very Necessary
1 = Not needed

General / personal

high tolerance for stress	5 [67]	4 [33]	3 [0]	2 [0]	1 [0]
a positive self-image and self-esteem	5 [42]	4 [58]	3 [8]	2 [0]	1 [0]
creativity	5 [33]	4 [58]	3 [8]	2 [0]	1 [0]
honesty	5 [75]	4 [17]	3 [8]	2 [0]	1 [0]
follows instructions	5 [17]	4 [42]	3 [42]	2 [0]	1 [0]
independent - ability to work with minimal guidance	5 [67]	4 [33]	3 [0]	2 [0]	1 [0]
ready to face frustration	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]
sense of humor	5 [27]	4 [55]	3 [18]	2 [0]	1 [0]
easy - going / adaptable	5 [25]	4 [50]	3 [25]	2 [0]	1 [0]
problem solver / results oriented	5 [42]	4 [42]	3 [17]	2 [0]	1 [0]
dependable	5 [58]	4 [42]	3 [0]	2 [0]	1 [0]
dependability	5 [50]	4 [33]	3 [17]	2 [0]	1 [0]
honesty	5 [75]	4 [17]	3 [8]	2 [0]	1 [0]
self starter	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

knowledge of subject	5 [58]	4 [33]	3 [8]	2 [0]	1 [0]
is adaptable	5 [75]	4 [25]	3 [0]	2 [0]	1 [0]
good health	5 [17]	4 [67]	3 [8]	2 [8]	1 [0]
can handle stress	5 [58]	4 [33]	3 [8]	2 [0]	1 [0]
adventurous	5 [10]	4 [40]	3 [30]	2 [20]	1 [0]
friendly - sociable	5 [9]	4 [73]	3 [9]	2 [9]	1 [0]
patient	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
enthusiastic	5 [18]	4 [64]	3 [9]	2 [9]	1 [0]
efficient with work	5 [25]	4 [58]	3 [8]	2 [8]	1 [0]
creative	5 [33]	4 [58]	3 [8]	2 [0]	1 [0]
patience	5 [67]	4 [25]	3 [8]	2 [0]	1 [0]
is intelligent	5 [33]	4 [67]	3 [0]	2 [0]	1 [0]
has a positive attitude	5 [58]	4 [42]	3 [0]	2 [0]	1 [0]
is interested in learning	5 [25]	4 [50]	3 [17]	2 [8]	1 [0]
can function well on his/her own	5 [67]	4 [25]	3 [0]	2 [8]	1 [0]
is a good problem solver	5 [67]	4 [33]	3 [0]	2 [0]	1 [0]
is willing to do what is necessary	5 [33]	4 [42]	3 [25]	2 [0]	1 [0]
endurance	5 [25]	4 [42]	3 [17]	2 [17]	1 [0]
persistence	5 [33]	4 [33]	3 [17]	2 [17]	1 [0]

creative thinking - (to devise and /or apply new approaches to problem solving)

	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

honesty - (trustworthy in personal and professional situations)

	5 [67]	4 [25]	3 [8]	2 [0]	1 [0]

firm - (if you say it, mean it, do it)	5 [33]	4 [33]	3 [17]	2 [17]	1 [0]

fair - (impartial to all factions - evenhanded)

	5 [33]	4 [50]	3 [17]	2 [0]	1 [0]

cheerfulness	5 [8]	4 [25]	3 [50]	2 [17]	1 [0]
has little need to bolster own ego	5 [25]	4 [42]	3 [17]	2 [17]	1 [0]
is ethical	5 [67]	4 [25]	3 [8]	2 [0]	1 [0]

is not consumed by own importance	5 [27]	4 [55]	3 [9]	2 [9]	1 [0]
has a variety of interests	5 [0]	4 [55]	3 [27]	2 [18]	1 [0]
integrity	5 [73]	4 [18]	3 [9]	2 [0]	1 [0]
flexibility	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]
good listener	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
good follow through skills	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]

'practice what you preach' - (demonstrate the values you tell others to have)

	5 [55]	4 [27]	3 [9]	2 [9]	1 [0]
determination	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
positive attitude	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]

versatility - (competence of good working knowledge in various disciplines and skills make a more valuable person)

	5 [18]	4 [73]	3 [0]	2 [9]	1 [0]
open to new ideas	5 [36]	4 [45]	3 [9]	2 [9]	1 [0]
self-reliant	5 [55]	4 [36]	3 [9]	2 [0]	1 [0]
good health	5 [9]	4 [73]	3 [9]	2 [9]	1 [0]
cordiality	5 [18]	4 [64]	3 [9]	2 [9]	1 [0]
sincerity	5 [45]	4 [45]	3 [9]	2 [0]	1 [0]
dedication	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
integrity	5 [91]	4 [9]	3 [0]	2 [0]	1 [0]
a person of integrity	5 [82]	4 [9]	3 [9]	2 [0]	1 [0]
curious	5 [18]	4 [45]	3 [27]	2 [9]	1 [0]
respectful	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]
honesty	5 [82]	4 [9]	3 [9]	2 [0]	1 [0]
patience	5 [55]	4 [45]	3 [0]	2 [0]	1 [0]
friendly/outgoing	5 [30]	4 [40]	3 [10]	2 [20]	1 [0]
honest	5 [91]	4 [0]	3 [9]	2 [0]	1 [0]
flexible	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]
good health	5 [9]	4 [82]	3 [0]	2 [9]	1 [0]

inspirational	5 [0]	4 [36]	3 [45]	2 [18]	1 [0]
confidence	5 [27]	4 [64]	3 [9]	2 [0]	1 [0]
flexibility	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
good listener	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
honesty/integrity	5 [91]	4 [9]	3 [0]	2 [0]	1 [0]
creativity	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
compassionate	5 [0]	4 [70]	3 [20]	2 [10]	1 [0]
patience	5 [55]	4 [45]	3 [0]	2 [0]	1 [0]

Cultural Sensitivity

language skills	5 [9]	4 [55]	3 [18]	2 [18]	1 [0]
responds to environmental changes	5 [18]	4 [55]	3 [27]	2 [0]	1 [0]

sincere in desire to do the best for the project beneficiaries - not just do what is convenient or easy...
devotion to service   5 [45]   4 [55]   3 [0]   2 [0]   1 [0]

acute understanding of the role of stakeholder participation in development
                                         5 [18]   4 [64]   3 [18]   2 [0]   1 [0]

'people' oriented - (many problems are the same, the people and culture you work with are different)
                                         5 [55]   4 [36]   3 [0]   2 [9]   1 [0]

sense of humor - (helps in surviving difficult situations and strange circumstances)
                                         5 [36]   4 [55]   3 [0]   2 [9]   1 [0]

practices the proper etiquette for the country one is working with
                                         5 [64]   4 [36]   3 [0]   2 [0]   1 [0]

willingness to participate in community activities not specifically within the scope of work
                                         5 [18]   4 [55]   3 [9]   2 [18]   1 [0]

ability to discuss and use effective political networks
                                         5 [18]   4 [36]   3 [45]   2 [0]   1 [0]

ability to create ownership of project activities or part of key players
                                         5 [45]   4 [27]   3 [27]   2 [0]   1 [0]

open-mindedness not coming into a situation with pre-conceived notions
                                         5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

good cross - cultural skills   5 [45]   4 [45]   3 [0]   2 [9]   1 [0]

tactful   5 [50]   4 [50]   3 [0]   2 [0]   1 [0]

casual, not afraid to get hands dirty   5 [18]   4 [73]   3 [9]   2 [0]   1 [0]

friendly   5 [18]   4 [73]   3 [9]   2 [0]   1 [0]

understanding of sensitivity to host country social/cultural/historical context
                                                 5 [64]   4 [27]   3 [9]   2 [0]   1 [0]

facility with official host country language essential of understanding of local language/dialects desirable.
i.e.- ability to communicate effectively   5 [17]   4 [58]   3 [17]   2 [8]   1 [0]

has an understanding of technical solutions outside of USA practices; is willing to apply non-USA
technical solutions   5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

takes interest in the culture and language of the country
                                                 5 [55]   4 [27]   3 [9]   2 [9]   1 [0]

displays patience   5 [42]   4 [50]   3 [8]   2 [0]   1 [0]

adaptability - (to foreign living conditions, cultures, people)
                                                 5 [82]   4 [18]   3 [0]   2 [0]   1 [0]

must demonstrate cultural knowledge of the country in which the consulting is to be performed
                                                 5 [27]   4 [73]   3 [0]   2 [0]   1 [0]

understand cultural differences   5 [45]   4 [45]   3 [9]   2 [0]   1 [0]

ability to immerse into the host culture   5 [18]   4 [64]   3 [0]   2 [18]   1 [0]

willingness to try to learn host language if different form consultant
                                                 5 [36]   4 [18]   3 [27]   2 [18]   1 [0]

ability to complete project without being judgmental of host cultures that may have been cause of
unsuccessful project   5 [45]   4 [45]   3 [9]   2 [0]   1 [0]

ability to not immerse into the negative aspects of the host culture
                                                 5 [18]   4 [55]   3 [27]   2 [0]   1 [0]

enjoys international development work   5 [55]   4 [36]   3 [0]   2 [9]   1 [0]

has an understanding and appreciation of the views of others
                                                 5 [73]   4 [27]   3 [0]   2 [0]   1 [0]

prepares for international assignment   5 [73]   4 [27]   3 [0]   2 [0]   1 [0]

has an understanding and appreciation of other cultures
                                                 5 [64]   4 [36]   3 [0]   2 [0]   1 [0]

recognizes the importance and superiority of other social and cultural perspectives
                                                 5 [27]   4 [27]   3 [18]   2 [18]   1 [9]

recognizes the limitations of his/her own views and perceptions
                                                 5 [60]   4 [40]   3 [0]   2 [0]   1 [0]

listens to others and values the views of others

5 [60]	4 [40]	3 [0]	2 [0]	1 [0]

likes people of other cultures

5 [50]	4 [20]	3 [20]	2 [10]	1 [0]

acceptance of cultural differences

5 [70]	4 [20]	3 [0]	2 [10]	1 [0]

experience in transferring knowledge and skills to others

5 [70]	4 [30]	3 [0]	2 [0]	1 [0]

experience in transferring knowledge in the country or region where sent

5 [50]	4 [40]	3 [10]	2 [0]	1 [0]

foreign language skills (if needed)

5 [30]	4 [40]	3 [10]	2 [20]	1 [0]

recognize that local governments may not have the capacity to support relatively sophisticated projects

5 [50]	4 [40]	3 [0]	2 [10]	1 [0]

ability to ignore political systems and structures that seem totally incongruous with that of the consultant's home country

5 [20]	4 [20]	3 [20]	2 [20]	1 [20]

ability to avoid inappropriate religious "evangelization" of citizens off the host country

5 [60]	4 [10]	3 [20]	2 [10]	1 [0]

understand the mental set of recipient country personnel with respect to work, goals, success

5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

be able to identify decision-makers in recipient country

5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

socialization skills

5 [27]	4 [55]	3 [9]	2 [0]	1 [0]

be sensitive to country's accomplishments no matter how small or inappropriate

5 [10]	4 [70]	3 [20]	2 [0]	1 [0]

creative in addressing problems (e.g., lack of materials)

5 [60]	4 [40]	3 [0]	2 [0]	1 [0]

willing to "see" multiple sides of issues, particularly when those alternative perspectives reflect mulicultural viewpoints

5 [70]	4 [30]	3 [0]	2 [0]	1 [0]

genuine concern with helping others

5 [50]	4 [40]	3 [0]	2 [10]	1 [0]

some understanding of the culture of the host country

5 [60]	4 [40]	3 [0]	2 [0]	1 [0]

high tolerance for ambivalence

5 [50]	4 [30]	3 [0]	2 [20]	1 [0]

a tolerance for a different (lower)standard of nutrition (food)

5 [20]	4 [50]	3 [30]	2 [0]	1 [0]

tolerance for a lower level of public sanitation

5 [9]	4 [36]	3 [55]	2 [0]	1 [0]

a spouse who shares the same attributes (if accompanied by a spouse)

5 [36]   4 [27]   3 [36]   2 [0]   1 [0]

an understanding of business customs of the country

5 [45]   4 [45]   3 [0]   2 [9]   1 [0]

an understanding of the social customs of the country

5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

a willingness to try to attempt to learn some of the language of the host country

5 [36]   4 [45]   3 [0]   2 [18]   1 [0]

able to tolerate and deal with ambiguity   5 [36]   4 [45]   3 [18]   2 [0]   1 [0]

be a partner not a bigoted fountain of resources and know- how

5 [27]   4 [45]   3 [18]   2 [9]   1 [0]

work for project, not self-interest or greed   5 [64]   4 [36]   3 [0]   2 [0]   1 [0]

leave the host country a little better person than when you went

5 [36]   4 [27]   3 [36]   2 [0]   1 [0]

respect local cultures   5 [64]   4 [36]   3 [0]   2 [0]   1 [0]

work at recipients country pace. don't push too much ahead of their capacity to absorb

5 [18]   4 [55]   3 [27]   2 [0]   1 [0]

flexible in adapting to work/social conditions

5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

breath/depth of experience in the area of their consultancy

5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

ability to listen and question to elicit information

5 [64]   4 [27]   3 [0]   2 [9]   1 [0]

don't expect to be accepted before you have earned it

5 [36]   4 [36]   3 [27]   2 [0]   1 [0]

take time for community involvement   5 [18]   4 [36]   3 [36]   2 [9]   1 [0]

learn some of the language   5 [36]   4 [45]   3 [9]   2 [9]   1 [0]

have more to offer than technical advice and skill

5 [18]   4 [45]   3 [18]   2 [9]   1 [0]

spouse and family can cope in new setting   5 [27]   4 [64]   3 [9]   2 [0]   1 [0]

language abilities   5 [18]   4 [55]   3 [9]   2 [18]   1 [0]

Professional Skills

good background in curriculum development

	5 [25]	4 [25]	3 [33]	2 [17]	1 [0]

has good administrative skills

	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

has good project management skills

	5 [83]	4 [8]	3 [8]	2 [0]	1 [0]

computer literate

	5 [25]	4 [67]	3 [8]	2 [0]	1 [0]

good writer

	5 [42]	4 [58]	3 [0]	2 [0]	1 [0]

good speaker

	5 [33]	4 [58]	3 [0]	2 [8]	1 [0]

accurate - attention to details

	5 [18]	4 [64]	3 [18]	2 [0]	1 [0]

ability to work- challenging physical settings

	5 [33]	4 [50]	3 [17]	2 [0]	1 [0]

willingness to make do with assets you have 5 [58] 4 [42] 3 [0] 2 [0] 1 [0]

ability to maximize marginal assets

	5 [42]	4 [50]	3 [8]	2 [0]	1 [0]

ability to accept responsibility for own actions

	5 [58]	4 [42]	3 [0]	2 [0]	1 [0]

effective written communication skills

	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

ability to work reactively not proactively - i.e.- let problems or solutions emerge out of information gathering process

	5 [33]	4 [33]	3 [25]	2 [8]	1 [0]

has good organizational ability

	5 [33]	4 [67]	3 [0]	2 [0]	1 [0]

has credibility; knows what he/she is doing 5 [75] 4 [25] 3 [0] 2 [0] 1 [0]

is competent in his/her field

	5 [75]	4 [25]	3 [0]	2 [0]	1 [0]

has good speaking skills

	5 [25]	4 [75]	3 [0]	2 [0]	1 [0]

has good writing skills

	5 [42]	4 [58]	3 [0]	2 [0]	1 [0]

work well under pressure

	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

good writing skills

	5 [42]	4 [58]	3 [0]	2 [0]	1 [0]

works well as a team member

	5 [83]	4 [17]	3 [0]	2 [0]	1 [0]

enjoy your work - (and show it! A job you hate usually isn't done well. Don't take a job you know you won't like)

	5 [58]	4 [42]	3 [0]	2 [0]	1 [0]

know when to quit - (Some jobs are of such a demanding nature that people are 'burned-out'. Know when you are not being effective and longer - and move on.)

	5 [17]	4 [58]	3 [25]	2 [0]	1 [0]

has the ability to conceptualize and create a vision

    5 [18]   4 [82]   3 [0]   2 [0]   1 [0]

has good leadership skills   5 [50]   4 [50]   3 [0]   2 [0]   1 [0]

has good presentation skills   5 [42]   4 [58]   3 [0]   2 [0]   1 [0]

has good written skills   5 [42]   4 [58]   3 [0]   2 [0]   1 [0]

ability to work with in time constraints   5 [50]   4 [50]   3 [0]   2 [0]   1 [0]

good at maintaining financial records and in turning them in in an orderly and timely manner.

    5 [25]   4 [58]   3 [17]   2 [0]   1 [0]

maintains focus on the ultimate goal   5 [58]   4 [42]   3 [0]   2 [0]   1 [0]

conducts regular evaluations of goal progress

    5 [33]   4 [67]   3 [0]   2 [0]   1 [0]

flexibility - (can change methods and operational procedures as required to achieve goals and objectives of assignment)   5 [67]   4 [33]   3 [0]   2 [0]   1 [0]

judgment skills that know when it is necessary to clarify work responsibilities and with whom to do that

    5 [67]   4 [33]   3 [0]   2 [0]   1 [0]

willingness to follow directions from employer/funder when asked to do something in a particular way that is not harmful to others   5 [58]   4 [33]   3 [8]   2 [0]   1 [0]

ethical sense that causes him/her to question what they are doing in a positive manner

    5 [55]   4 [36]   3 [18]   2 [0]   1 [0]

knowledge of subject area   5 [58]   4 [42]   3 [0]   2 [0]   1 [0]

commitment to success   5 [33]   4 [67]   3 [0]   2 [0]   1 [0]

knowledge/experience with reporting requirements

    5 [17]   4 [67]   3 [17]   2 [0]   1 [0]

skilled at WordPerfect or other word-processing language

    5 [25]   4 [50]   3 [8]   2 [17]   1 [0]

will not let unexpected problems interfere with goal attainment

    5 [25]   4 [67]   3 [8]   2 [0]   1 [0]

consistent - (keep actions / reactions on an even keel; don't change decisions / actions just to please)

    5 [33]   4 [58]   3 [8]   2 [0]   1 [0]

instructional ability - (international consulting requires a transfer of technology, procedures and practice)

    5 [42]   4 [58]   3 [0]   2 [0]   1 [0]

team player - (most projects are team efforts - not one person shows)

    5 [82]   4 [18]   3 [0]   2 [0]   1 [0]

good manager - (organized and knowledgeable of current practices)

        5 [64]   4 [27]   3 [9]   2 [0]   1 [0]

technically competent - (in areas for which you accept the position)

        5 [82]   4 [18]   3 [0]   2 [0]   1 [0]

skilled at data processing (if required by job) for report writing

        5 [36]   4 [55]   3 [0]   2 [9]   1 [0]

ability to communicate what they are thinking/planning to both their counterparts and funder

        5 [50]   4 [50]   3 [0]   2 [0]   1 [0]

persistence   5 [55]   4 [36]   3 [9]   2 [0]   1 [0]

knowledgeable   5 [64]   4 [36]   3 [0]   2 [0]   1 [0]

recognizing that the project as written for funding decisions is different form the reality in the field

        5 [9]   4 [82]   3 [0]   2 [9]   1 [0]

innovativeness   5 [64]   4 [18]   3 [9]   2 [9]   1 [0]

facilitative   5 [36]   4 [55]   3 [9]   2 [0]   1 [0]

willing to study local situation before arriving at solutions

        5 [45]   4 [55]   3 [0]   2 [0]   1 [0]

capable but humble not boastful   5 [27]   4 [64]   3 [9]   2 [0]   1 [0]

document, document, document   5 [0]   4 [64]   3 [18]   2 [18]   1 [0]

know when and how to back off   5 [18]   4 [55]   3 [27]   2 [0]   1 [0]

dedicated to work   5 [36]   4 [55]   3 [9]   2 [0]   1 [0]

flexibility - willingness / capacity to adapt 5 [73]   4 [27]   3 [0]   2 [0]   1 [0]

patient and able to tolerate delays   5 [55]   4 [36]   3 [9]   2 [0]   1 [0]

experience   5 [55]   4 [45]   3 [0]   2 [0]   1 [0]

education   5 [36]   4 [55]   3 [0]   2 [9]   1 [0]

demonstrate competency in writing mission reports while on foreign assignment

        5 [9]   4 [73]   3 [9]   2 [9]   1 [0]

demonstrate successful contract negotiations

        5 [9]   4 [64]   3 [9]   2 [18]   1 [0]

ability to assess situations of manpower need and make specific recommendations to accomplish the recommendations   5 [9]   4 [64]   3 [18]   2 [9]   1 [0]

ability to select competent staff via trade competency evaluations

        5 [27]   4 [36]   3 [27]   2 [9]   1 [0]

have a very good knowledge of computers - (email, word processing, internet, etc.)

	5 [18]	4 [45]	3 [18]	2 [18]	1 [0]

team player	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]

task oriented	5 [36]	4 [64]	3 [0]	2 [0]	1 [0]

directed/focused, but not inflexible	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]

able to establish goals and work toward them

	5 [36]	4 [64]	3 [0]	2 [0]	1 [0]

skilled and interested in working with and teaching others

	5 [45]	4 [45]	3 [0]	2 [9]	1 [0]

committed	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]

leadership ability	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]

ability to plan and execute the plan	5 [50]	4 [50]	3 [0]	2 [0]	1 [0]

good team member/player	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]

assertiveness	5 [18]	4 [55]	3 [18]	2 [9]	1 [0]

good communication skills	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]

punctuality	5 [18]	4 [55]	3 [27]	2 [0]	1 [0]

must have extensive background in the budget procedures and can demonstrate the development of project costs on proposals and /or operating budgets

	5 [9]	4 [64]	3 [9]	2 [18]	1 [0]

hands on knowledge of spread sheets such as 1-2-3 or XL programs

	5 [9]	4 [36]	3 [18]	2 [36]	1 [0]

Strategies and Methods

ability to identify and analyze the information needed for project at hand

	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]

willingness to integrate ideas other than ones own

	5 [55]	4 [45]	3 [0]	2 [0]	1 [0]

monitors environment for changes	5 [18]	4 [36]	3 [36]	2 [9]	1 [0]

time management skills ability to set and meet schedules

	5 [27]	4 [64]	3 [9]	2 [0]	1 [0]

knows own limits; is not threatened by individuals who know more, or who do not share some views

	5 [64]	4 [36]	3 [0]	2 [0]	1 [0]

group facilitator	5 [36]	4 [45]	3 [18]	2 [0]	1 [0]

team - player	5 [73]	4 [27]	3 [0]	2 [0]	1 [0]
good leadership skills	5 [55]	4 [36]	3 [9]	2 [0]	1 [0]
a hands - on worker as opposed to a manager	5 [18]	4 [45]	3 [36]	2 [0]	1 [0]
take advantage of opportunity	5 [18]	4 [64]	3 [9]	2 [9]	1 [0]
considerate and cooperative	5 [36]	4 [64]	3 [0]	2 [0]	1 [0]
leadership - small groups	5 [36]	4 [55]	3 [9]	2 [0]	1 [0]
effective trust builder	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
ability to work as part of multidisciplenary team	5 [55]	4 [27]	3 [18]	2 [0]	1 [0]
ability to live with ambiguity	5 [27]	4 [64]	3 [0]	2 [9]	1 [0]
willingness to compromise	5 [27]	4 [55]	3 [18]	2 [0]	1 [0]
ability to not let the end justify the means	5 [9]	4 [73]	3 [18]	2 [0]	1 [0]
sense of helpfulness	5 [18]	4 [64]	3 [9]	2 [9]	1 [0]
others have confidence in his/her capabilities	5 [27]	4 [73]	3 [0]	2 [0]	1 [0]
others perceive individual as being fair, objective and honest in dealings	5 [64]	4 [27]	3 [9]	2 [0]	1 [0]
is not selfish or greedy; is giving	5 [18]	4 [64]	3 [9]	2 [9]	1 [0]
truthful - (don't lie! sometimes it's tempting, but eventually it will backfire)	5 [82]	4 [18]	3 [0]	2 [0]	1 [0]
be a leader - (take initiative, set examples, encourage others)	5 [55]	4 [45]	3 [0]	2 [0]	1 [0]
share information - (with clients and colleagues; they will be more open to share with you)	5 [36]	4 [55]	3 [9]	2 [0]	1 [0]
relates well with people	5 [36]	4 [64]	3 [0]	2 [0]	1 [0]
empower others	5 [27]	4 [73]	3 [0]	2 [0]	1 [0]
team building	5 [45]	4 [45]	3 [9]	2 [0]	1 [0]
ability to work as part of a team	5 [82]	4 [18]	3 [0]	2 [0]	1 [0]
ability to provide leadership	5 [45]	4 [55]	3 [0]	2 [0]	1 [0]
trusting of others	5 [27]	4 [55]	3 [18]	2 [0]	1 [0]

allow self-actualization of others   5 [18]   4 [82]   3 [0]   2 [0]   1 [0]

considerate of others   5 [25]   4 [75]   3 [0]   2 [0]   1 [0]

a modeler   5 [18]   4 [45]   3 [27]   2 [9]   1 [0]

encourages others   5 [18]   4 [82]   3 [0]   2 [0]   1 [0]

foster high expectations   5 [9]   4 [82]   3 [9]   2 [0]   1 [0]

encourage risk taking   5 [9]   4 [64]   3 [18]   2 [9]   1 [0]

accepts innovative ideas   5 [36]   4 [45]   3 [18]   2 [0]   1 [0]

leadership ability   5 [45]   4 [45]   3 [0]   2 [9]   1 [0]

congeniality   5 [10]   4 [60]   3 [10]   2 [20]   1 [0]

willingness to learn as well as to teach   5 [27]   4 [64]   3 [0]   2 [9]   1 [0]

friendliness   5 [18]   4 [73]   3 [9]   2 [0]   1 [0]

good communication style   5 [27]   4 [73]   3 [0]   2 [0]   1 [0]

enabler   5 [36]   4 [64]   3 [0]   2 [0]   1 [0]

facilitator   5 [18]   4 [73]   3 [9]   2 [0]   1 [0]

willing to accept diversity   5 [45]   4 [45]   3 [0]   2 [9]   1 [0]

capable of distinguishing the proper course action to apply to a poor or wealthy developing country
        5 [36]   4 [36]   3 [18]   2 [9]   1 [0]

should be very flexible in contract negations for personal services
        5 [0]   4 [60]   3 [30]   2 [10]   1 [0]

must never, never, never demonstrate a big-shot attitude
        5 [27]   4 [45]   3 [18]   2 [9]   1 [0]

Credentials

five years minimum successful employment in the field
        5 [50]   4 [17]   3 [25]   2 [8]   1 [0]

being skilled in the area for which hired - technical or managerial
        5 [75]   4 [25]   3 [0]   2 [0]   1 [0]

multi level of skills such as teacher, supervisor, director, curriculum. development expert, business administrator etc.   5 [42]   4 [50]   3 [8]   2 [0]   1 [0]

at least one trade and industrial competency 5 [33]   4 [33]   3 [25]   2 [8]   1 [0]

has broad international experience   5 [33]   4 [33]   3 [17]   2 [17]   1 [0]

minimum of a masters degree - doctors degree is much preferred especially in developing countries
   5 [42]   4 [25]   3 [17]   2 [17]   1 [0]

graduate from a reputable university internationally known for their expertise in the field such as
vocational education   5 [17]   4 [33]   3 [25]   2 [17]   1 [8]

minimum of 12 college credits in management and supervision
   5 [17]   4 [8]   3 [33]   2 [25]   1 [17]

three years overseas experience   5 [25]   4 [33]   3 [8]   2 [25]   1 [8]

five years experience as a director of programs in a specific field such as vocational/technical education
   5 [8]   4 [8]   3 [50]   2 [25]   1 [8]

availability - preferably those ready to go on short notice
   5 [33]   4 [50]   3 [8]   2 [0]   1 [8]

degrees and training appropriate to assignment
   5 [58]   4 [25]   3 [17]   2 [0]   1 [0]

work experience - technical expertise   5 [67]   4 [33]   3 [0]   2 [0]   1 [0]

previous developing country experience   5 [42]   4 [25]   3 [33]   2 [0]   1 [0]

experience at the local, state, federal and private level
   5 [8]   4 [8]   3 [50]   2 [17]   1 [17]

current in area(s) of expertise   5 [67]   4 [25]   3 [8]   2 [0]   1 [0]

technical expertise in the area of consultation
   5 [83]   4 [17]   3 [0]   2 [0]   1 [0]

APPENDIX J

LETTER ENCOURAGING COMPLETION

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

December 20, 1996

«FirstName» «LastName»
«JobTitle»
«Company»
«Address1»
«City», «State» «PostalCode»

Dear «FirstName»,

      I have not yet received your completed round three of the delphi study in which you were participating. As I wrote in my last correspondence:

We are rounding third base and heading for home, ***please*** stay with the study.

Enclosed is a stamped return postcard for you to let me know your status. If you have misplaced round three, let me know and I will send another. Your input is vital to this study.

Sincerely,

David Powell, ABD, Oklahoma State University

please let me know the status of round three:

☐ I did not received round three, please mail me another and I will return it ASAP.

☐ It is in the mail, or, you will get it soon.

☐ I probably received it, but most likely was trashed with all my other summer junk mail. Please send me another and I will return it ASAP.

☐ I do not plan on completing the study... even though I realize we are almost finished.

Frank Walton
Voc/Tech Teacher Education
U of H at Manoa, College of Education
1776 University Ave.
Honolulu, Hawaii 96822

David Powell
607 Sunset Dr., SW
Ardmore, OK 73401

APPENDIX K

INSTITUTIONAL REVIEW BOARD

HUMAN SUBJECTS REVIEW

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 12-18-95   **IRB#:** ED-96-054

Proposal Title: DESIRED ATTRIBUTES OF CONSULTANTS HIRED TO ASSIST DEVELOPING COUNTRIES

Principal Investigator(s): Ray Sanders, David Powell

Reviewed and Processed as: Exempt

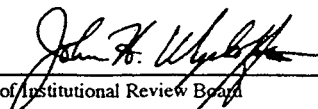**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____   Date: December 20, 1995

Chair of Institutional Review Board

VITA

David L. Powell

Candidate for the Degree of

Doctor of Education

Thesis: DESIRED ATTRIBUTES OF CONSULTANTS HIRED TO ASSIST DEVELOPING COUNTRIES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Miami, Oklahoma, March 4, 1957, the son of Lantz and Aimee Powell.

Education: Graduated from Ponca City High School, Ponca City, Oklahoma in May, 1975; received the Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma in August, 1979, with a major in Trade and Industrial Education; received a Master of Science degree in Art from Southwestern Oklahoma State University, Weatherford, Oklahoma in May, 1982; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma in May, 1997.

Professional Experience: Precision Machine Technology Instructor, Kiamichi Area Vocational-Technical School, McAlester, Oklahoma, August, 1982 to July, 1985, and then again from August, 1991 to August, 1996; Administrative Assistant and Business Development Coordinator at Southern Oklahoma Technology Center, Ardmore Oklahoma, August, 1996 to Present.