

EMPLOYERS' AND EDUCATORS'  
PERCEPTIONS OF JOB-RELATED  
COMPETENCIES NEEDED BY ENTRY-LEVEL  
INTERNATIONAL DEVELOPMENT AGENTS

By

TIMOTHY K. KOCK

Bachelor of Journalism  
University of Nebraska  
Lincoln, Nebraska  
1992

Master of Science  
University of Nebraska  
Lincoln, Nebraska  
1995

Submitted to the Faculty of the  
Graduate College of the  
Oklahoma State University  
in partial fulfillment of  
the requirements for  
the Degree of  
DOCTOR OF PHILOSOPHY  
May, 2010

EMPLOYERS' AND EDUCATORS'  
PERCEPTIONS OF JOB-RELATED  
COMPETENCIES NEEDED BY ENTRY-LEVEL  
INTERNATIONAL DEVELOPMENT AGENTS

Dissertation Approved:

Dr. William Weeks

---

Dissertation Adviser  
Dr. Kathleen D. Kelsey

---

Dr. Shelly Sitton

---

Dr. William Raun

---

Dr. A. Gordon Emslie

---

Dean of the Graduate College

## ACKNOWLEDGMENTS

I would like to thank the many people who helped and provided guidance throughout this process. Without your support, this would not have been possible. To all of the faculty and staff in the department, I say thank you for all your help and for giving me the opportunity to teach classes that I felt so deeply about. I hope I made a difference.

I would like to thank all my committee members for their commitment and continued encouragement of me to finish. Dr. Weeks, thanks for stepping to the plate when needed and moving this along. Dr. Kelsey, thanks for listening and helping me design a study that I felt deeply about; it made a difference. Dr. Sitton, thanks for your support when I needed it, and Dr. Raun thanks for letting me vent. I would also like to thank Evan Davis, Dr. Fuqua, and Dr. Key for their help with the statistical support I needed it!

I enjoyed my time at OSU and made many friends (you know who you are), in and out of the classroom. The many evenings we all shared just hanging out at someone's house, having a drink at our favorite watering-hole, listening to my stories of faraway places, or coming to see me during my recovery from "bad food" (or so I thought) it really added to the experience. I am sure we will somehow remain joined together from our time here. In the immortal words of a great cowboy character, "it's been quite a party ain't it." To my co-workers and friends overseas, thanks for the letting me run ideas by you and for providing me the opportunity to hone my craft in international development. I know it added to my education.

Finally, I would also like to thank my family Rick, Jay and Korina and their families, thanks for taking care of mom and my house while I was overseas. Kevin and

his family, thanks for all the times you picked me up from the airport when I returned home from an overseas assignment and helping me understand the process of graduate school again. To my step-brother and sister (Kevin & Cheryl), I say thanks for providing me the space I needed to finish.

To my dad and step-mom; I would like to thank you for your unconditional love and for giving me the drive to succeed. It took a lot of drive to finish this race. And to my too early departed step-dad and my mom; I wish both of you could have been here for the finish; it was interesting. It was a bumpy ride, but I made it! May both of you have a peaceful rest and enjoy your eternal life together I dearly love and miss both of you. To my parents, this work is dedicated.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION .....	1
Justification of the Study .....	2
Problem Statement .....	3
Purpose of Study .....	4
Objectives of Study .....	4
Limitations of Study .....	5
Assumptions.....	6
Significance of Study.....	6
Glossary of Selected Terms .....	7
II. REVIEW OF LITERATURE.....	10
Introduction.....	10
Students' Knowledge of International Issues .....	14
Studies Outside Extension .....	17
Selected Studies Describing Competencies .....	19
National Extension Studies .....	22
Competencies of Extension Faculty.....	24
Theoretical Framework.....	27
Summary .....	31
III. METHODOLOGY .....	34
Objectives of Study.....	35
Institutional Review Board (IRB).....	35
Design .....	36
Selection of Subjects.....	36
Population .....	36
Procedure for Determining Survey Populations .....	39
Instrument .....	40
Content Validity.....	43
Construct Validity .....	43
Conclusion Validity .....	44

Chapter	Page
Face Validity .....	44
External Validity .....	44
Pilot Test .....	45
Nonresponse Error .....	46
Reliability.....	47
Internet-based Questionnaire .....	48
Data Collection .....	48
Data Analysis .....	49
 IV. FINDINGS.....	 51
Purpose of Study.....	51
Objectives of Study.....	51
The Study Population.....	52
Objective 1 .....	52
Objective 2 .....	56
Objective 3 .....	60
Objective 4.....	67
Objective 5 .....	70
 V. SUMMARY, CONCLUSION AND RECOMENDATIONS .....	 80
Purpose of Study.....	80
Objectives of Study.....	80
Study Population.....	81
Summary of Findings.....	81
Objective 1 .....	81
Objective 2 .....	82
Objective 3 .....	82
Objective 4.....	83
Objective 5 .....	83
Conclusions.....	85
Recommendations.....	87
Implications/Discussion.....	89
 REFERENCES .....	 91
 APPENDICES .....	 103

## LIST OF TABLES

Table	Page
1. Summary of Selected Competencies Needed by Extension Educators .....	26
2. Categorical Breakdown of NGO Employee Positions.....	40
3. Comparison Competency Constructs.....	42
4. Pilot Test Construct Reliability Co-efficients Combined Populations .....	46
5. Reliability Co-efficient for Both Populations .....	47
6. Response Rate .....	48
7. NGO Mean Scores and Standard Deviations for Constructs .....	53
8. NGO Subpopulations Mean Scores and Standard Deviations for Constructs .....	55
9. NGO years working in foreign county MS and SD for Constructs .....	56
10. AIAEE Mean Scores and Standard Deviations for Constructs.....	57
11. AIAEE Subpopulations Mean Scores and Standard Deviations for Constructs....	59
12. AIAEE years working in foreign country MS and SD for Constructs .....	60
13. Conflict Management Questions Mean Scores and Standard Deviations .....	61
14. Cultural Diversity Questions Mean Scores and Standard Deviations .....	61
15. Program Planning and Evaluation Questions Mean Scores and Standard Dev .....	62
16. Public Relations Questions Mean Scores and Standard Deviations .....	62
17. Personal and Professional Development Questions Mean Scores and SD .....	63

18. Staff Relations Questions Mean Scores and Standard Deviations.....	63
19. Personal Skills Questions Mean Scores and Standard Deviations.....	64
20. Management Responsibility Questions Mean Scores and Standard Deviations ...	64
21. Work Habits Questions Mean Scores and Standard Deviations .....	65
22. Comparison of Construct Ranking for Perceived Level of Importance .....	66
23. Correlation of Age and Years of Foreign Work Experience (Combined) .....	68
24. Correlation of NGO Age and Years of Foreign Work Experience.....	69
25. Correlation of AIAEE Age and Years of Foreign Work Experience .....	69
26. Gender Distribution of NGO Employees and AIAEE Members.....	70
27. Distribution of Cultural Identity for NGO Employees and AIAEE Members .....	71
28. Mean Age of Populations.....	71
29. Years in Current Position.....	72
30. Highest Level of Education .....	73
31. Years of Work Experience Residing in Foreign Country.....	73
32. Regions of the World Where Respondent had Worked.....	74
33. Current Position in Non-Governmental Organization .....	75
34. Affiliation with AIAEE.....	75
35. Undergraduate Courses Taught Preparing Students for Development .....	76
36. Graduate Courses Taught Preparing Students for International Development.....	77
37. NGO Ranking and Mean Scores of Constructs .....	83
38. AIAEE Ranking and Mean Scores of Constructs .....	83
39. Demographics of Populations .....	85



## LIST OF FIGURES

Figure	Page
1. NGO Ranking Constructs According to Their Importance (1-9) .....	54
2. AIAEE Ranking Constructs According to Their Importance (1-9) .....	58
3. Comparison of Constructs Rankings According to their Importance (1-9) .....	67

## CHAPTER I

### INTRODUCTION

Monetary wealth is not equally distributed throughout the world, and in recent years as developed countries have become richer, many underdeveloped countries have fallen deeper into abject poverty. The United Nations Children’s Fund (UNICEF, 2007) indicated that about 11 million children die each year in poor countries because of starvation and the lack of basic health care – a condition that could be mitigated by access to proper knowledge, support and basic supplies. Developing countries need help, and wealthy nations have a moral, if not ethical, obligation to help.

According to the United States General Accounting Office (2003), since 1992 USAID staff size has decreased by 37 percent, but funding has increased by 57 percent. “As a result, USAID has increasingly relied on contractor staff—primary personal services contractors—to manage its day-to-day activities overseas” (p. 21). This shift has fostered many non-governmental agencies (NGOs) to become involved in implementing aid-supported development projects. As published in the Development Executive Group’s International Development Jobs Weekly Newsletter (2010, February 16), more than 50 NGOs advertised to fill more than 1,880 positions throughout the world.

The positions included business, construction, health, rural and social development, and agriculture jobs. As more positions are available in international development, it is important for employees to know what job-related competencies are necessary to be effective and successful in their future jobs.

Colleges and universities are charged with effectively designing curricula that will enable students to acquire the needed competencies and to better prepare individuals to live and work successfully in other cultures (Irigoin, M., Whitacre, P., Faulkner, D., & Coe, G., 2002; Vulpe, Kealey, Protheroe, & Macdonald, 2001). According to the United States Department of Education's National Center for Educational Statistics (2007a), if students are better prepared for the positions they seek, greater job satisfaction and advancement will follow. Irigoin, et al. (2002) stated that "Ideally, education and training programs based on competencies that are needed in the 'real-world' will prepare students who are ready to take on the challenges ahead" (p. 7). However, knowing what those job-related competencies are, especially from the point of view of potential employers, is imperative in designing learning experiences that facilitate their acquisition by students who aspire to work in international development.

### Justification of the Study

Based on the amount of financial and human resources being invested in international development and the paradigm shift to non-governmental organization-driven development programming, it is important to understand what competencies are needed by agents working in international development. According to Irigoin, et al., (2002) "the process of identifying

competencies must be developed with the participation of those who work in the field. An outside facilitator can bring experience with competency development to the table, but not replace the expertise of those involved” (p. 12).

Miller (2004) stated, “Universities/agencies where graduates may find employment after graduation often have a different focus than those of the U.S. land-grant model” (p. 114). Moreover, “how relevant, appropriate and transferable are the skills and abilities taught in graduate programs to the situations in which graduating students will find themselves in developing countries?” (p. 114). According to Rogers (1996), “poor training of extension staff has been identified as part of the problem of the relative ineffectiveness of much of the extension field” (p. 86). Van Crowder, Lindley, Bruening, and Doron (1998) concluded that “training of human resources in agriculture is often not a high priority in development. As a result, curricula and teaching programs are not particularly relevant to the production needs and employment of the agricultural sector” (p. 74).

Therefore, this study will seek to understand what research has been conducted on the issue, what other researchers found regarding competencies, and their summations of those findings.

### Problem Statement

A thorough review of literature found little research on what competencies are needed for entry-level international development agents. A better understanding of the perceived competencies needed by future international development agents could enhance educational

opportunities for future employees. We really do not know what competencies are needed to be successful (Irigoin, Whitacre Faulkner, and Coe (2002).

### Purpose of Study

The purpose of the study was to describe the competencies needed for entry-level international agents.

This study investigated job-related competencies as perceived by field staff and administrators working in international development agencies and by university faculty who are members of an international agriculture and Extension education association (AIAEE). If university faculty members can gain a better understanding of the skills needed by international development workers, they could address those needs through curriculum development, classroom instruction, and internship experiences that could provide employing agencies with employees who are better prepared to perform effectively.

### Objectives of the Study

For this study, the objectives were:

1. To describe the perceptions of selected representatives of non-governmental organizations (NGO) who employ baccalaureate-level or higher graduates in entry-level international development positions regarding the importance of selected job-related competencies.
2. To describe the perceptions of academic members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers in

- international development regarding the importance of selected job-related competencies.
3. To compare the perceptions of representatives of NGOs with those held by members of AIAEE regarding the importance of selected job-related competencies.
  4. To describe the relationship of age and years of work experience in a foreign country with the ranking of the nine constructs.
  5. To describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members.

#### Limitations of the Study

Data were collected from two non-profit, nongovernment organizations (NGOs) working in international development and from members of the Association of International Agricultural and Extension Education (AIAEE). The results of this study should be applied only to employees of NGOs from which data were collected and academic members of AIAEE who participated in the study. The findings cannot be generalized beyond those populations.

To address the issues of internal validity for NGOs, the researcher worked with only two individuals from those organizations throughout the research. All communications to the NGO population was carried out by the designated person for each NGO. Both NGOs received the same communication messages throughout the study. This reduced possible miscommunications to the participants employed in either NGO. As for the AIAEE population, internal validity was addressed by membership and student – instructor

relationships. Individual belonging to the association have expressed some interest in international development through belonging to the organization. Only members who held faculty – student roles were included in the study. External validity for the NGO population was addressed by including all management positions of the two NGOs in the study. The participants held positions of oversight of personnel evaluation and project implementation in foreign countries.

### Assumptions

The following assumptions were made for this study:

1. The job-related competencies needed by United States University Extension faculty are similar to those needed by international development workers to perform their work effectively.
2. The respondents understood all questions for which they provided responses.
3. The respondents answered all questions truthfully and accurately to the best of their abilities.

### Significance of Study

The study could enhance the curriculum designed and taught by university faculty in institutions that offer courses, programs of study, and degrees in international development. This study may also better inform employers about those competencies considered important or perceived by NGO staff, especially human resources personnel for international development specialists.

## Glossary of Selected Terms

Chief of party – field staff member who manages a project in a developing country.

Competencies – skills needed to work effectively in international development projects.

Examples, communication skills and the ability to work with people of different cultures (Cooper & Graham, 2001; Irigoin, et al., 2002).

Deputy chief of party – field staff who manages the project in a developing country when COP is away or unable to perform his or her duties.

Developing nations – countries lacking the resources and generating a low standard of living and underdeveloped industrial base which provides a low score in the Human Development Index (United Nations Development Program, 2008).

Developed nations – industrialized countries receiving a high score on the Human Development Index (United Nations Development Program, 2008).

Extension-type programs – non-formal local educational programs consisting of short presentations, daylong workshops, or a series of lessons that build quality relationships and provide evaluation and reflection opportunities (Jayaratne, Hanula, & Crawley, 2005; Snapp & Pound, 2008).

Field staff – individuals who work in developing nations to implement development programs.

Human development index – A United Nations scoring system used to rate countries on variety of development areas (United Nations Development Program, 2008).

Human resources – staff who perform hiring functions.



International development – foreign-funded programs designed to assist developing countries build capacity through financial, educational assistance, market expansion, and health care (Finley and Price, 1994; Vulpe, Kealey, Protheroe, and Macdonald, 2001).

International workers – Individuals who live and work in developing countries and provide expertise to local governments and people in areas of health, education, agriculture, governance and social issues (Vulpe, et al., 2001).

Non-governmental organizations – entities that are independent from government control, not challenging governments either as a political party or by a narrow focus on human rights (Willets, 2008).

Project coordinator/project director – a stateside administrator who manages a project in the development organization's portfolio (also called the Technical Managing Director).

Senior portfolio manager – a stateside administrator who manages a portfolio (i.e., a number of projects) for the development organization (also called a Senior Vice President).

Senior vice president – state administrator who manages a portfolio (i.e., a number of projects) for the company (also called a Senior Portfolio Manager).

Successful development consultant – an individual who can be content living and working in another culture and bridge the gap between local culture and the consultant's experience (Etling, 1997; Vulpe et al., 2001).

Technical managing directors/managing directors – Stateside administrator who manages a project in the portfolio (also called Project Director/Project Coordinator).

United States Department of Agriculture, Foreign Agricultural Service – A governmental agency that oversees foreign agricultural issues for the United States.

501c (3) – An organization that has Internal Revenue Service tax exempt status, such as religious and educational organizations (Internal Revenue [Code, 26 U.S.C 501(c)] 2009).

## CHAPTER II

### REVIEW OF LITERATURE

This chapter will present the relevant literature for the study. The review of literature was divided into the following sections: 1) introduction; 2) international awareness in education; 3) competencies of extension faculty, and 4) summary.

#### Introduction

The need for nations to cooperate with each other is extremely important in a global society (Oliver, et. al., 2009). As the world changes and becomes more complex, developed nations need to assist underdeveloped countries in the struggle to alleviate poverty and hunger throughout the world. For many years, the task of development was left to governments helping governments but over the last fifty years, the private sector has become more aggressive in addressing poverty-related issues. Non-governmental organizations (NGOs) have taken on a larger role in development as many donor countries see governments as ineffective in addressing the problem (FAO, 2004).

As the division of wealth between countries grows wider, developed countries are providing aid in larger amounts than ever before to developing nations. According to Oxfam (2008), worldwide aid in 2007 reached \$104 billion, and almost a quarter of that, \$21.3 billion, was invested by the United States (McConnell, 2006). Although these are just a few facts on development spending, it helps paint a clearer picture of the extent of development being implemented throughout the world. Due to the amount of development monies being spent worldwide, many organizations are able to execute international development projects and send workers into the field to work with host-country nationals. The United States government funds numerous non-governmental organizations that put international extension development programs into action, and these agencies depend on consultants to implement the projects.

Historically, the United States Agency for International Development (USAID) and the United States Department of Agriculture, Foreign Agricultural Service (USDA, FAS) have looked to American universities when hiring consultants. More specifically, they have looked to land-grant universities and the Cooperative Extension Service (Duffy, Toness, & Christiansen, 1998; Finley & Price, 1994) to provide much of the human capital for many international development projects. Recently, USAID and USDA have tapped universities and Cooperative Extension to provide leadership for rebuilding in Iraq and Afghanistan (USDA, 2007b).

However, a discernable shift to NGOs implementing extension-type programs in many countries and regions has occurred. Androulidakis et al. (2002) asserted that privatization in the supply of extension programs has been occurring over the last two decades. Moreover, Moyo and Hagmann (2000) found that NGOs have demonstrated

their ability to deliver extension programs. According to the officials of World Bank, “there are some private-led extension efforts, including Farmer Field Schools (FFS) activities run by NGOs” throughout Indonesia that provide training support to rural villages (Feder, Murgia, & Quizon, 2003, p. 11). Feder et al. also stated that “the Indonesian experience holds lessons for development agencies and governments in developing countries” (p. 6) by showing how to establish working relationships with villagers and empowering farmers to solve production problems.

In Egypt, Cooperative for Assistance and Relief Everywhere (CARE) International has organized farmer groups to meet the needs of markets in the European Union (Swanson & Samy, 2004). CARE has also provided training and technical support to farmers. By definition, extension can be summarized as “professionals identifying, adapting and sharing technology that is appropriate and needed by local communities” (Toness, 2001, p. 3). Individuals who perform extension functions work as organizers and build relationships with people and institutions to engage others in identifying, understanding, and looking for solutions to community problems (Peters, 2002). Rogers (2003) described extension professionals as “change agents” and described the U.S. extension service as the oldest and most successful integrated diffusion system for development, including agricultural and rural communications, in the world.

This paradigm shift to private-led extension programs means more NGOs are doing the work that most local governments cannot fulfill. According to Babajanian (2005), donors are looking at NGOs as “natural” organizations to implement programs, including extension-type activities. In developing countries, government officials apply to donor agencies and NGOs for funding and technical support to help pursue their

communities' needs (Babajanian, 2005). Earle (2005) described the role of NGOs as a vehicle to build infrastructure, reduce poverty and social tension, and thereby increase the confidence of local communities and their ability to organize other projects. The success of private-sector extension, especially with agricultural and rural development activities, plays a major role in international development, because developing countries have rural-based economies (Toness, 2001). Based on these findings, many NGOs have adopted a "Cooperative Extension-type" methodology to implement projects throughout the world.

The move towards NGO driven development work has increased the demand for field staff personnel or consultants. Based on this increased demand for development workers, universities need to know what competencies are needed by perspective consultants to increase the likelihood of their graduates finding gainful employment in the development sector. Redmann, Schupp, and Richardson (1998) confirmed this position: "as demand for international literate employees grows, both in the U.S. and abroad, it becomes more important for graduates from U.S. colleges to know more about other countries" (p. 36). In support, Hartman (2002) asserted that "the global perspective or mindset is the foundation for the development of skills, knowledge and attitudes necessary to become competitive professionals and effective leaders in the world-culture of the 21 Century" (p. 146). Research conducted by the Canadian Foreign Service Institute's Centre for Intercultural Learning describes a successful development worker as "someone who can live contentedly and work successfully in another culture" (Vulpe et al., 2001, p. 5).

As global issues change, NGOs have become valued implementers in Extension programming. International funding agencies have sought out private sector partners to

implement extension programs throughout the world. According to Duffy, Toness, and Christiansen (1998), and Finley and Price (1994); USAID and USDA have approached NGOs to implement extension programs in foreign countries. Moyo and Haggmann, (2000) supported those findings; they found that NGOs have demonstrated their ability to deliver extension programs.

Earlier researchers have described students' perceptions of international issues, and other investigators have addressed students' multicultural understanding and international cooperation among countries. However, this study addressed the gap by investigating the perceived competencies needed by consultants planning a career in international development from the perspective of employers and university educators.

#### *Students' Knowledge of International Issues and the Need for Curriculum reform*

Many scholars have investigated students' understanding of international issues, (i.e., Acker & Grieshop, 2004; Duffy, et al., 1998; Elliot & Yanik, 2002; Harbstreet & Welton, 1992; Hartmman, 2002; Luft, 1996; Navarro & Edwards, 2008; Miller, 2004; Redmann et. al., 1998; Whent, 1994; Wingenbach, Boyd, & Linder, 2003; Van Crowder, et al., 1998) and have addressed various aspects of the issue. Acker and Grieshop (2004) described areas of instruction for undergraduates concerning Extension courses offered at universities. The researchers found that communications, teaching methods, program design and youth development were core Extension courses taught to college students. They concluded by stating there is a "limited expression of global agriculture and global education themes in curricula" (p. 60).

Duffy et al., (1998) investigated the importance of internationalizing curriculum and found that universities have neglected curriculum concerning international development. Miller (2004) supported their finding by suggesting that the skills and abilities students are being taught may not be relevant or appropriate for employment with agencies working in developing countries. Hartmann (2002) addressed the issue of understanding global markets and their effect on development issues and found that there was a need for international development courses in universities. Duffy et al. also purposed that universities needed to internationalize curriculum in order to prepare students for a global environment. They continued by stating that “curriculum is the cornerstone to building human capacity” (p. 47). This was supported by Hartmann (2002) who suggested that “a course encompassing a global perspective will prepare graduates for an increasingly globalized world’ (p. 149). Navarro and Edwards (2008) stated, “it is important to present internationalization as a multifaceted effort of curriculum reform, a process embedded in all programs” (p. 80).

Elliot and Yanik (2002) sought to determine high school agricultural students’ attitudes and beliefs concerning international development. They found that students lack an understanding of the importance of international issues. Luft (1996) and Whent (1994), postulated, agricultural educators need to make greater strides in accepting people of diverse populations. Whent (1994) continued, America should move forward in accepting people of various cultural groups. Harbstreet and Welton (1992), Hartman (2002) and Wingenbach et al. (2003) queried college students and concluded that college graduates lacked knowledge about international agricultural issues. Selby, Peters, Sammons, Branson, and Balschweid (2005) concurred by stating that American students



are uninformed about international affairs and cultures beyond their nation's borders. Van Crowder et al. (1998) stated that "curricula should focus less on specific technology and more on processes and abilities of students to think and solve problems that are relevant to societal needs" (p. 72). In addition "students should learn skills that are transferable to a wide range of occupations" (p.72). Van Crowder et al. (1998) also suggested that excellent communication skills are extremely important for graduates.

Based on these findings, a need exists for more research about the knowledge and beliefs of American students regarding the impact of global issues on society. Moreover, it is important to understand these studies indicated that the curriculum needs periodic updates to keep up with changing global issues. To do that effectively, viewpoints of the employers who are charged with delivering international development projects should be considered as well. With relevant curriculum, universities can better prepare students to be "human resources" for rural development and leaders in a multifunctional context (Acker & Grieshop, 2004; Irigoien et al., 2002; Van Crowder et al., 1998). Further Acker and Grieshop (2004) asserted that, "we cannot afford to move into the future using only our rear view mirror" (p. 60). If future employees in international development are to be successful, it is important for university faculty to know what competencies are needed by development organizations in today's job market and, to the extent possible, tomorrow's as well. Therefore, the findings of this study could enhance the abilities of faculty to design curriculum that meets the demands of the international development market.

Earlier researchers found that students' perceptions about issues relevant to someday working in the international development sector were waning. Furthermore,

some scholars reported that institutions offering courses and experiences related to international issues were in need of curriculum reform (Acker & Grieshop, 2004; Irigoien et al., 2002; Navarro & Edwards, 2008; Van Crowder et al., 1998). Duffy et al. (2004) stated that curriculum needed to incorporate the importance of international development in order to prepare students for a global environment. Moreover, curriculum needs periodic updates to keep pace with changing global issues (Irigoien et al., 2002; Van Crowder et al., 1998).

*Studies Outside of Extension related to business, engineering, and medical education*

Over the last ten years, research has been done in the area of necessary competencies for extension faculty including county and community-based personnel (Cooper & Graham, 2001), but little for international extension work. According to Irigoien et al. (2002), some universities have implemented a competency-based curriculum in medicine, engineering. Moreover, some colleges and universities have started to address this issue in their undergraduate curriculum. April and April (2007) investigated what skills were needed by business students who wished to be competitive internationally and designed curriculum to meet those needs. They concluded that students needed to interact with people, all voices count, people are interdependent, people should strive for common good, and individuals should communicate effectively. As a result, the researchers' school designed curriculum to equip business leaders with the knowledge and vision of the common good that was needed to be successful in business and developing societies. The school grounded student leadership development

in accountability, control, change, emotion, life balance, realities, uncertainty, ethics, networking, transference, compassion, communications, and authenticity. The institutional goal was to enhance learning through exposure to multiple perspectives (April & April, 2007).

The U.S. Department of Education (USDE) also addressed the issue of skills necessary to be effective in international development or business (USDE, 2007a). The USDE stated that the preparation of students needed to be more hands-on and provide more human interaction. This push from USDE motivated Michigan State University to bring the acquisition of a second language into business education, thus, allowing students more connectivity with others (USDEb, 2007). Another program at the University of Washington implemented role-playing with online classmates throughout the world, which enhanced the individual student's communication skills (USDEb, 2007). These hands-on international experiences in educational programs provided students firsthand experiences to enhance their learning.

According to Vulpe et al. (2001), The Centre for Intercultural Learning concluded that nine competencies were needed by international consultants: adaptation skills, modesty, understanding, knowledge of culture, relationship building, knowledge of self, intercultural communication, organizational skills, and professional commitment. Further, Vulpe et al. stated that these competencies could be used as a guide when designing training programs for international personnel. These researchers concluded that some university departments have begun to address international issues as a way to create a broader experience for the students. April & April (2007) postulated, the key concepts needed by students were; accountability, control, change, emotion, life balance, realities,

uncertainty, ethics, networking, transference, compassion, communications, and authenticity.

*Selected Studies Describing Competencies Needed by Extension Personnel in Some International Context*

When addressing the competencies needed for the successful delivery of extension programming, researchers in Kenya investigated the skills of extension agents (Mwangi & McCaslin, 2000). The researchers concluded that a need to hire individuals with desirable leadership abilities and communication skills existed. Miller (2004) suggested that undergraduate students studying agriculture in Africa needed characteristics that included adaptability, initiative, creativity, integrity, flexibility, self-confidence, self-motivation and the ability to make decisions. Another study focused on curriculum that would infuse the notion of sustainability through the use of various innovations (Koulaouzides, Acker, Vergos & Crunkilton, 2003). In this study, the aim was to prepare students for leadership roles in community life while fostering a spirit of enterprise and cooperation. According to Koulaouzides et al., the primary focus of their study dealt with three types of learning: hands-on learning, classroom instruction, and laboratory demonstrations to strengthen the skills needed to work in communities and create sustainable impacts. Toness (2001) pointed out that sustainable development comes from collective decision-making, which creates a challenge in development without the necessary skills to bring communities together. Conflict can emerge because of differences over land use, property rights, economic issues, power struggles, or

cultural values (Ilvento, 1996; Langone, 1992). Earnest and McCaslin (1994) also suggested Cooperative Extension has constantly dealt with conflict. They purposed that by understanding the situation or people involved in the conflict Extension was able to work through it.

Another study assessing competencies needed by international extension professionals was conducted by Moyo and Hagmann, (2000). This study concentrated on the framework of “participatory extension approaches (PEA),” i.e., an approach that involves the way extension agents interact with communities. PEA focuses on the problem-solving skills of rural citizens and the agent’s ability to create social mobilization, understand the partnership between extension and community, implement action learning, and understand different cultures. According to Mauro and Hardison, (2002) and the United Nations, (2005) indigenous peoples should not be treated as clients, they should be invited into the decision making process. This holistic strategy is interwoven into many extension methodologies and has been found to be effective because the community is invited into the decision making process. The United Nations (1995) suggested working this way will recognize cultural integrity and diversity. Hassle (2004) postulated, by doing so created a more level ground for other worldviews and broader program development.

According to Moyo and Hagmann (2000), the PEA is an interactive learning-process approach to innovation and problem-solving that strengthens the elements of a civil society – a competency needed in international development. More important, the role of the extension worker changes to facilitate human development in rural communities. The change agent needs to understand community development, enhance

the community's ability to be innovative, and network to bring together the local or indigenous knowledge found in the community. According to Hassel (2004), willingness to listen to indigenous methods creates diversity in programming. Fernandez (2003), Hassle (2004), Radhakrishna (2001), and Worth (2007) agreed that the qualities needed by effective extension agents included: listening skills, communication skills, knowledge of evaluation, problem-solving abilities, and the ability to inspire others. In short, the extension professional who seeks to serve as a change agent should to be visionary, grasp many approaches to solving problems, understand the learning process, be creative, be communicative, and understand management.

Findings by Lieb (1991), although pioneered by Knowles (1998), support the conclusions of Hassle (2004), Moyo and Hagmann (2000), Radhakrishna (2001), and Worth (2007). They identified six attributes that enhance learning: self-directedness, knowledge, goal-orientation, relevancy-orientation, practical, and respect for those with whom you are working. If development workers have the skills to work with other cultures, motivate communities, understand the learning process, are able to effectively communicate, and understand management the more productive they would be implementing development programs Fernandez (2003), Ilvento (1996), Hassle (2004), Koulaouzides, et al. (2003), Lieb (1991), Mwangi and McCaslin (2000), Mauro and Hardinson (2002), Moyo and Hagmann (2000.), Radhakrishna (2001), Toness (2001), United Nations (2005), and Worth (2007).

## *National Extension Studies*

In the 21st Century, the USDA Cooperative State Research, Education, and Extension Service (CSREES) has taken a more international approach, and more schools and extension programs are interested in increasing the international awareness of their faculty (Ludwig & McGirr, 2003). Extension faculty at many universities provide their expertise to international development projects. In Iraq and Afghanistan alone, USDA and USAID have sought out land-grant University Extension faculty for assistance in rebuilding both countries (USDA 2007b).

Beavers (1985) compared the extension principles in other countries to those in the United States, and discovered how other countries have applied the U.S. Cooperative Extension Service's methodologies. In Southeast Asia, two universities, University of Pertanian in Malaysia and Kasetsart University in Thailand, created extension programs to work in rural areas. Extension workers were providing village visits, needs assessments, identifying key leadership in villages, demonstrating in-field farm practices to local farmers, and building communication linkages (Beavers, 1985). All of these services were components needed for effective development. Although this study was completed more than twenty years ago, it is still relevant in demonstrating how some developing countries have implemented extension-type development methodologies to help rural people enhance the quality of their lives.

According to Jackson and Boateng (2006), the world is becoming more interconnected, and the U.S. Cooperative Extension Service, along with non-governmental organizations, must provide strong leadership in international development.

They investigated what skills were sought by universities when hiring professionals and what skills made these professionals successful. They concluded that development workers must think of themselves as educators first and subject-matter specialists second. The three areas of education identified were business development, community development, and educational development. This supports the findings described throughout this literature review. Jackson and Boateng (2006) concluded that the role of the change agent is to identify, negotiate, and manage relationships with stakeholders. This role requires the ability to understand and evaluate the concerns of the communities in which the agents worked. Moyo and Hagmann (2000), and Koulaouzides et al. (2003) also came to that conclusion in their studies of extension programs in Zimbabwe and South-Eastern Europe.

Another aspect of the Jackson and Boateng (2006) study found that extension agents or “change agents” must be inclusive when working with others, communicate the perceived outcomes, bring locals into the process, and share the knowledge if they hope to be successful. They concluded that extension organizations have traditionally led the way in generating innovation and the diffusion of information in development. This is supported by Hassel (2004), Simpson and Driben (2002). They postulated, understanding indigenous community concerns create cross-cultural engagement and allowed for self-reflection and a more open discourse, learning and action. In summary, the USDA Cooperative Extension Service has taken a more international approach to foster greater international awareness among its faculty (Lugwig & McGirr, 2003), and NGOs have taken a more aggressive approach in implementing extension-type international



development programs (Beavers, 1985), (Duffy, et al.,1998), (Finley & Price, 1994), (Rogers, 2003).

### *Competencies of Extension Faculty*

To fully understand what competencies are needed, it is important to understand the role extension plays in development. According to Toness (2001), extension is vital because most developing countries are rural or agrarian societies whose sustainability and productivity are linked to natural resources and their management. This was true a century ago in the United States when Cooperative Extension was authorized by Congress through the passing of the Smith-Lever Act, 7 U.S.C. § 372 (1914). Extension served as the vehicle to usher in new technologies and farming practices that helped rural people get more from their natural resources. Therefore, the competencies needed by extension faculty are still relevant because many developing countries are working through similar issues faced by the U.S. a century ago regarding agricultural and rural development.

In 2001, extension faculty at the University of Arkansas designed a study to identify what competencies were needed to be successful and reach desired outcomes in extension from both the agent's perspective and county director's perspectives. Competencies were defined as knowledge, skills, or abilities required for performing the job (Cooper & Graham, 2001). There were three objectives for that study: identify competencies, have county extension agents and county directors rank competencies, and determine if differences existed between agent's and director's rankings.

Cooper and Graham identified 49 competencies needed for success in extension work. These 49 competencies were categorized into seven constructs which included 1) program planning, implementation, and evaluation; 2) public relations; 3) personal and professional development; 4) staff relations; 5) personal skills; 6) management responsibility; and 7) work habits. Cooper and Graham found that being “dependable” was ranked highest by extension agents; “honesty and being fair” was ranked highest by the county Extension directors. In addition, extension agents ranked “commitment and positive attitude” second, and county extension directors chose “management skills.” The study concluded that thirty-nine competencies were perceived to be of high importance for success. The authors concluded that society had changed in rural America, and farm populations diminished, thus lessening the need for practical agricultural experience on the part of agents and a great need for “people skills” (Cooper & Graham, 2001).

Moreover, research has indicated that two other constructs were important to extension programming; conflict management and resolution, and cultural diversity. Ilvento (1996), Langone (1992), and Moore and Rudd (2004) suggested that extension educators dealt with conflict daily. Ilvento (1996) stated “those who work in community development...realize quickly that conflict can be expected in community life” (p. 94). Hassel (2004), Mauro and Hardison (2002), and the UN (2005) postulated cultural diversity is important when designing programs, looking through a ‘cultural lens’ creates a larger worldview and brings a more balanced fair minded approach to programming.

Table 1

*Summary of Selected Competencies Needed by Extension Educators*

Competencies Needed	Authors Cited	Attribute of Competency
Conflict management	Ilenvto (1996); Langone (1992); Moore & Rudd (2004)	Understanding and listening skills; control of emotions; involving others
Cultural diversity	Hassel (2004); Mauro & Hardison (2002); United Nations (1995) United Nations (2005)	Respect other cultures, Listen to indigenous knowledge; Open to other points of view
Management	Acker & Grieshop (2004); Cooper & Graham (2001); Jackson & Boateng (2006); Vulpe et al. (2001)	Creating teams, unity, leadership, and communication; Inspire others
Personal skills	Cooper & Graham (2001); Fernanadez (2003); Jackson & Boateng (2006); Mwangi & McCaslin (2000); Vulpe et al. (2001)	Time management and communication; Listening skills; Modesty
Personal and professional development	April & April; (2007); Cooper & Graham (2001); Koulaouzides et al. (2003); Vulpe et al. (2001); Worth (2007)	Keeping up to date on technology; Technical skills; Learning the language; Adapt to surroundings
Program planning, implementation and evaluation	Cooper & Graham (2001); Radhakrishna (2001) ; Worth (2007)	Understand problem and design program to address issue
Problem solving	Moyo & Hagmann (2000); Vulpe (2001); Worth (2007)	Identifying the problem; Understanding the problem
Public relations	Cooper & Graham (2001); Jackson & Boateng (2006); Vulpe, et al. (2001)	Understanding cultures; Generating a positive image to community

Staff relations	Cooper & Graham (2001); Vulpe et al. (2001);	Effective management skills and working with others empowerment
Work habits	Cooper & Graham (2001); Vulpe et al. (2001);	Task manager and follow through

### Theoretical Framework

The theoretical framework for this study was grounded in the human capital theory. The theory indicates as people expand their knowledge through formal education or training programs, so does their capacity to be successful. Students come to universities to acquire the knowledge and skills necessary to be competitive in the job market and allow for better job opportunities, and income generation. If the competitive advantage of an education is not gained by students, they may look elsewhere for career alternatives. The same may be said of employers, they look to universities to prepare students to be productive employees and enhance the competitive advantage for the company.

Reality indicates education embraces the human capital theory that schooling enhances students in economic and socially productive ways (Reed and Wolniak, 2005). Those researchers continued; theorists may question if people truly get ahead through education, but few principles are more accepted in American culture than the relationship between education and economic advancement of employees or companies by way of human capital (Reed and Wolniak, 2005).

Therefore, it is important for educational institutions to know what is needed in the job market in order to effectively prepare students for careers after graduation (Becker, 1993; Quiggin, 2000 and, Shultz, 1961). If students have been given the needed tools to effectively work in the international arena, they should be better prepared and more productive on the job.

However, Becker, (1993) indicated college graduates may not be prepared for the work force after graduation and lack knowledge or skills deemed important by future employers, therefore, not competitive in the market place. According to Rubinson and Browne (1994) the main activity of school is not to teach technical job skills to students, rather prepare them for different status levels in society.

Moreover, the differences in labor force productivity and success on the job are connected to the educational sector of human capital. Schultz (1961), indicated education is linked to the productivity and adaptability of employees. Therefore, human capital for this study was defined as competencies needed by college graduates who aspire to work as international consultants and/or agents of development in international settings, and knowledge of those competencies for college or university faculty who teach courses in development.

One could conclude, as better prepared college graduates enter the international development sector, their employers, and the recipients of development programs would benefit. The ability of the employee to comprehend what is needed to implement programs and different avenues for the implementation would increase. Schultz (1961) speculated knowledge is an important form of capital and this knowledge was

instrumental in the development and advancement of western societies. The researcher continued it may be the major reason for the advancement.

Organizations seek skilled employees who can provide positive investment on returns; however some companies do implement on the job learning opportunities for employees. Human capital is the knowledge employees have to be more productive and profitable for the company. The key to success and maintaining a competitive advantage for any organization is the acquisition of competent employees. The improvement in selection and recruitment reduce employee turnover and foster a stronger company performance (Black and Lynch, 2001; Coleman, 1998; Lepak and Snell, 1999; Picket, 1998; and, Quinn, 1992). If educational institutions are meeting the market demands, the identification process of future employees could be simplified while lessening employee turnover, and generating better company performance.

Because resources are precious, such as institutions' support for and provision of, courses relating to faculty time and effort, students' intellectual allocations to course work, students' tuition dollars, societal resources that support institutions of higher learning generally the curriculum and related educational infrastructure to support its delivery must be constituted and distributed wisely. This includes curriculum intended to facilitate the learning and understanding of students who may aspire to work in international development.

Accordingly, it is posited that describing the perceptions of those responsible for hiring entry level international development workers, as well as university faculty charged with providing relevant coursework, and comparing those viewpoints regarding the importance of competencies would better inform future decisions about course

offerings and structured learning experiences. Becker (1993) indicated that the level of human capital in a student is indicative to the level of human capital of the instructor. This could also include the courses offered in the degree program or the institution offering the education. According to Lepak and Snell (1999) companies' select skilled employees to gain the competitive advantage in the market place and students may select universities that offer that competitive advantage in the job market.

If faculty who teach extension education courses in colleges or universities have a greater understanding of what competencies are needed by international development agents, course work could be designed to enhance those competencies in student instruction. This knowledge could foster higher qualified employees who may have the competitive edge and greater success in the work force (Coleman, 1998). Reed and Wolniak (2005) suggested that by making schooling responsible for economic or physical productivity employees bring to the labor market, human capital theory encompasses investment in education, labor market potential of students, and the process of classroom learning. This assumption thrusts the theory directly in the center of the education process.

In essence, human capital can be interpreted as enhancing the productivity and versatility of people through knowledge, skill acquisition and the ability to analyze problems; for this study that would be the competencies indicated through an extensive review of literature.

## Summary

Based on the review of literature, world issues are becoming an important element in education (all sectors) – and especially in agriculture and rural development (Beavers, 1985; Jackson & Boateng, 2006; Tonnes, 2001). Many countries are looking to Extension services to assist in their agricultural development, but due to lack of sufficient funding more governments are looking outside their national institutions to help address issues and problems. FAO (2004) stated “as public-funded agricultural extension institutions struggle with funding and other challenges, NGOs have become increasingly successful as agents of change that are especially active at the grassroots level” (p. 5). This review of literature also shed light on the similarities between the role of U.S. Cooperative Extension Service Extension agents and international development agents.

The Centre for Intercultural Learning proposed nine constructs for effective international consultants: adaptation skills, culture, intercultural communication, understanding, knowledge of relationship building, knowledge of self, modesty, organizational skills, and professional commitment (Vulpe et al., 2001). According to Jackson and Boateng (2006), extension agents must be inclusive when working with others, communicate the perceived outcomes, bring locals into the process, and share the knowledge if they hope to be successful. Radhakrishna (2001) and Worth (2007) concluded that the qualities needed by effective extension agents included listening skills, communication skills, knowledge of evaluation, problem solving abilities and the ability to inspire others. Cooper and Graham, (2001) found that extension agents need more effective people skills to succeed in their jobs.



According to Duffy et al., (1998), Findley and Price (1994), and the USDA (2007a), the USDA, FAS and USAID, who are major funding agencies in international development, have historically used U.S. Cooperative Extension personnel to implement development projects throughout the world. By understanding the similarities and investigating the perceived competencies needed by international consultants, educational institutions could enhance their ability to better prepare curriculum to meet the professional needs of graduates who aspire to work in international and rural development. This, in turn, should enhance a graduate's effectiveness and marketability in the global job market.

Acker and Grieshop (2004), April and April (2007), Cooper and Graham (2001), Hassel (2004), Ilvento (1996), Jackson and Boateng (2006), Koulaouzides et al., (2003), Langone (1992), Mauro & Hardison (2002), Moyo and Hagmann (2000), Mwangi and McCaslin (2000), and Worth (2007) emphasized that specific attributes or competencies were needed by extension agents. Those competencies were classified into eight areas (or constructs): evaluation, public relations, personal and professional development, staff relations, personal skills, management, work habits, and problem solving.

A dearth of relevant findings addressing the competencies needed by international consultants from the perspective of international development organizations exists. Moreover, numerous similarities between extension agents' roles and those of international development consultants emerged through a systematic review of literature. Accordingly, this study used the extension agent competencies established by earlier researchers (Cooper & Graham, 2001) to guide an investigation of the skills needed by

individuals planning careers as international development consultants. The Extension agent competencies were used as a guide for instrument development.

Further, the better prepared (i.e., more competent) international consultants are for issues that arise in development work, the more likely it is they will identify and implement effective solutions that would benefit the clients people ( Duffy et al., 1998; Koulaouzides et al., 2003; and Mwangi & McCaslin, 2000; Van Crowder et al., 1998) stated “curricula should focus less on specific technical knowledge that will quickly become obsolete and more on processes and abilities of students to think and solve problems that are relevant to societal needs” (p. 73). Snapp and Pound (2008) suggested that with the changing context for agricultural and rural development, extension models need to promote development outcomes and not academic ones. These researchers reaffirm the need for competent international development workers. That a need may exist for a long time to come.

If educational institutions and industry understand what competencies are needed by international development agents to be successful, educational course work and on the job trainings programs could be designed to facilitate that outcome. By working together both entities benefit, the student, the recipients of development programs and tax payers who fund the projects.

## CHAPTER III

### METHODOLOGY

The purpose of the study was to describe the competencies needed for entry-level international agents. Two populations representing different aspects of the development field were queried for this research.

The instrument contained a self-coding mechanism that allowed the researchers to group the responses according to different association; NGO employee or AIAEE member. Descriptive and correlation statistics were used to determine the importance of competencies needed for success and used to measure the difference in perceptions between the different participant groups. The classification or group variables consisted of the two levels, NGO employees (industry) and selected members of the AIAEE (i.e., university faculty). To achieve the research objectives, the researcher modified a preexisting Internet-based instrument (Cooper & Graham, 2001), which used a five point, summated scale on competencies needed by Extension educators in the United States Cooperative Extension Service.

Understanding the perceived competencies needed by entry-level international development agents may enhance educational opportunities for future employees. According to Irigoin et al., (2002) little is known what competencies are needed for development agents.

## Objectives of the Study

For this study, the objectives were to:

1. Describe the perceptions of selected employees of non-governmental organizations (NGO's) who employ baccalaureate-level or higher graduates in entry-level international development positions regarding the importance of selected job-related competencies.
2. Describe the perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers in international development regarding the importance of selected job-related competencies.
3. Compare the perceptions of employees of NGO's with those held by members of AIAEE regarding the importance of selected job-related competencies.
4. Describe the relationship of age and years of work experience in a foreign country.
5. Describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members.

## Institutional Review Board (IRB) Approval

Oklahoma State University policy and federal regulations require review and approval of all research studies involving human subjects before such studies begin. The OSU Office of University Research Compliance concluded that this project did not

qualify as human subject research as defined in 45 CFR 46. 102(d) and (f) and is not subject to oversight by the OSU IRB (see Appendix A).

### *Design*

The methodology used in this study was a criterion group survey research design (Shavelson, 1996). To address the international logistics and lack of postal addresses for the majority of NGO participants, an electronic questionnaire was designed and implemented. Creswell (2005) stated, “With the increased use of the websites and the Internet, electronic questionnaires are becoming popular” (p. 361). Cobanogla, Warde, and Moreo (2001) found that web-based surveys yield a higher response, cost less, and are returned more rapidly than postal mail surveys.

According to Shavelson (1996), the criterion research design can be used to compare two or more groups. The purpose of the descriptive comparative analysis is to describe and compare the similarities of the two groups and their perceptions of the needed competencies. The researchers used one interval as a standard of measurement when comparing level of importance for each construct.

### Selection of Subjects

#### *Population*

The populations of this study consisted of field staff in management roles and administration in two American-owned, non-governmental organizations (NGOs), those

were ACDI/VOCA and CNFA, providing development work throughout the world and the academic members of the Association of International Agricultural and Extension Education. The NGOs are 501c (3) non-profit corporations. The Internal Revenue Service considers 501c (3) entities as “tax exempt” for collection purposes (IRS, 2009). The AIAEE membership included faculty and graduate students of colleges and universities – U.S. and international.

The majority of research conducted on competencies related to international development work has been conducted using university faculty (Acker and Grieshop (2004), Duffy et al. (1998), Finley and Price (1994), Hassel (2004), Ilvento (1996), Jackson and Boateng (2006), Koulaouzides, Acker, Vergos, and Crunkilton (2003), Langone (1992), Lugwig and McGirr, (2003), and Tonnes (2001). This study, however, focused on NGO field staff working in foreign countries and university faculty members who, by being members of AIAEE, hold at least a tacit interest in and knowledge of international development. By investigating what competencies NGO employees and university faculty perceive were needed by in the international development sector employees, universities may better prepare their graduates for work in this field.

The population for the first NGO was 26 employees and consisted of 18 field staff and eight human resource and/or administrator personnel. The population for the second NGO was 64 and consisted of 40 field staff and 24 human resources and/or administration personnel. The population frame consisted of Senior Vice Presidents (SVP) or Senior Portfolio Managers, Project Directors (PD), Project Coordinators (PC) or Technical Managing Directors/Managing Directors, Chiefs of Party (COP), Deputy Chiefs of Party (DCOP), and NGO Human Resource administrators.

For the purpose of this study, this researcher grouped all Senior Vice Presidents and Senior Portfolio Managers into one category (i.e., Vice Presidents). A similar grouping was done for the positions of Project Directors (PD), Project Coordinators (PC) or Technical Managing Directors/Managing Directors. These titles were reformed into the title of Project Directors. The other job titles remained the same. The diversity of the study's population was determined by the employment of the participating organizations. Because of the limited number of participants and the responsibilities of the different participating NGO personnel being studied, all levels of management below the level of presidents were included in this study.

The population of the AIAEE organization consisted of approximately 178 faculty, including emeriti faculty (G. J. Wingenbach, President of AIAEE, personal communication, December 7, 2009). The president of AIAEE provided the researcher with the Email addresses of all members of AIAEE. Individual membership affiliation was unknown to the researcher at the beginning of the study. Individual status for the members was determined through self-identification on the instrument to determine what members held an academic role. Of the AIAEE members who participated in the study, all members except for those identified as employees of government agencies or employees of NGOs were included in the study. The researcher deemed that those two subgroups did not hold academic appointments and may not be in teacher student roles.

### *Procedures for Determining Survey Populations*

This study was conducted during the months of November and December 2009. To ensure a high participation rate, Dillman's (2000) five-step survey method was implemented: 1) a pre-notice email was sent November 5, 2009, to all participants stating that in the next week participants would receive an Email containing the purpose and the link to the instrument; 2) a questionnaire mailing including a detailed cover letter explaining the purpose of the study was Emailed about one week following the introduction email; 3) a thank you postcard (Email) was sent a week after the questionnaire, which expressed appreciation for participation; 4) a third Email containing the questionnaire link was sent to nonrespondents two weeks after initial Email, and 5) a fourth and final Email contact was made a week after the fourth contact had occurred.

Because of the management structure of each company, a select group of employees of the population was used for gathering data from both corporations. Only employees in management/hiring roles were asked to participate, they are the individuals who make hiring decisions. Moreover, because of the small population involved, all employees with ranks of Senior Vice President, Chief of Party, Deputy Chief of Party, and Human Resources were asked to complete the questionnaire. The categorical breakdown for corporation (NGO1) was two Senior Vice Presidents, two Project Directors, nine Chiefs of Party, nine Deputy Chiefs of Party, and four Human Resources personnel. Corporation (NGO2) had eight Senior Vice Presidents, 10 Project Directors, 20 Chiefs of Party, 20 Deputy Chiefs of Party, and six Human Resources for a total of 90 participants (see Table 2). The complete affiliation breakdown for the AIAEE



membership was not known, only a list of members was provided to the researcher. The list was incomplete as to AIAEE affiliation.

Table 2

*Categorical Breakdown of NGO Employee Positions*

---

	N = 90
Senior Vice President	10
Project Director	12
Chief of Party	29
Deputy Chief of Party	29
Human Resources	10

---

Because of corporation concerns for security, none of the corporations were willing to provide employee Email addresses to the researcher. Therefore, the researcher identified one representative from each corporation who acted as the listserv coordinator. These two individuals forwarded the questionnaire web site information to the population and served as the contact between researcher and population for all other communications regarding the questionnaire.

### Instrumentation

A review of literature failed to uncover an existing instrument designed to determine the competencies required of international development workers. However, the literature review did reveal many similarities between job functions of Cooperative Extension Service Extension educators and international development consultants. Therefore, the researcher, in collaboration with university faculty and NGO

administrators, modified an existing instrument designed to determine the competencies needed by U.S. Cooperative Extension educators to perform effectively in their job functions. Cooper and Graham (2001) identified 49 competencies representing seven constructs that are needed by extension faculty to succeed in their jobs.

Findings of Acker and Grieshop (2004), April and April (2007), Jackson and Boateng (2006), Radhakrishna (2001), Koulaouzides et al., (2003), Moyo and Hagmann (n.d.), Mwangi and McCaslin (2000), and Worth (2007) supported that of Cooper and Graham. Those researchers found management ability, understanding different cultures, and program planning were important. The instrument used by Cooper and Graham (2001) contained seven questions per construct. The researcher and his committee determined the instrument containing seven questions per construct was too long for an Internet-based survey and reduced the length of the questionnaire by logically choosing five questions that most closely resembled each other per construct as a means for shortening the questionnaire. The five-questions-per-construct format was also implemented in the two new constructs that were added to the instrument.

Through a literature review, two other constructs were deemed important to extension programming: conflict management and resolution as well as cultural diversity. The development of the individual questions regarding conflict management and resolution construct were derived from the literature review. Ilvento (1996), Langone (1992), and Moore and Rudd (2004) suggested that working with people in areas of community or agricultural development invited conflict. Ilvento (1996) stated “community conflict is often present and visible” (p. 93). The development of the cultural diversity construct was derived from the literature and from one question posed from the

instrument developed by Cooper and Graham. Hassel (2004), Mauro and Hardison (2002), and the United Nations (2005) suggested cultural diversity enables people to look for different ways to address community and company needs (see Table 3).

Table 3

<i>Comparison of Competency Constructs</i>	
Cooper and Graham (2001) Constructs	Revised Instrument Constructs
Program planning	Program planning and evaluation
Public relations	Public relations
Personal and professional development	Personal and professional development
Faculty and staff relations	Staff relations
Personal skills	Personal skills
Management responsibility	Management responsibility
Work habits	Work habits
	Cultural diversity
	Conflict management and resolution

Different United States funding and development agencies have garnered the support of U.S. universities as a resource of international development agents. More specifically, they have relied on Cooperative Extension Service personnel (Duffy, Toness & Christiansen, 1998; Finley & Price, 1994) to implement projects throughout the world. Therefore, using an instrument that has been used to measure Extension educator competencies was determined to be an appropriate tool to measure the phenomenon in question.

### *Content Validity*

The content validity of the revised instrument was assured by a panel of university faculty and NGO employees for the appropriateness of its questions describing needed competencies for success in international development. The faculty and NGO employees who reviewed the instrument had prior international development experiences throughout the world. According to Creswell (2005), validity means “that the individual’s scores from the instrument make sense, are meaningful, and enable you, the researcher, to draw good conclusions from the sample you are studying to the population” (p. 162).

### *Construct Validity*

The construct validity of the instrument was determined by logical analysis during the pilot test; answers from both groups were compared for differences. The answers followed the theoretical ideas of the researcher, thus allowing this researcher to conclude that both groups perceived the instrument in a similar manner.

According to Wiersma and Jurs (1990), comparing the scores of two groups for differences to see if the research expectations are confirmed by data is another means of testing to see if the test is measuring what was intended. A statistical examination of the constructs was conducted by checking the scores of each question in the construct. It was expected that scores between the two groups would contain differences. According to Wiersma and Jurs (1990), “If we find that test scores follow our theoretical expectations,

then we have additional evidence that the test is measuring what it intended to measure” (p. 280).

### *Conclusion Validity*

To address the conclusion validity of the study, the researcher only investigated what were the perceptions of the two populations regarding the competencies.

### *Face Validity*

Face validity was addressed in the pilot study; respondents were asked if the redesign instrument was acceptable and easy to use, the respondents indicated that it was fine. Respondents were also asked if the Internet system containing the instrument worked correctly.

### *External Validity*

External validity was addressed through correlation analysis of independent variables to a dependent variable, and only members in teacher/students roles or management roles in the two NGOs participated in the study. The results represent only the two populations that participated in this study.

## *Instrument development – Reliability*

### *Pilot test*

A pilot test of the revised instrument was completed to establish reliability estimates for the nine constructs. Instrument reliability coefficients were analyzed for each of the constructs (see Table 4) The pilot group consisted of seven university faculty not associated with AIAEE and seven employees from two NGOs (International Rural Development and employees of Flag International) who held management positions within the non-governmental organizations. Both of the organization had extensive experience in international development throughout the world.

The instrument items were restated accordingly and revised based on feedback from the pilot test group. Two concerns were addressed through the pilot study group referring to demographic aspect of the instrument. These concerns were addressed in the revision. Three constructs (program planning, public relations, and staff relations), generated a negative value, reason for negativity was because of small N (N = 14) for pilot test population and negative average covariance among items (see Table 4).

Table 4

Pilot Test Construct Reliability Coefficients Combined Populations	
Constructs	Combined
	N = 14
Conflict management	.67
Cultural diversity	.65
Management responsibility	.53
Personal skills	.68
Program planning	-.26
Professional development	.86
Public relations	-.51
Staff relations	-.22
Work habits	.74

#### *Nonresponse Error*

Nonresponse error was controlled by comparing early responses to late responses. According to Linder, Murphy, and Briers (2001) as well as Miller and Smith (1983), if respondents cannot be grouped in waves of 30 the researchers recommend dividing the sample group (respondents) in half, 50% early and 50% late respondents. The researcher followed that protocol, dividing both groups in half. Miller and Smith (1983) stated “research has shown that late respondents are often similar to nonrespondents” (p. 48). The data queried showed slight differences in age and time working in foreign country, less than ten years. The researcher postulated that less than 10 years was not a large enough difference to warrant concern. Therefore, according to Linder, Murphy, and Briers (2001) as well as Miller and Smith (1983) the respondents were generalized to the

population. Those researchers proposed if no differences were found between the early and late respondents, the results are generalizable to the target population.

### *Reliability*

The instrument reliability co-efficients indicated in the Cooper and Graham study are depicted on Table 5. The two constructs deemed from research, conflict management and resolution as well as cultural diversity, were tested for reliability. To ensure reliability co-efficients for the instrument used in this study, an independent pilot test of the instrument was implemented with two NGOs and university faculty not affiliated with the original participants in this study.

Table 5 indicates the reliability co-efficients for the instrument used by NGOs and AIAEE members. Garson (2010) suggested that a cutoff as low as .60 is not uncommon for exploratory research.

Table 5

<i>Reliability Co-efficients for Both Populations</i>			
Constructs	Cooper/Graham	NGO	AIAEE
Conflict management		.64	.82
Cultural diversity		.72	.86
Management responsibility	.85	.88	.85
Personal skills	.85	.60	.78
Program planning	.90	.68	.77
Professional development	.91	.66	.70
Public relations	.88	.72	.86
Staff relations	.59	.92	.83
Work habits	.69	.79	.86



### *Internet-based Questionnaire*

Because a large proportion of the study's potential respondents lived and worked in international settings and, in many cases, had no postal mailing addresses or their postal delivery service was slow or unreliable, the study's questionnaire was designed to be Internet based. The questionnaire contained 54 questions that used a 5 point summated rating scale to measure respondents' perceptions of importance regarding job-related competencies needed by international development consultants: 1 = not important, 2 = low importance, 3 = somewhat important, 4 = important, and 5 = very important.

### Data Collection

Data were collected from 32 NGO staff and 88 AIAEE members in the fall of 2009 (see Table 6).

Table 6

<i>Response Rate</i>	Population	Return	%
Non-governmental organizations	90	32	35.4
AIAEE	178	88	49.5

Of the AIAEE members who participated in the study, all members except for those identified as employees of government agencies (N = 11) or NGOs (N = 5) were included in the study. The researcher deemed that those two subgroups did not hold academic appointments and may not be in teacher student roles. The researcher also

eliminated 12 participant responses for lack of completion. Of the 88 respondents, 60 completed instruments were included in this study.

To ensure all respondents understood how to access the Web-based survey, a pre-notice Email was sent to each participant three days in advance of the message containing the link to the questionnaire to explain how the site worked; three days later, an Email containing the link to the questionnaire was sent to each respondent. One week after the second Email, a thank you Email was sent containing the link to the questionnaire for respondents who had not responded at that time. To encourage non-responders to complete the questionnaire, a fourth Email was sent three weeks after the original Email (Dillman, 2000). When the fifth contact was sent, the sample groups had already received the questionnaire three times (see Appendices E, F, G, H, & I).

### Data Analysis

SPSS 17.0 and Microsoft EXCEL programs were used for the descriptive comparative analysis of the data. This procedure allowed an examination of the strength of the relationships of the nine competency area constructs with group membership. Descriptive statistics were used to determine the importance of competencies needed for success; comparative statistics were used to measure the difference in perceptions between the different participant groups. The coding for this research consisted of different levels of employees' remarks; the instrument was designed to classify individual responses according to level and group status of employment. The researchers used one interval when comparing constructs for level importance. Another aspect of the research

included qualitative data, derived from an interview with an international recruiter, which was used to triangulate the data from both groups.

The following section presents the methods used to analyze each of the objectives:

1. Describe the perceptions of selected representatives of non-governmental organizations (NGO) who employ baccalaureate-level or higher graduates in entry-level international development positions regarding the importance of selected job-related competencies. These perceptions were described using percentages and frequency distributions.
2. Describe the perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers international development regarding the importance of selected job-related competencies. These perceptions were described using percentages and frequency distributions.
3. Compare the perceptions of representatives of NGO's with those held by members of AIAEE regarding the importance of selected job-related competencies. Comparative statistics were used to similarities and differences of the groups.
4. Describe the relationship of age and years of work experience in a foreign country with the constructs. Correlation statistic was used to analyze the data.
5. Describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members. Descriptive statistics were used to explain the two groups.

## CHAPTER IV

### FINDINGS

The purpose of this chapter is to present the data collected from selected groups in the study. The data were organized according to the objectives of the study.

#### Purpose of Study

The purpose of the study was to describe what competencies are needed for international agents according to NGO employees and AIAEE members

#### Objectives of the Study

For this study, the objectives were:

1. Describe the perceptions of selected representatives of non-governmental organizations (NGO) who employ baccalaureate-level or higher graduates in entry-level international development positions regarding the importance of selected job-related competencies.

2. Describe the perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers international development regarding the importance of selected job-related competencies.
3. Compare the perceptions of representatives of NGO's with those held by members of AIAEE regarding the importance of selected job-related competencies.
4. Describe the relationship between age and years of work experience in a foreign country.
5. Describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members.

### Study Population

The population of this study consisted of selected field staff in management roles and administration in two American-owned, non-governmental organizations providing development work in various countries throughout the world and members of the Association of International Agricultural and Extension Education during 2009. A final response for the NGO population was 30 and the AIAEE population was 60.

Findings Related to Objective 1: Describe the perceptions of selected representatives of non-governmental organizations who employ baccalaureate-level or higher graduates in

entry-level international development positions regarding the importance of selected job-related competencies.

Respondents were asked to rate each construct for level of importance. To classify the rating of each construct, data were interpreted using 1.00-1.49 = Not Important, 1.50-2.49 = Low Importance, 2.50-3.49 = Somewhat Important, 3.50-4.49 = Important, and 4.50-5.00 = Very Important. Data revealed the NGO population perceived all of the nine constructs as being somewhat important or important as mean scores ranged from 3.57 to 4.39. No constructs were perceived to be very important (one being not important and five being very important). The lowest score for any construct was public relations and the highest score was work habits (see Table 7).

Table 7

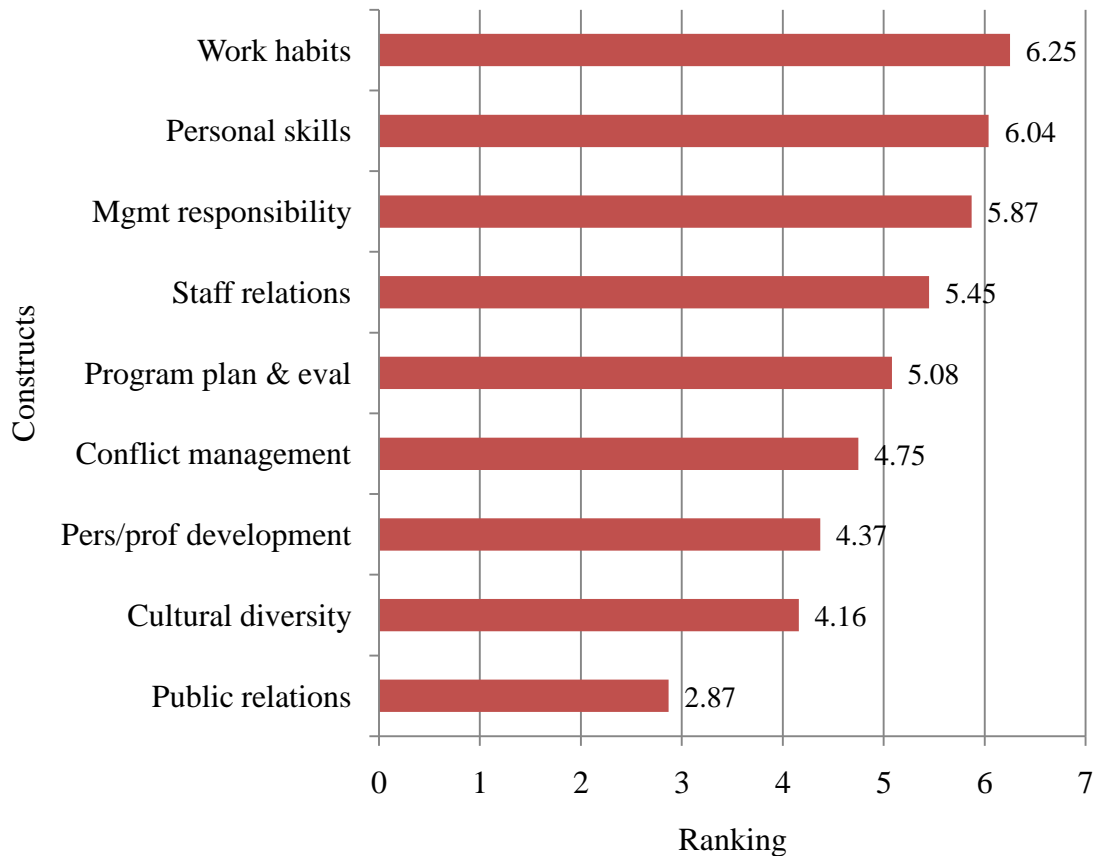
*NGO Mean Scores and Standard Deviations for Constructs*

Constructs	$\mu$	$\alpha$	Rating
	N = 30		
Public relations	3.57	1.03	Important
Staff relations	3.61	1.14	Important
Program planning	3.63	1.08	Important
Management responsibility	3.67	0.96	Important
Pers/prof development	3.86	1.09	Important
Personal skills	3.99	0.86	Important
Cultural diversity	4.14	0.84	Important
Conflict management	4.20	0.81	Important
Work habits	4.39	0.64	Important

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Respondents were asked to rank the nine constructs from most important to least important. Data in Figure 1 described the NGO members ranking of the level of importance of the constructs with one being least important and nine being most

important. NGO members ranked work habits most important followed by personal skills and management responsibility. Toward the lower end, NGO members listed personal and professional development, cultural diversity, and public relations as least important (see Figure 1).



*Figure 1.* NGO ranking of constructs according to their importance, one being least important and nine being most important.

To glean a more complete understanding of the level importance for each construct, the researcher divided the NGO participants into two subpopulations, Vice Presidents/Project Directors (D.C.-based management team) and Chiefs of Party and Deputy Chiefs of Party (field-based management team). The Vice Presidents and Project

Directors rated all the constructs somewhat important or important (see Table 8), five being very important.

Table 8

*NGO Subpopulations Mean Scores and Standard Deviations for Constructs*

Constructs	VP/PD N = 14		COP/DCOP N = 13		Difference
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Public relations	3.33	1.11	3.79	0.92	(0.46)
Staff relations	3.41	1.29	3.79	0.83	(0.38)
Program planning	3.50	1.28	3.94	0.85	(0.44)
Mgmt responsibility	3.51	1.01	3.96	0.73	(0.45)
Pers/prof development	3.64	1.24	4.08	0.81	(0.44)
Personal skills	3.87	0.91	4.10	0.82	(0.23)
Cultural diversity	4.04	0.88	4.12	0.79	(0.08)
Conflict management	4.18	0.69	4.20	0.90	(0.02)
Work habits	4.28	0.63	4.46	0.67	(0.18)

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Again to delve deeper into an understanding of the NGO population, the researcher investigated the length of time participants spent working in countries other than the country in which they hold citizenship. The researcher used the mean score of the number of years (11) to divide the population; 11 participants had worked more than 11 years in foreign countries, while 16 had 11 or less years of experience in a foreign country. Data indicated that participants with 11 or less years rated all constructs as somewhat important or important. There were also no differences in perceptions of the importance of the constructs of those with more than eleven years of experience in a foreign country (see Table 9). The data also exposed no differences of perceptions for either subpopulation when compared to the total NGO population.



Table 9

*NGO Number of Years Working in Foreign Country Mean Scores and Standard Deviations for Constructs*

Constructs	>11 Years N = 16		<11 Years N = 11		Difference
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Public relations	3.33	1.04	3.62	0.94	(0.29)
Staff relations	3.32	1.20	3.80	0.95	(0.48)
Mgmt responsibility	3.37	0.98	3.87	0.81	(0.50)
Program planning	3.46	1.24	3.79	0.86	(0.34)
Pers/prof development	3.77	1.22	3.81	0.92	(0.04)
Personal skills	3.85	0.93	3.90	0.73	(0.06)
Cultural diversity	4.02	0.87	4.18	0.78	(0.16)
Conflict management	4.14	0.80	4.13	0.82	0.01
Work habits	4.39	0.64	4.20	0.65	0.19

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Findings related to Objective 2: Describe the perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers international development regarding the importance of selected job-related competencies.

Data revealed the AIAEE population perceived all of the nine constructs were important, mean scores ranged from 4.077 to 4.454. However, none were perceived as very important. The lowest score for any construct was also personal skills and the highest score was work habits (see Table 10).

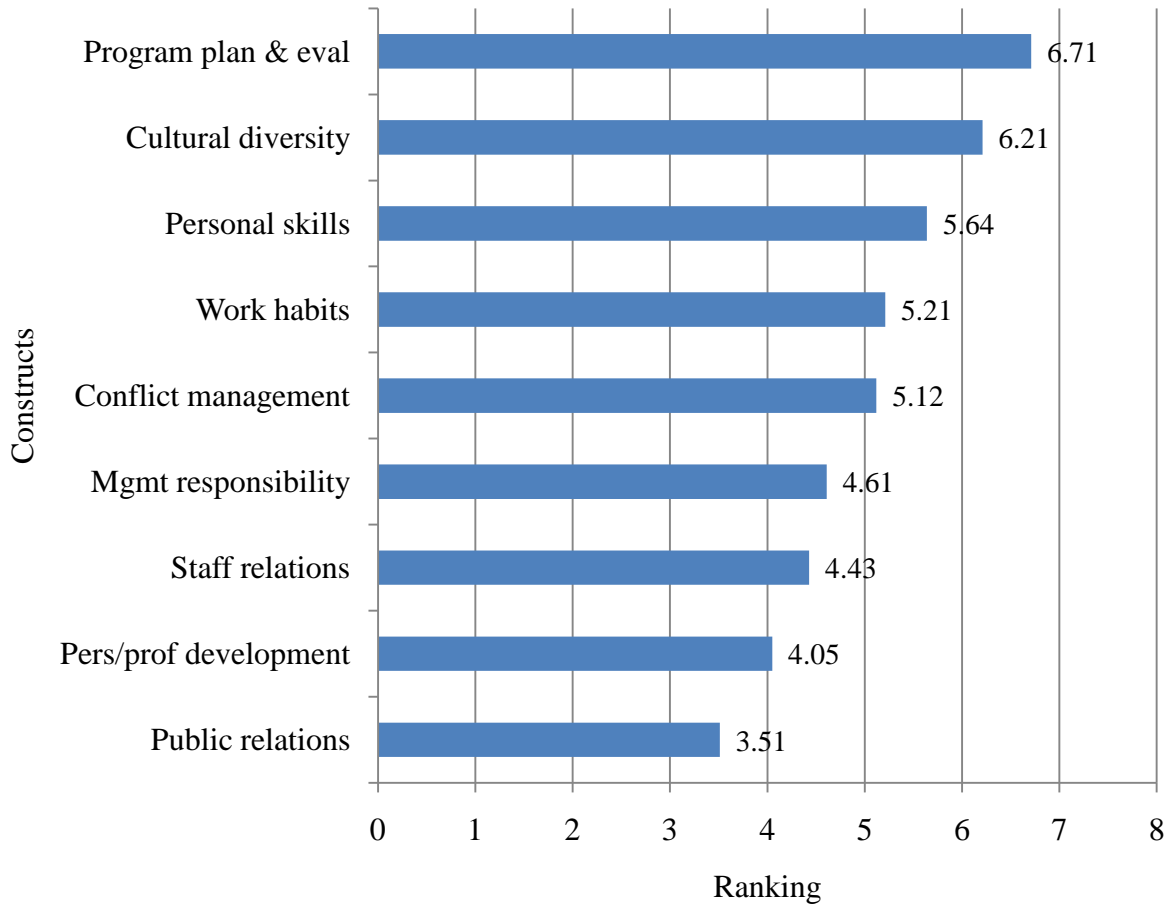
Table 10

*AIAEE Mean Scores and Standard Deviations for Constructs*

Constructs	$\mu$	$\alpha$	Rating
	N = 60		
Personal skills	4.08	0.87	Important
Public relations	4.13	0.82	Important
Staff relations	4.16	0.82	Important
Pers/prof development	4.23	0.82	Important
Program planning	4.23	0.73	Important
Mgmt responsibility	4.23	0.85	Important
Cultural diversity	4.33	0.85	Important
Conflict management	4.37	0.83	Important
Work habits	4.45	0.75	Important

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Data in Figure 2 described AIAEE members' ranking of the level of importance of the constructs; one being least important and nine being most important. AIAEE members ranked program planning as the most important followed by cultural diversity and personal skills. The least important constructs perceived by AIAEE members were staff relations, personal and professional development, and public relations (see Figure 2).



*Figure 2.* AIAEE ranking of constructs according to their importance, one being least important and nine being most important.

The researcher divided the AIAEE population into two distinct subpopulations: faculty and graduate students. The faculty rated all the constructs important, rating construct seven (personal skills) the lowest and construct nine which is the most important. Students perceived five constructs slightly more important than faculty, student's perceived program planning the least important of all nine constructs (see Table 11). However, when asked to rank the constructs in order of importance, students ranked construct seven (personal skills) as the third most important and construct one (conflict management) as the fifth (refer to above Figure 2).

Table 11

*AIAEE Subpopulations Mean Scores and Standard Deviations for Constructs*

Constructs	Faculty		Graduate Students		Difference
	N = 50		N = 10		
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Personal skills	4.10	0.84	4.04	0.90	0.06
Public relations	4.11	0.80	4.27	0.76	(0.16)
Staff relations	4.12	0.83	4.43	0.56	(0.22)
Mgmt responsibility	4.23	0.79	4.26	0.93	(0.03)
Pers/prof development	4.25	0.79	4.12	0.91	0.13
Program planning	4.29	0.65	3.94	0.97	0.26
Conflict management	4.36	0.82	4.50	0.65	(0.14)
Cultural diversity	4.39	0.80	4.12	0.92	(0.27)
Work habits	4.44	0.73	4.54	0.64	(0.10)

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

To gain a deeper understanding of the AIAEE population's perception of the constructs, the researchers investigated the length of time participants spent working in countries other than the country in which they hold citizenship. The researchers used the mean score of the number of years (five) to divide the population, 15 participants had worked more than five years in foreign countries, while 45 had five or less years of experience in a foreign country. Data indicated participants with five or less years rated all constructs important. Those with more than five years of experience in a foreign country perceived constructs six and seven somewhat important and the remaining important (see Table 12). The data also exposed only slight differences (less than half an interval) of perceptions for either subpopulation when compared to the whole AIAEE population.

Table 12

*AIAEE Number of Years Working in Foreign Country Mean Scores and Standard Deviations for Constructs*

Constructs	>5 Years N = 45		<5 Years N = 15		Difference
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Personal skills	4.13	0.75	3.91	1.10	0.22
Program planning	4.15	0.72	4.44	0.67	(0.30)
Public relations	4.16	0.69	4.06	1.08	0.11
Pers/prof development	4.20	0.78	4.27	0.93	(0.07)
Staff relations	4.24	0.67	3.89	1.10	0.36
Mgmt responsibility	4.30	0.70	4.04	1.11	0.26
Cultural diversity	4.40	0.70	4.12	1.11	0.28
Conflict management	4.49	0.59	4.02	1.20	0.47
Work habits	4.51	0.58	4.27	1.04	0.24

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Findings related to Objective 3: Compare the perceptions of representatives of NGO's with those held by members of AIAEE regarding the importance of selected job-related competencies.

Data in Tables 13-21 compared the perceptions of AIAEE members and NGO members rating of the individual questions for the constructs. Each construct contains five questions encompassing the different attributes of the construct.

Table 13

Conflict Management Questions Mean Scores and Standard Deviations					
Construct	NGO		AIAEE		Dif
	N = 30		N = 60		
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Willingness to involve when addressing conflict	4.13	0.89	4.16	0.86	0.02
Create an environment of understanding	4.06	0.82	4.42	0.82	0.36
Capable of handling conflict in peaceful ways	4.30	0.57	4.37	0.86	0.07
Ability to control emotions	4.16	0.70	4.29	0.81	0.13
Understand how to separate people from the problem	3.96	1.01	4.28	0.81	0.32

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 14

Cultural Diversity Questions Mean Scores and Standard Deviations					
Construct	NGO		AIAEE		Dif
	N = 30		N = 60		
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Willingness to work with, accept, and respect people from different cultures	4.77	0.27	4.76	0.63	0.01
Open to promoting gender equity	4.02	0.71	4.17	0.84	0.15
Understands the importance of indigenous knowledge	4.17	0.81	4.45	0.78	0.28
Promotes freedom of thought and expression	3.58	0.86	4.03	0.84	0.45
Ability to create conditions for cultures to flourish and interact	3.72	0.86	4.02	0.91	0.30

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 15

Program Planning & Evaluation Questions Mean Scores and Standard Deviations					
Construct	NGO N = 30		AIAEE N = 60		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Ability to conduct needs assessment	3.56	1.16	4.20	0.71	0.64
Capable of planning and implementing programs	3.50	1.31	4.34	0.62	0.84
Proficient in program evaluation	3.03	1.10	4.14	0.81	1.11
Skillful in writing in a professional manner	3.96	0.77	4.16	0.75	0.20
Competent in record keeping	3.75	0.89	4.01	0.73	0.26

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 16

Public Relations Questions Mean Scores and Standard Deviations					
Construct	NGO N = 30		AIAEE N = 60		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Possess public relation skills	3.34	0.96	3.99	0.78	0.65
Cooperates with key leaders	4.03	0.85	4.35	0.75	0.32
Teach decision making skills to clients	3.00	1.21	3.79	0.82	0.79
Respond to client requests	3.72	0.98	4.20	0.83	0.48
Effective public speaking skills	3.38	0.92	3.91	0.82	0.53

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 17

Personal & Professional Development Questions Mean Scores and Standard Deviations					
Construct	NGO		AIAEE		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Knowledgeable subject manner specialist	3.45	1.70	4.01	0.72	0.56
Posses communication skills	4.30	0.70	4.43	0.66	0.13
Prior training or teaching experience	2.69	1.11	3.65	0.92	0.96
Adapts to surroundings	4.30	0.63	4.56	0.70	0.26
Dedicated to continual self-improvement	4.20	0.77	4.21	0.83	0.01

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 18

Staff Relations Questions Mean Scores and Standard Deviations					
Construct	NGO		AIAEE		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Posses effective management skills	3.35	1.10	3.78	0.80	0.43
Ability to delegate authority	2.94	1.24	3.81	0.88	0.87
Promotes teamwork	4.03	0.76	4.32	0.82	0.40
Empowers others	3.53	1.26	4.34	0.73	0.81
Motivate others	3.73	1.12	4.34	0.62	0.61

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.



Table 19

Personal Skills Questions Mean Scores and Standard Deviations					
Construct	NGO N = 30		AIAEE N = 60		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Clear goal setting	3.89	0.82	4.18	0.76	0.29
Relevant computer skills	3.89	0.86	3.71	0.73	0.18
Credible and respected	3.86	0.92	4.26	0.81	0.40
Have sense of humor	3.76	0.93	3.61	0.95	0.15
Desire to make a difference	4.13	0.84	4.42	0.81	0.29

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 20

Management Responsibility Questions Mean Scores and Standard Deviations					
Construct	NGO N = 30		AIAEE N = 60		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Ability to gain acceptance as trusted advisor	3.32	1.17	4.20	0.89	0.88
Networks with outside sources	3.20	0.85	4.08	0.87	0.88
Gives credit and recognition to others	3.82	0.77	4.27	0.89	0.45
Ability to lead and serve others	3.83	1.09	4.10	0.83	0.27
Skillful in making decisions	3.79	0.79	4.22	0.77	0.43

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Table 21

Work Habits Questions Mean Scores and Standard Deviations					
Construct	NGO N = 30		AIAEE N = 60		Dif
	$\mu$	$\alpha$	$\mu$	$\alpha$	
Self-motivated and dependable	4.40	0.58	4.52	0.70	0.12
Proficient in organization and time management	4.06	0.61	4.05	0.74	0.01
Flexible and open minded	4.36	0.51	4.47	0.75	0.11
Possess a positive attitude	4.37	0.75	4.50	0.73	0.13
Committed to the project	4.29	0.63	4.42	0.75	0.13

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Data in Table 22 compared the perceptions of NGO members and AIAEE members ranking of the level of importance of the constructs. AIAEE members ranked program planning most important (6.71) and public relations least important (3.51). NGO members ranked work habits most important (6.25) and public relations least important (2.87) (see Table 22). The difference between the means for the two populations was more than one interval on five of the constructs.

Table 22

*Comparison of Construct Ranking According to Perceived Level of Importance*

Constructs	AIAEE	NGO	Difference
	N = 60	N = 29	
	$\mu$	$\mu$	
Program planning	6.71	5.08	1.63
Cultural diversity	6.21	4.16	2.05
Personal skills	5.64	6.04	(0.40)
Work habits	5.21	6.25	(1.04)
Conflict management	5.12	4.75	0.37
Management responsibility	4.61	5.87	(1.26)
Staff relations	4.43	5.45	(1.02)
Pers/prof development	4.05	4.37	(0.32)
Public relations	3.51	2.87	0.64

*Note:* 1.00-1.49 = not important, 4.50-5.00 = very important.

Figure 3 compared AIAEE members and NGO members ranking of the level of importance of the constructs. AIAEE members perceived program planning and evaluation, cultural diversity, and conflict management as the three most important constructs, whereas NGO members perceived work habits, personal skills, and management responsibility as the most important. However, both groups perceived personal and professional development and public relations least important. The two groups perceived five constructs (cultural diversity, program planning and evaluation, staff relations, management responsibility, and work habits) with observable differences using the one interval rate stated in chapter three (see Figure 3).

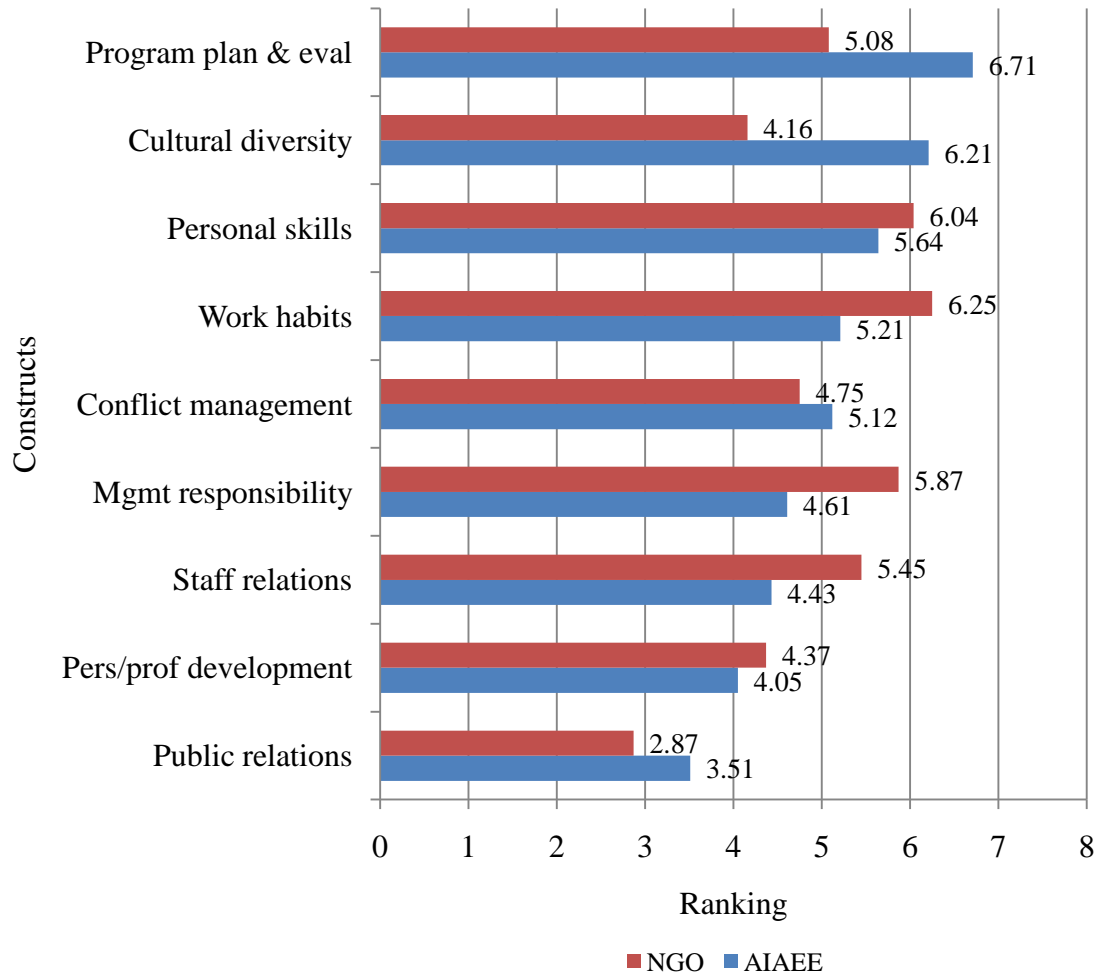


Figure 3. Comparison of construct rankings according to their importance as perceived by AIAEE and NGO members, one being least important and nine being most important.

Findings related to Objective 4: Describe the relationship of age and years of work experience in a foreign country.

Data indicated the relationship between age and foreign work experience were not strongly correlated. According to McMillan and Schumacher (2001), correlations between .80 - .99 are strong, .35 - .79 are moderate, and .01 - .34 constitute weak relationships. Using a Pearson Correlation analysis, all of the constructs had weak relationships to age or the number of years of foreign work experience (see Table 23).

Three AIAEE respondents and seven NGO respondents did not complete all three sections of the questionnaire (age, years in foreign country, or ranking of constructs) and could not be included in the correlation analysis.

Table 23

*Correlation of Age and Years of Foreign Work Experience with Ranking of Constructs*

Constructs	Combined		Correlation
	Age	Years	
	N = 80		
Public relations	-.205	-.266	Weak
Staff relations	.090	-.115	Weak
Program planning	.009	-.095	Weak
Mgmt responsibility	-.123	.152	Weak
Pers/prof development	.136	.032	Weak
Personal skills	.057	.087	Weak
Cultural diversity	.089	-.039	Weak
Conflict management	-.012	.206	Weak
Work habits	-.063	.082	Weak

Note: Weak relationship = .01 - .34

To gain a better understanding of the NGO population regarding the how age and years of foreign work experience affect the constructs, the researcher ran a Pearson Correlation analysis. Data indicated age and years of experience in a foreign country revealed only a weak relationship with all the constructs (see Table 24). This process was duplicated for the AIAEE population, resulting with a weak relationship between age and years of work experience in a foreign country with all the constructs (see Table 25).

Table 24

*Correlation of NGO Age and Years of Foreign Work Experience with ranking of Constructs*

Constructs	NGO N = 23		Correlation
	Age	Years	
Public relations	-.343	-.159	Weak
Staff relations	.228	.194	Weak
Program planning	.143	.122	Weak
Mgmt responsibility	.071	.338	Weak
Pers/prof development	.054	.084	Weak
Personal skills	.064	-.193	Weak
Cultural diversity	.104	-.329	Weak
Conflict management	-.039	.156	Weak
Work habits	-.292	-.116	Weak

Note: Weak relationship = .01 - .34

Table 25

*Correlation of AIAEE Age and Years of Foreign Work Experience with Ranking of Constructs*

Constructs	AIAEE N = 57		Correlation
	Age	Years	
Public relations	-.186	-.320	Weak
Staff relations	-.053	-.067	Weak
Program planning	-.129	-.040	Weak
Mgmt responsibility	-.216	.170	Weak
Pers/prof development	.188	-.027	Weak
Personal skills	.144	.062	Weak
Cultural diversity	.099	.089	Weak
Conflict management	.060	.089	Weak
Work habits	.075	.073	Weak

Note: Weak relationship = .01 - .34

Findings related to Objective 5: Describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members.

Data in Table 26 described the proportion of NGO employees and AIAEE members regarding gender. Data indicated 19 (65.5%) of those in the NGO sample were males while 10 (34.5%) were female. Twenty-nine (91%) of the NGO employees responded to this question, resulting in a non-response of 3 (9%) of employees. Data for the AIAEE sample group indicated 46 (72.9%) were males and 14 (27.1%) were females. Seventy (80%) of AIAEE members responded while 18 (20%) were non-responsive (see Table 26).

Table 26

*Gender Distribution of NGO and AIAEE Members*

Population		Male		Female	
		<i>f</i>	%	<i>f</i>	%
NGO	N = 29	19	(65.5)	10	(34.5)
AIAEE	N = 60	46	(76.6)	14	(23.4)

Data in Table 27 described the cultural identity of the two sample groups in this study. Data indicated the majority of both groups identified with the Western culture; the breakdown for the NGO group indicated 22 (78.6%) identified themselves as Western, 1 (3.6%) identified as Latina, 1 (3.6%) as African, 2 (7.1%) as Asian, and 2 (7.1%) as Middle Eastern. Twenty-eight (90%) of the NGO group responded to this question, resulting in 4 (10%) non-respondents. Whereas the AIAEE group, 46 (76.6%) identified Western, 1 (1.6%) identified Latina, 7 (15%) identified African, 5 (8.3%) Asian, and 1 (1.6%) as Middle Eastern (see Table 27). Sixty (76%) AIAEE members responded resulting in 18 (24%) of non-respondents.

Table 27

*Distribution of Cultural Identity for NGO Employees and AIAEE Members*

Population	NGO N = 28		AIAEE N = 60	
	<i>f</i>	%	<i>f</i>	%
Western	22	(78.6)	46	(76.6)
Latina	1	(3.6)	1	(1.6)
Africa	1	(3.6)	7	(11.5)
Asian	2	(7.1)	5	(8.3)
Middle East	2	(7.1)	1	(1.6)

Data in Table 28 indicated the mean of both sample groups. Data indicated NGO employees were younger than AIAEE members, the NGO median age was 44 years, whereas AIAEE members' median age was 51 years. Twenty-seven (85%) of NGO employees answered this question resulting in 5 (15%) non-responses. Sixty (77%) AIAEE members answered the question resulting in 18 (23%) non-respondents.

Table 28

*Mean Age of Populations*

Age	NGO N = 27		AIAEE N = 60	
	<i>f</i>		<i>f</i>	
20 – 29	2		1	
30 – 39	9		13	
40 – 49	8		14	
50 – 59	6		19	
60 – 69	2		10	
70 – 79	0		3	
	$\mu$	Range	$\mu$	Range
	44.37	29 - 67	51.03	25 - 79



Data in Table 29 indicated the number of years in current position for members in both groups. Data indicated that NGO employees had less time in their current position than members in AIAEE members. NGO employees had 8.45 years in their position, whereas AIAEE members had 16.20 years in their current positions (see Table 29). Twenty-nine (91%) of the NGO employees responded to this question resulting in 3 (%) non-respondents. The response breakdown for AIAEE members was 60 (77%) responded while 19 (23%) were non-respondents.

Table 29

<i>Years in Current Position</i>				
	NGO		AIAEE	
	N = 29		N = 60	
	$\mu$	Range	$\mu$	Range
Years	8.5	1 - 36	16.20	1 - 43

Data for Table 30 indicated the highest level of education for both groups. Data indicated that the majority NGO employees hold at least a master's degree, whereas the majority of AIAEE members hold a doctoral degree. The majority of AIAEE members are faculty members in universities throughout the world. Twenty-seven (93.1%) of the NGO employees hold a master's degree, while two (6.9%) have a Ph.D. Twenty-nine (91%) employees answered this question resulting in three (9%) respondents. Fifteen (25%) of AIAEE members held a master's degree, while 45 (75%) held a doctorate (see Table 30). Sixty (79%) AIAEE members responded to that question resulting in 19 (21%) non-response.

Table 30

<i>Highest Education Level</i>				
Education Level	NGO		AIAEE	
	N = 29		N = 60	
	<i>f</i>	%	<i>f</i>	%
Master's	27	(93.1)	15	(25)
Doctorate	2	(6.9)	45	(75)

Data for Table 31 indicated the number of years of experience residing in a country other than their official country of residence. NGO employees' years of work experience in a foreign country almost doubled that of AIAEE members. The median number of years of experience for NGO employees was 11, whereas AIAEE members indicated they had 4.68 years. Twenty-nine (91%) NGO employees responded to the question resulting in 3 (9%) non-respondents, whereas 60 (78%) of AIAEE members responded to the question resulting in 20 (32%) non-response.

Table 31

<i>Years of Work Experience Residing in a Foreign Country</i>				
	NGO		AIAEE	
	N = 29		N = 60	
	$\mu$	Range	$\mu$	Range
Years	11	0-27	4.68	0-30

Data for Table 32 indicated which regions of the world respondents had worked. Data indicated that both populations have worked in all eight regions listed in this study. Both groups listed two regions (Asia and Africa) with greater frequency and higher percentages than all other regions (see Table 32). This would be similar with

development work throughout the world; international donors are investing large amounts of resources into those regions. Twenty-seven NGO members answered that question resulting in five (14%) non-responses, whereas 60 of AIAEE members responded to that question.

Table 32

*Regions of the World Where Respondent had Worked*

Regions	NGO		AIAEE	
	<i>f</i>	%	<i>f</i>	%
Asia	18	(66.7)	27	(45.0)
Middle East	12	(44.4)	8	(13.4)
Europe	15	(56.6)	26	(43.4)
North America	16	(59.3)	24	(40.0)
Central America	3	(11.1)	24	(40.0)
South America	5	(18.5)	9	(15.0)
Africa	18	(66.7)	29	(24.4)
Australia	1	(3.7)	9	(15.0)

Data for Table 33 indicated the current positions NGO employees held in the companies. Of the respondents, data indicated more Project Directors/Project Coordinators completed the instrument, followed by COPs, DCOPs, and SVP. No Human Resource personnel participated in the study. Nine (34.6%) PD/PCs completed that question, 6 (23.1%) COPs and 6 (23.1%) DCOPs, and 5 (19.2%) SVPs answered the question (see Table 33). Twenty-six (82%) members from the NGO group completed the question, which resulted in six (18%) non-responses.

Table 33

*Current Position in Non-Governmental Organization*

Position	Employee	
	N = 26	
	<i>f</i>	%
Senior Vice President	5	(19.2)
Project Director/Project Coordinator	8	(34.6)
Chief of Party	6	(23.1)
Deputy Chief of Party	6	(23.1)

Data for Table 34 indicates the member affiliation with AIAEE. Of the respondents, the vast majority were faculty members in higher education institutions. Forty-four (73.3%) were faculty, 6 (10.0%) were faculty emeriti, and 10 (16.6%) were graduate students in higher education (see Table 34).

Table 34

*Affiliation with AIAEE*

Affiliation	Member	
	N = 60	
	<i>f</i>	%
Faculty	44	(73.3)
Faculty Emeriti	6	(10.0)
Graduate student	10	(16.6)
Total	60	(100.0)

Data for Table 35 indicated the number of undergraduate courses that included curriculum content related to preparing graduates for entry-level employment in international development that had been taught by the participant. Of the respondents for this question, 27 (45%) had taught none, 13 (21.6%) had taught one class, 11 (18.3%)

taught at least two courses, 5 (8.3%) had taught three, and 4 (6.6%) had taught four or more courses designed to prepare students for international development (see Table 35).

Sixty participants answered that question.

Table 35

*Undergraduate Courses Taught Preparing Students for International Development*

Courses	AIAEE Member	
	N = 60	
	<i>f</i>	%
None	27	(45.0)
One	13	(21.4)
Two	11	(18.3)
Three	5	(8.3)
Four or more	4	(6.6)
Total	60	(100)

Data for Table 36 indicated the number of graduate courses that included curriculum content related to preparing graduates for entry-level employment in international development that had been taught by the respondents. Of the respondents for this question, 26 (43.3%) had taught none, 16 (26.6%) had taught one class, 11 (18.3%) taught at least two courses, 4 (6.6%) had taught three, and 3 (5.0%) had taught four or more courses designed to prepare students for international development (see Table 36). Sixty participants answered that question.

Table 36

*Graduate Courses Taught Preparing Students for International Development*

---

Courses	AIAEE Member	
	N = 60	
	<i>f</i>	(P)
None	26	(43.3)
One	16	(26.6)
Two	11	(18.3)
Three	4	(6.6)
Four or more	3	(5.0)
Total	60	(100)

---

### Summary

Summary of findings relative to objective one:

The NGO population rated all nine constructs as somewhat important or important. Work habits were rated most important, followed by conflict management, and cultural diversity. The least important construct for the NGO population was public relations. However, when asked to rank the nine constructs in order of importance, work habits was ranked highest, followed by personal skills, and management responsibility.

Summary for objective two:

The AIAEE population rated all nine constructs important, work habits was rated the highest followed by conflict management, and cultural diversity. However, when asked to rank the constructs in order of importance, program planning was most important followed by cultural diversity, and personal skills.

Summary for objective three:

When comparing the rating of individual questions in each construct, data indicated four constructs contained sizable differences between the two populations. AIAEE members rated questions higher than NGO members in program planning, public relations, staff relations, and management responsibility. One question in the program planning construct was rated more than one interval higher, indicating the AIAEE members found this question more important than NGO members.

However, both populations rating of the individual questions were compared, many similarities were evident. The differences between scores for the majority of the questions were less than one point difference. However, when both populations' construct rankings were compared, the NGO population highest ranking construct was the fourth most important construct for AIAEE members. However, both populations ranked public relations lowest of the nine constructs.

Summary for objective four:

There was no relationship for both populations between age and years of work foreign work experience to the ranking of the constructs. The ranking of the constructs remained the same as it was when analyzed for mean scores and standard deviations.

Summary for objective five:

Both populations were college educated middle aged males who identified with the western cultural. The AIAEE population worked longer in their current positions than NGO members; however, NGO members worked longer in a foreign country than

AIAEE members; however, both populations have worked in all the regions of the world as indicated in the instrument. Almost half of the AIAEE faculty taught no courses that prepare students for careers in international development, however, a few faculty taught more than four courses relating to international development.

Overall the populations were homogenous in rating of the constructs, indicating the all constructs were important. Both populations had advanced degrees, middle aged, identified with the male gender and worked throughout the world. However, there was disagreement on the ranking of constructs, NGOs ranked work habits most important, while AIAEE members ranked program planning the most important. Whereas, both populations ranked public relations the least important construct of the nine.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present a review of the findings and summary of the study. The summary, conclusions and recommendations were developed from the analysis and interpretation of the data.

#### Purpose of Study

The purpose of the study was to describe what competencies are needed for international agents.

#### Objectives of Study

For this study, the objectives were:

1. Describe the perceptions of selected representatives of non-governmental organizations (NGO) who employ baccalaureate-level or higher graduates in entry-level international development positions regarding the importance of selected job-related competencies.

2. Describe the perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers international development regarding the importance of selected job-related competencies.
3. Compare the perceptions of representatives of NGO's with those held by members of AIAEE regarding the importance of selected job-related competencies.
4. Describe the relationship of age and years of work experience in a foreign country with the ranking of the nine constructs.
5. Describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members.

### Study Population

The population of this study consisted of selected field staff in management roles and administration in two American-owned, non-governmental organizations providing development work in various countries throughout the world and academic faculty members of the Association of International Agricultural and Extension Education during 2009.

### Summary of Findings

Objective one was to determine the NGO perceptions of needed competencies for entry-level employees. Both subpopulations rated all nine constructs as being important.

However, when ranking the nine constructs according to importance, work habits (6.25), personal skills (6.04), and management responsibility (5.87) were ranked highest. At the bottom end of the spectrum were personal and professional development (4.37), cultural diversity (4.16), and public relations (2.87). Public relations was almost two full intervals lower than the next lowest construct.

Objective two was to determine perceptions of members of the Association for International Agricultural and Extension Education (AIAEE) who prepare students for careers international development regarding the importance of selected job-related competencies. The AIAEE population rated all the constructs important. To analyze the data closer, the AIAEE population was divided into subpopulations (faculty and students), both of these subpopulations rated all constructs as important. When asked to rank the nine constructs, program planning (6.71), cultural diversity (6.21), and conflict management and resolution (5.12) were ranked highest. On the bottom end of the scale were staff relations (4.43), personal and professional development (4.05), and public relations (3.51).

Objective three compared the perceptions of representatives of NGOs with those held by members of AIAEE regarding the importance of selected job-related competencies. AIAEE members rated individual items higher than NGOs, the largest difference being for constructs, program planning, public relations, staff relations, and management responsibility. Of those constructs, only one item within the program planning construct resulted in a notable difference between populations. Only a few questions contained in the nine constructs contained large differences between the two populations.

Both populations rated all constructs as being important. However, when both populations were asked to rank the level of importance, the NGO population ranked work habits and personal skills highest (see Table 37), while the AIAEE population ranked program planning and cultural diversity highest (see Table 38). Both populations ranked public relations as least important of the constructs.

Table 37

*NGO Ranking and Mean Score of Constructs*

Constructs	Rank	$\mu$ score
Work habits	1	6.25
Personal skills	2	6.04
Public relations	9	2.87

Table 38

*AIAEE Ranking and Mean Scores of Constructs*

Constructs	Rank	$\mu$ score
Program planning	1	6.71
Cultural diversity	2	6.21
Public relations	9	3.51

Objective four was to describe the relationship between age and years of work experience in a foreign country with the ranking of the nine constructs. When both populations were combined, a Pearson correlation coefficient analysis indicated there was only a weak relationship between age and years of international work experience and the nine constructs (see Table 14). Data also indicated a weak relationship was evident when the populations were analyzed separately. Both the NGO and AIAEE populations

never reached the moderate level of .35 for correlation coefficients (McMillan and Schumacher, 2001).

Objective five was to describe and compare the selected personal and professional characteristics of NGO employees and AIAEE members. Data indicated that a larger percentage of participants from both populations were male (NGO, 65.5%; AIAEE, 76.6%), identified with the western culture (NGO, 78.6%; AIAEE, 76.6%), and were middle aged (NGO, 44; AIAEE, 51 years old). As for years in current positions, AIAEE members had worked longer in current position than did NGO employees (AIAEE, 16.20; NGO 8.45 years). As to be expected, a larger percentage of AIAEE members held a doctorate degree than NGO employees (AIAEE, 75%, NGO, 6.9%). Data also indicated NGO employees had more years of work experience in a foreign country than AIAEE members (NGO, 11; AIAEE 4.68 years), and both populations indicated having worked all regions of the world (indicated for the study) with most responses indicating working in Asia or the Middle East (see table 39).

Table 39

*Demographics of Populations*

	Female	Male	Age	Years of foreign experience
	<i>f</i>	<i>f</i>	$\mu$	$\mu$
NGO	11	19	44.37	11
AIAEE	19	46	51.03	4.68

Two questions were asked solely of AIAEE members regarding number of courses taught that prepare students for international development. Almost half of the AIAEE members taught no undergraduate courses preparing students for international

development. However, a quarter of the AIAEE participants taught one or two classes, and a select few taught three or more classes. At the graduate level, almost half of the faculty taught no classes, almost a third taught two classes, and a select few taught three or more classes preparing students for careers in international development.

## Conclusions

Analysis and interpretation of the data provided led to the following conclusions:

Conclusions related to objective one:

The NGO population believed all nine constructs were being important and ranked work habits highest. This supports the research of Ilvento (1996) as well as Langone, Moore and Rudd (2004) who suggested that consultants working in development experience conflict on a daily basis. The NGO population perceived public relations to be the least important competency, while Cooper and Graham (2001) reported public relations to be an important competency for extension agents. Cooper and Graham also found that commitment and dependability were important traits for Extension educators.

Conclusions related to objective two:

The AIAEE population believed all nine constructs were important and ranked program planning, cultural diversity, and conflict management highest. This supports the research of Hassel (2004), Mauro and Hardison (2002), and the United Nations (2005),

who postulated that indigenous people should be involved in the planning and decision making process. The United Nations (1995) stated working with others increases cultural diversity.

Conclusion related to objective three:

Both populations perceived all 54 items and all nine competency constructs as being important. This supports research conducted by Vulpe et al. (2001), who found competencies similar to those investigated in this study could be used in training programs for international personnel. Only one item was rated as being very important by both populations. Both populations indicated that it was very important to be able to work, accept, and respect people of different cultures. However, neither population ranked that item highest. However, as individual constructs, both populations ranked work habits, cultural diversity, and conflict management highest.

Conclusions related to objective four:

There was no relationship between age and years of international work experience with the ranking of the nine constructs. McMillan and Schumacher (2001) suggested in order for a strong relationship the correlation coefficient should reach .80, a moderate relationship should reach .35, and anything lower is considered a weak relationship.

Conclusions related to objective five:

The majority of NGO and AIAEE participants were males, who held at least a graduate degree and identified with the western culture. The NGO population had twice

as many years of work experience in a foreign country as compared to the AIAEE population, but AIAEE members had more experience in their current position. Research also concluded that less than half of AIAEE faculty teach courses preparing students for international development.

### Recommendations

The following recommendations were made based upon the data:

- 1) Based on the conclusions of the study, it is recommended that curriculum and course work include conflict management, cultural diversity and work habits. That recommendation is supported by research conducted by Cooper and Graham (2001), Hassel (2004), Ilevto (1996), Mauro and Hardison (2002), Moore and Rudd (2004), Vulpe et al. (2001), and the United Nations (2005) support this idea. Age and foreign field experience may not play an important role when developing educational opportunities for students. Moreover, Picket (1998) suggested identifying competencies provides for organizational growth and assists the organization to meet future demands. Academic courses designed to prepare students for international jobs should contain some aspect of the nine competencies listed in this study. Schultz (1961) indicated knowledge acquisition is an important form of capital and this knowledge was the key in the development and advancement of western societies. If companies have a greater understanding of the competencies needed for entry-level employees, industry may reduce employee turnover and foster a stronger company performance (Black and Lynch, 2001; Coleman, 1998; Lepak and Snell, 1999; Picket,



1998; and, Quinn, 1992). This understanding would also benefit educational institutions and organizations in the preparation of the students or employees (Becker, 1993).

2) Additional course work in international agriculture may be needed at institutions of higher education. This study concluded that less than half of AIAEE faculty teach undergraduate or graduate level courses that prepare students for entry-level employment international development. This is unfortunate, according to Hartman (2002), Redmann, Schupp, and Richardson (1998), and Vulpe et al. (2001), students who have a global perspective when entering the job market today are more competitive and effective leaders in the 21 Century. Students come to universities to acquire the knowledge needed to find employment, if educational institutions do not provide the courses students need those students make look elsewhere for career alternatives. Moreover, Becket (1993) Schultz (1961), and Quiddin (2000) suggested education is a key to creating competent employees who can enhance the competitive advantage of organizations.

3) This study used two American-based NGOs working in international development and one academic association with membership throughout the world; therefore, further studies need to be conducted tapping other sources (NGOs, funding agencies, and academic organizations/associations) working in the international development sector. As more studies are conducted involving other entities, a richer and deeper understanding will evolve concerning competencies needed for international development work.

## Implications/ Discussions

As developed countries continue to extend aid (human or financial) to developing countries, the need for properly trained development agents will remain. Understanding what competencies are needed in the field will help educators design courses that may better prepare students for careers in international settings. Industry looks for well-prepared employees who can thrive in different cultures. Courses containing components of cultural diversity, conflict management, and communication skills could be advantageous to student development. As the economy becomes more global, enhancing students' understanding of different cultures, conflict management and resolution, and people skills allows students a broader platform when seeking employment and could make them better global citizens.

Many educational areas are adding curricula that promotes internationalism; business education uses international opportunities to teach students about international markets, thereby enhancing the student experience and make them more competitive in the market place. Engineering and medicine utilize global knowledge when educating students, according to The U.S. Department of Education (2007a) there is a push for education to become more global. The Centre for Intercultural Learning concluded that courses addressing international issues create a broader experience for the students (Vulpe et al., 2001).

Research indicates students lack an understanding of global issues (Acker and Grieshop, 2004; Elliot and Yanik, 2002; Hartmann, 2002; Miller, 2004; Sammons, Branson, and Balschweid, 2005; and Wingenbach et al., 2003). If educational institutions

hope to be effective in preparing students for the job market, these institutions need to inject internationalism into the curriculum. Duffy et al. (1998) stated, “curriculum is the cornerstone to building human capacity” (p. 47). If developed countries hope to help developing nations, they need human capacity in their agents to reach that end.

Educational institutions are on the front-line they educate students who may aspire to work internationally. So they must be proactive and seek to understand competencies needed to facilitate that outcome. Acker and Grieshop (2004) explained it best when they said “we cannot afford to move into the future using only our rear view mirror” (p. 60). Becker (1993) asserts education is a key in enhancing the capability of employees by providing them with knowledge, skills, and the ability to solve problems. Employers seek to hire employees who have assets desired by the company and who can give the organization the competitive advantage in the market (Quinn, 1992; Lepak and Snell, 1999). Studies like this help employers and educational institutions seek what competencies are needed to build the human capacity of future employees.

## REFERENCES

- Acker, D., & Grieshop, J. (2004). University curricula in agricultural and extension education: An analysis of what we teach and what we publish. *Journal of International Agricultural and Extension Education*, 11(3), 53-61.
- Androulidakis, S., Freeman, C., Bicoku, Y., Peqini, I., Agolli, S., & Korra, L. (2002). *Journal of International Agricultural and Extension Education*, 9(1), 47-55.
- April, K., & April, A. (2007). Growing leaders in emergent markets: Leadership enhancement in the new South Africa. *Journal of Management Education*. 31(2), 214-244. Retrieved September 19, 2007, from <http://jme.sagepub.com/cgi/contents/refs/31/2/214>.
- Banajanian, B. (2005). Civic participation in post-Soviet Armenia. *Central Asian Survey*, 24(3), 261-279.
- Beavers, I. (1985). Extension in developing countries: An example. *Journal of Extension*, 23(4), 1-5. Retrieved January 12, 2007, from [www.joe.org/joe/1985winter/a3](http://www.joe.org/joe/1985winter/a3)
- Becker, G. (1993). *Human capital: A theoretical and empirical analysis with reference to education*. pp. 1-251. Illinois: University of Chicago Press.
- Black, S., & Lynch, L. (2001). Human-capital investments and productivity. *Technology, Human Capital, and Wage Structure*, 86 (2). Retrieved February 22, 2010, from <http://phd.mshaffer.com/projects/learning/productionHumanCapital.pdf>

- Cobanogla, C., Warde, B., & Moreo, P. (2001). A comparison of mail, fax, and web-based survey methods. *International Journal of Market Research*, 43(4). 441-447.
- Cooper, A., & Graham, D. (2001). Competencies needed to be successful county agents and county supervisors. *Journal of Extension*, 39(1). Retrieved September 7, 2007 from [www.joe.org/joe/2001february/rb3](http://www.joe.org/joe/2001february/rb3)
- Coleman, J. (1998). Social capital in the creation of human capital. *The American Journal of Sociology*. Retrieved February 24, 2010, from <http://www.jstor.org/stable/2780243>.
- Cooper, A., & Graham, D. (2001). Competencies needed to be successful county agents and county supervisors. *Journal of Extension*, 39(1). Retrieved September 7, 2007 from [www.joe.org/joe/2001february/rb3](http://www.joe.org/joe/2001february/rb3)
- Creswell, J. (2005). *Educational research: Planning conducting, and conducting quantitative and qualitative research*. (2<sup>nd</sup> ed.). Ohio: Columbus, Pearson, Merrill, Prentice Hall Publishing, pp.162-361
- Development Executive Group, (2010). International development jobs newsletter – 16 February. Retrieved February 16, 2010, from <http://mail.google.com/mail/shva=1#inbox/126a5b6281ed706>
- Dillman, D. A. (2000). *Mail and internet surveys: The tailored design method* (2nd ed.). New York: John Wiley & Sons, Inc.
- Duffy, S., Toness, A., & Christiansen, J. (1998). Internationalization of land grant university curriculum for sustainable development. *Journal of International Agricultural and Extension Education*, 5(2), 43-50.

- Earle, L. (2005). Community development, 'tradition' and the civil society strengthening agenda in Central Asia. *Central Asia Survey*, 24(3), 245-260.
- Earnest, G., & McCaslin, N. (1994). Extension administrators approach to conflict management: a study of relationships between conflict management style and personality type. *Journal of Agricultural Education*, 35(3). 18-22. Retrieved April 14, 2009, from <http://pubs.aged.tamu.edu/jae/pdf/Vol35/35-03-18.pdf>
- Elliot, J., & Yanik, R. (2002). An analysis of secondary student attitudes and beliefs relative to international agricultural issues. *Journal of International Agricultural and Extension Education*. Proceedings, 18<sup>th</sup> Annual Conference, pp. 494-500.
- Etling, A., (1997). A case study in collaborative consultation. *Journal of International Agricultural and Extension Education* 4(2).
- FAO, United Nations (2004). Twenty-seventh FAO regional conference for Asia and the Pacific. pp. 1-12. Retrieved on September 26, 2007, from [www.fao.org/DOCREP/MEETING/007/J1700e](http://www.fao.org/DOCREP/MEETING/007/J1700e)
- Finley, E., & Price, R. (1994). *International agriculture*. (pp.165-181). New York: Albany, Delmar Publishing.
- Feder, G., Murgai, R., & Quizon, J. (2003). Sending farmers back to school: The impact of farmer field schools in Indonesia. World Bank Policy Research Working paper 3022 pp. 1-42. Retrieved September 24 from [www.ed.gov.puplication/EFF-089](http://www.ed.gov.puplication/EFF-089).
- Fernandez, J. (2003). Practical skills as they relate to working successfully in cross-cultural settings as identified by international agricultural professionals. *Journal of International Agriculture and Extension Education*. Proceedings, 19<sup>th</sup> Annual

- Conference, pp.259-270. Retrieved April 16, 2008 from [www.  
http://www.aiaee.org/2003/Fernandez259-270.pdf](http://www.aiaee.org/2003/Fernandez259-270.pdf)
- Garson, D. (2010). Qualitative research in public administration. Reliability analysis: Statnotes, North Carolina State University, Raleigh North Carolina.
- Harbstreet, S., & Welton, R. (1992). Secondary agriculture students' awareness of international agriculture and factors influencing student awareness. *Journal of Agricultural Education*, 33(1), 10-16.
- Hartmann, M. (2002). Rationale for developing and fostering a global perspective through a required graduate course in sustainable extension and rural development programs. *Journal of International Agricultural and Extension Education Proceedings*, 18<sup>th</sup> Annual Conference, pp. 145-150.
- Hassel, C. (2004). Can diversity extend to ways of knowing? Engaging cross-cultural paradigms. *Journal of Extension*, 42, (2). Retrieved April 12, 2009, from <http://www.joe.org/joe/2004april/a7.php>
- Iivento, T. (1996). Conflict in the community: a challenge for land grant universities. *Journal of Southern Rural Sociology*, 12(1). p. 94. Retrieved April 13, 2009, from <http://ag.auburn.edu/auxiliary/srsa/pages/Articles/sR%201996%2012%201%2093-115.pdf>
- Irigoin, M., Whitacre, P., Faulkner, D., & Coe, G. (2002). Mapping competencies for communication for development and social change: Turning knowledge, skills, and attitudes into action. pp. 1-17. Retrieved September 2, 2008 from [www.changeproject.org/pubs/competenciesreport.pdf](http://www.changeproject.org/pubs/competenciesreport.pdf)

- Internal Revenue Service, (2009). Exemption requirements – section 501 (c)(3) organizations. Retrieved March 12, 2010 from [irs.gov/charities/charitable/Article](http://irs.gov/charities/charitable/Article)
- Jackson, D., & Boateng, J. (2006) Ten recommendations for positive international extension experience. *Journal of International Agricultural and Extension Education*. Proceedings, 22<sup>nd</sup> Annual Conference, pp. 282-288.
- Jayarathne, K., Hanula, C., & Crawley, C. (2005) A simple method to evaluate series-type Extension programs. *Journal of Extension*, 43(2), p.1. Retrieved April 28, 2008 from <http://www.joe.org/joe/2005april/tt3.shtml>
- Knowles, M. (1998). *The adult learner*. (5<sup>th</sup> ed.) pp. 1-320. Massachusetts: Woburn, Butterworth-Heinemann Publishing.
- Koulaouzides, G., Acker, D., Vergos, E., & Crunkilton, J. (2003). Innovative agricultural education curriculum practices promote sustainability in the Balkan region of south-eastern Europe. *Journal of International Agricultural and Extension Education*, 10(1), 73-80.
- Langone, C. (1992). Building community leadership. *Journal of Extension*, 30(4). Retrieved April 13, 2009, from <http://www.joe.org/joe/1992winter/a7.php>.
- Lepak, D., & Snell, S., (1999). The human resource architecture: toward a theory of human capital allocation and development, 24 (1) 31 – 48. Retrieved February 22, 2010, from [http://www.bus.tu.ac.th/usr/Articles\\_pdf](http://www.bus.tu.ac.th/usr/Articles_pdf)
- Lieb, S., (1991). Principles of adult learning. Arizona Department of Health. Retrieved March 9, 2007 from [Honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults](http://Honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults)



- Linder, J., Murphy, T., & Briers, G. (2001). Handling nonresponse in social science research. *Journal of Agricultural Education*, 42 (4), 43-53.
- Ludwig, B., & McGirr, M. (2003). Globalizing Extension – a national initiative for U.S. land-grant universities. *Journal of International Agriculture and Extension Education*. Proceedings, 19<sup>th</sup> Annual Conference, p. 402. Retrieved on April 30, 2008 from <http://www.aiaee.org/2003/Ludwig401-411.pdf>
- Luft, V. (1996). Extension to which cultural diversity is addressed in secondary agricultural education. *Journal of Agricultural Education*, 37(3), 67-75. Retrieved April 7, 2009, from <http://pubs.aged.tamu.edu/jae/pdf/vol37/37-03-67.pdf>
- Mauro, F., & Hardison, P. (2002). Traditional knowledge of indigenous and local communities: international debate and policy initiatives. *Ecological Applications*, 10(5), 1263-1269. Retrieved on April 10, 2009, from <http://forums.cbd.int/doc/articles/2002/A-00108.pdf>
- McMillan, J., & Schumacher, S. (2001) *Research in education*. New York: Longman Publishing.
- Miller, L. (2004). Reconsidering graduate programs for students from developing countries. *Journal of International Agriculture and Extension Education*. Proceedings, 20<sup>th</sup> Annual Conference, pp. 112-117.
- Miller L., & Smith K. (1983) Handling nonresponse issues. *Journal of Extension*, 21(5), 45-50. Retrieved December 31, 2009 from [www.Joe.org/Joe/1983september/83-5-a7.pdf](http://www.Joe.org/Joe/1983september/83-5-a7.pdf)
- McConnell, K. (2006, June 09). House passes \$21.3 billion fiscal 2007 foreign aid spending bill. The Washington File, p.1. Retrieved April 27, 2008 from

<http://www.america.gov/st/washfile-english/2006/June/20060609155345AKllennoCcM0.3621942.html>

Moore, L., & Rudd, R. (2004). Leadership skills and competencies for extension directors and administrators. *Journal of Agricultural Education*, 45(3), 22-33. Retrieved April 14, 2009, from <http://pubs.aged.tamu.edu/jae/pdf/vol45/45-03-022.pdf>

Moyo, E., & Hagmann, J. (2000). Facilitating development of competencies to put learning-process approaches into practice in rural extension. International Institute of Rural Reconstruction, pp. 1-12. Retrieved September 7, 2007 from [www.iirr.org/PTD/Cases/Moyo](http://www.iirr.org/PTD/Cases/Moyo)

Mwangi, J., & McCaslin, N. (2000). The motivation of Kenya's rift valley extension agents. *Journal of Agricultural Education*, 35(3), 35-43.

Navarro, M. & Edwards, M. (2008). Priorities for undergraduate education and the inclusion of internationalized curriculum in colleges of agriculture: interpreting the comparison dilemma. *Journal of Agricultural Education*, 49(4), p. 82.

Oliver, J., Badadoost, M., Banks, D., Becker, J., Clark, R., Ebata, A., Grupp, S., Gulotta, J., Hirschi, M., Knippe, R., McDonough, B., & Siebold, S. (2009) The university of Illinois extension, international and multicultural programming, extension global connect strategic plan, pp. 1-7. Retrieved September 18, 2007 from <http://web.extension.illinois.edu/international/docs/strategicplan.pdf>

Oxfam (2008, April 04). Rich countries' aid figures drop for second straight year.

Retrieved April 27, 2008, from

[http://www.oxfam.org/en/news/2008/pr080404\\_aid\\_figures\\_drop\\_for\\_second\\_year](http://www.oxfam.org/en/news/2008/pr080404_aid_figures_drop_for_second_year)

- Peters, S. (2002). Rousing the people of the land: The roots of the educational organizing tradition in extension work. *Journal of Extension*, 40 (3). Retrieved January 12, 2007, from [www.joe.org/joe/2002june](http://www.joe.org/joe/2002june)
- Pickett, L., (1998). Competencies and managerial effectiveness: Putting competencies to work. *Public Personnel Management*, 27(1), 103-115. Retrieved February 24, 2010, from <http://ud4cl8x8h.scholar.serialssolution>
- Quinn J. B., (1992). *Intelligent enterprise*. New York: Free Press
- Quiggin, J., (2000). Human capital theory and education policy in Australia. The Australian Economic Review, 32(2), pp.130-144. Retrieved March 8, 2010, from <http://ud4cl8nx8h.scholar.serialssolutions.com>
- Radhakrishna, R. (2001). Evaluating international agricultural and extension education projects: problems, challenges, and strategies. *Journal of International Agriculture and Extension Education*, 8(2), 7-14.
- Redmann, D., Schupp, A., & Richardson, W. (1998). International agriculture knowledge of graduating seniors in a U.S. land grant university. *Journal of International Agricultural and Extension Education*, 5(1), 35-43.
- Reed, E., & Wolniak, G. (2005). Diagnosis or determination: Assessment explained through human capital theory and the concept of attitudes. *Electronic Journal of Sociology*.
- Rogers, A. (1996). Participatory training: Using critical reflection on experience in agricultural extension training. FAO: Training for agriculture and rural development, economic and social development series (54) p.86.
- Rogers, E. (2003). *Diffusions of Innovations*. (5<sup>th</sup> ed.). New York; New York, Free Press.

- Rubinson, R., & Browne, I. (1994). Education and the economy. In Smelser and Swedberg, *The Handbook of Economic Sociology*. Princeton University Press
- Schultz, T. (1961). Investment in human capital. *The American Economic Review* *LI* (1). Retrieved February 24, 2010 from <http://ud4cl8nx8h.scholar.serialssolutions.com>
- Selby, K., Peters, J., Sammons, D., Branson, F., & Balschweid, M. (2005) Preparing extension educators for a global community. *Journal of Extension*, *43*(4), 1-10. Retrieved September 18, 2007, from <http://www.joe.org/joe/2005august/rb1>
- Shavelson, R. (1996). Statistical reasoning for behavioral sciences. (Special Edition). Massachusetts: Boston, Pearson Custom Publishing, pp. 331-369.
- Simpson, L., & Driben, P. (2000). From expert to acolyte: learning to understand the environment from an Anishinaabe point of view. *American Indian Culture and Research Journal*. *24*(3), 10-19. Retrieved April 15, 2009, from <http://www.booksaisc.uda.edu/toc/aicrjv24n3.html>
- Snapp, S., & Pound, B. (2008). *Agricultural Systems: Agroecology & Rural Innovation for Development*. Burlington; MA, Academic Press, p. 328.
- Swanson, B., & Samy, M. (2004). Building a public-private strategy for global market development: refocusing research and extension to serve small-scale farmers in Egypt. *Journal of International Agriculture and Extension Education*. Proceedings, 20<sup>th</sup> Annual Conference, 318-326.
- Toness, A. (2001). The potential of participatory rural appraisal (PRA) approaches and methods for agricultural extension and development in the 21<sup>st</sup> century. *Journal of International Agricultural and Extension Education*, *8* (1), 25-37.

- United Nations (1995). The challenge of human rights and cultural diversity. Retrieved April 3, 2009, from [www.un.org/rights/dpi11627e.htm](http://www.un.org/rights/dpi11627e.htm)
- United Nations Development Program (2008). Human Development Report: Origins of the human development approach. Retrieved April 27, 2008, from <http://hdr.undp.org/en/humandev/origins/>
- United Nations Educational, Scientific, and Cultural Organization (2005b). Convention on protection and promotion of the diversity of cultural expressions. pp. 1-18. Retrieved April 3, 2009, from <http://unesdoc.unesco.org/images/001429/142919e.pdf>
- UNICEF, (2007). Millennium development goals; reduce child mortality. Retrieved October 10, 2007, from [www.unicef.org/mdg/childmortality.htm](http://www.unicef.org/mdg/childmortality.htm)
- United Nations, Office on Drugs and Crime (UNODC). (2005). Afghanistan, Mapping of alternative livelihood projects. United Nations, Office on Drugs and Crime Publication, p. 5, Kabul, Afghanistan.
- United States Department of Agriculture (2007b). U.S. department of Agriculture technical assistance in Afghanistan and Iraq (PowerPoint). Retrieved September 22, 2007 from [www.fas.usda.gov/icd/drd/afghanistan.asp](http://www.fas.usda.gov/icd/drd/afghanistan.asp)
- United States Department of Agriculture (2007a). Development resources and disaster assistance: Afghanistan. pp. 4–24. Retrieved September 22, 2007 from [www.fas.usda.gov/icd/drd/afghanistan.asp](http://www.fas.usda.gov/icd/drd/afghanistan.asp)
- United States Department of Education, International education Programs Service, (2007b). Best practices: CIBEs meet the current training needs of U.S. businesses.

Retrieved September 25, 2007, from  
[www.ed.gov/about/offices/list/ope/iegps/cibe-training](http://www.ed.gov/about/offices/list/ope/iegps/cibe-training)

United States Department of Education, National Center for Educational Statistics, (2007a). From Bachelor's degree to work: major field of study and employment outcomes of 1992-93 Bachelor's degree recipients who did not enroll in graduate education by 1997. Retrieved October 10, 2007, from  
[http://nces.ed.gov/programs/quarterly/Vol\\_3/3\\_1/q5\\_2.asp](http://nces.ed.gov/programs/quarterly/Vol_3/3_1/q5_2.asp)

United States General Accounting Office, (2003) Foreign assistance: strategic workforce planning can help USAID address current and future challenges. pp. 1-21.  
Retrieved September 2, 2008 from [www.gao.gov/newitems/d03946.pdf](http://www.gao.gov/newitems/d03946.pdf)

Van Crowder, L., Lindley, W., Bruening, T., and Doron, N. (1998). Agricultural education for sustainable rural development: Challenges for developing countries in the 21<sup>st</sup> century. *The Journal of Agricultural Education and Extension*, 5 (2), 71-84. Retrieved December 6, 2007, from  
<http://dx.doi.org/10.1080/13892249885300201>

Vulpe, T., Kealey, D., Protheroe, D., & Macdonald, D. (2001). A Profile of the Interculturally Effective Person. (2<sup>nd</sup> ed.). (pp. 1-62). Canada; Canadian Foreign Service Institute.

Whent, L. (1994). Understanding impediments to diversity in agricultural education. *The Agricultural Education Magazine*, 66 (12).

Wiersma, W., & Jurs, S. G. (1990). *Educational measurement and testing*. (2<sup>nd</sup>). Boston, MA: Allyn and Bacon

- Willetts, P. (2008). What is a non-governmental organization? *UNESCO Encyclopedia of Life Support Systems*. Retrieved April 27, 2008, from <http://www.staff.city.ac.uk/p.willetts/CS-NTWKS/NGO-ART.HTML>
- Wingenbach, G., Boyd, B., & Linder, J. (2003). Student's knowledge and attitudes about international agricultural issues. *Journal of International Agricultural and Extension Education*, 10(3), 25-35.
- Worth, S., (2007). South African education agenda: identifying markers for rewriting agricultural extension curricula. *Journal of Agricultural Education and Extension* 13, (2), pp. 131-144. Retrieved September 29, 2007 from <http://dx.doi.org/10.1080/13892240701289585>

## APPENDICES



APPENDIX A  
IRB APPROVAL

Oklahoma State University Institutional Review Board  
**Request for Determination of Non-Human Subject or Non-Research**

6. Signatures

Signature of PI Tim Kock by B. Millery Date 9/9/09

Signature of Faculty Advisor William Neal Date 9/9/09  
(If PI is a student)



Based on the information provided, the OSU-Stillwater IRB has determined that this project **does not** qualify as human subject research as defined in 45 CFR 46.102(d) and (f) and **is not subject to oversight by the OSU IRB.**



Based on the information provided, the OSU-Stillwater IRB has determined that this research **does** qualify as human subject research and **submission of an application for review by the IRB is required.**

Sheila M. Kennison  
Dr. Sheila Kennison, IRB Chair

9/14/09  
Date

APPENDIX B  
COMPETENCIES OF ENTRY-LEVEL INTERNATIONAL DEVELOPMENT  
AGENTS (AIAEE INSTRUMENT)

## Competencies of Entry-level International Development Agents

### Welcome to the Survey: "Competencies of Entry-level International Deve..."

**Please read this consent document carefully before you decide to participate in this study.**

**Project Title: Perceptions of Employers and Educators Regarding Job-related Competencies Needed by International Development Agents**

**My name is Tim Kock, and I am a Ph.D. student in the Department of Agricultural Education, Communications, and Leadership at Oklahoma State University. Thank you for taking the time to participate in this study. Your participation is completely voluntary. There is no penalty for not participating. The purpose of this study is to determine the perceptions of employers and educators regarding competencies needed by international development consultants and to fulfill the requirements for graduation in the Ph.D. program. You can stop any time without penalty, and you do not have to answer any questions you do not wish to answer.**

**All answers are confidential to the extent provided by law. There are no known risks associated with this study, and you will receive no compensation or other direct benefits based on your participation.**

**If you have questions regarding consent of this form please contact Tim Kock at 402-376-5603 or email [tim.kock@okstate.edu](mailto:tim.kock@okstate.edu).**

**By clicking on the "I agree to participate" button, I am verifying that I have read the procedure described above and voluntarily agree to participate in the study.**

- I agree to participate
- No thank you, I do not wish to participate

## Competencies of Entry-level International Development Agents

### Conflict Management and Resolution

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Willingness to involve others when addressing conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an environment of understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capable of handling conflict in peaceful ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to control emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands how to separate people from the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Cultural Diversity

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Willingness to work with, accept, and respect people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to promoting gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the importance of indigenous knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes freedom of thought and expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to create conditions for cultures to flourish and interact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Program Planning, Implementation, and Evaluation

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Ability to conduct needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capable of planning and implementing programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficient in program/project evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skillful in writing in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competent in record keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Public Relations

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Possess public relation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with key leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach decision making skills to clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to client requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective public speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Competencies of Entry-level International Development Agents

### Personal and Professional Development

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Knowledgeable subject matter specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posses communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior training or teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated to continual self-improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Staff Relations

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Posses effective management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to delegate authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowers others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Personal Skills

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Clear goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible and respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to make a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Management Responsibility

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Ability to gain acceptance as trusted advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networks with outside sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives credit and recognition to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to lead and serve others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skillful in making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Work Habits

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Self-motivated and dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficient in organization and time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible and open minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed to project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Ranking Constructs

Please rank the following nine constructs in order of your perception of how important each construct is. You may only use each number once (1 being least important and 9 being most important).

	1 (Least Important)	2	3	4	5	6	7	8	9 (Most Important)
Conflict management and resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program planning/evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Demographic Information

This section is extremely important to the study and contains questions describing you. Please check the appropriate answers that best describe you.

### What is your gender?

Male

Female

### With which of the following do you "most closely" culturally identify?

Western

Latino

African

Asian

Middle Eastern

### What is your age?

Age in years

## Competencies of Entry-level International Development Agents

### Demographic Information

**Your years of work experience in current position? (Please use numbers when answering this question and round your answer to the nearest whole number, no decimal points)**

Number of years

**What is your highest level of education?**

- High school
- Associate
- Bachelor's
- Master's
- Doctorate

**Your years of work experience residing in a country or countries other than your official country of residence (i.e., the country for which you hold citizenship)? (Please use numbers when answering this question and round your answer to the nearest whole number, no decimal points.)**

Number of years



## Competencies of Entry-level International Development Agents

### Demographic Information

**In which regions of the world have you worked internationally? (Indicate all that apply.)**

- Asia
- Middle East
- Europe
- North America
- Central America
- South America
- Africa
- Australia

**What is your affiliation with AIAEE?**

- Faculty
- Faculty Emeriti
- Government
- NGO
- Graduate student

# Competencies of Entry-level International Development Agents

## Demographic Information

**What are the percentages of your academic appointment? (Cannot exceed 100%) (Please use numbers when answering this question and round your answer to the nearest whole number, no decimal points.)**

Teaching

Research

Extension

Not Applicable

**How many different undergraduate courses have you taught that included curriculum content related to preparing graduates for entry-level employment in international development?**

- None
- One class
- Two classes
- Three classes
- Four or more classes

**How many different graduate courses have you taught that included curriculum content related to preparing graduates for entry-level employment in international development?**

- None
- One class
- Two classes
- Three classes
- Four or more classes

**Additional comments?**

## Competencies of Entry-level International Development Agents

### End of Survey

Thank you for completing the survey. You may exit out of this page.

APPENDIX C  
NGO INSTRUMENT

## Competencies of Entry-level International Development Agents

Welcome to the Survey: "Competencies of Entry-level International Deve...

**Please read this consent document carefully before you decide to participate in this study.**

**Project Title: Perceptions of Employers and Educators Regarding Job-related Competencies Needed by International Development Agents**

**My name is Tim Kock, and I am a Ph.D. student in the Department of Agricultural Education, Communications, and Leadership at Oklahoma State University. Thank you for taking the time to participate in this study. Your participation is completely voluntary. There is no penalty for not participating. The purpose of this study is to determine the perceptions of employers and educators regarding competencies needed by international development consultants and to fulfill the requirements for graduation in the Ph.D. program. You can stop any time without penalty, and you do not have to answer any questions you do not wish to answer.**

**All answers are confidential to the extent provided by law. There are no known risks associated with this study, and you will receive no compensation or other direct benefits based on your participation.**

**If you have questions regarding consent of this form please contact Tim Kock at 402-376-5603 or email [tim.kock@okstate.edu](mailto:tim.kock@okstate.edu).**

**By clicking on the "I agree to participate" button, I am verifying that I have read the procedure described above and voluntarily agree to participate in the study.**

- I agree to participate
- No thank you, I do not wish to participate

## Competencies of Entry-level International Development Agents

### Conflict Management and Resolution

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Willingness to involve others when addressing conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create an environment of understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capable of handling conflict in peaceful ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to control emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands how to separate people from the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Cultural Diversity

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Willingness to work with, accept, and respect people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open to promoting gender equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the importance of indigenous knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes freedom of thought and expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to create conditions for cultures to flourish and interact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Program Planning, Implementation, and Evaluation

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Ability to conduct needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capable of planning and implementing programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficient in program/project evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skillful in writing in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competent in record keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Competencies of Entry-level International Development Agents

### Public Relations

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Possess public relation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperates with key leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach decision making skills to clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond to client requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective public speaking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Personal and Profesional Development

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Knowledgeable subject matter specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posses communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior training or teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts to surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated to continual self-improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Staff Relations

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Posses effective management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to delegate authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowers others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Personal Skills

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Clear goal setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credible and respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to make a difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Management Responsibility

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Ability to gain acceptance as trusted advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networks with outside sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives credit and recognition to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to lead and serve others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skillful in making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Work Habits

Using the summated-rating scale provided, please rate the level of importance of each competency regarding the job role of an entry-level employee working in international development.

	Not Important	Low Importance	Somewhat Important	Important	Very Important
Self-motivated and dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proficient in organization and time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible and open minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess a positive attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed to project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Competencies of Entry-level International Development Agents

### Ranking Constructs

Please rank the following nine constructs in order of your perception of how important each construct is. You may only use each number once (1 being least important and 9 being most important).

	1 (Least Important)	2	3	4	5	6	7	8	9 (Most Important)
Conflict management and resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program planning/evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Competencies of Entry-level International Development Agents

## Demographic Information

This section is extremely important to the study and contains questions describing you. Please check the appropriate answers that best describe you.

### What is your gender?

Male

Female

### With which of the following do you "most closely" culturally identify?

Western

Latino

African

Asian

Middle Eastern

### What is your age?

Age in years



## Competencies of Entry-level International Development Agents

### Demographic Information

**Your years of work experience in current position? (Please use numbers when answering this question and round your answer to the nearest whole number, no decimal points.)**

Number of years

**What is your highest level of education?**

- High school
- Associate
- Bachelor's
- Master's
- Doctorate

**Your years of work experience residing in a country or countries other than your official country of residence (i.e., the country for which you hold citizenship)? (Please use numbers when answering this question and round your answer to the nearest whole number, no decimal points.)**

Number of years

# Competencies of Entry-level International Development Agents

## Demographic Information

**In which regions of the world have you worked internationally? (Indicate all that apply.)**

- Asia
- Middle East
- Europe
- North America
- Central America
- South America
- Africa
- Australia

**What is your current position in your NGO?**

- Senior Vice President/Senior Portfolio Manager
- Project Director/Project Coordinator
- Chief of Party
- Deputy Chief of Party
- Human Resources

**Additional comments?**

## Competencies of Entry-level International Development Agents

### End of Survey

Thank you for completing the survey. You may exit out of this page.

APPENDIX D  
NGO AGREEMENT E-MAILS FOR PARTICIPATING IN STUDY

Dear Mr. Kock,

This message is to inform you that ACDI/VOCA staff, both domestic and international, is happy to participate in your research study. We look forward to receiving the questionnaire in November and to contributing valuable information that will lead to stronger programs in the field of study for international development professionals.

Regards,

Diana Roach  
Director  
Volunteer Programs  
50 F Street NW, Suite 1075  
Washington, DC 20001  
Tel: (202) 879-0619  
Fax: (202) 626-8726  
droach@acdivoca.org  
www.acdivoca.org  
www.vocafoundation.org

**RE: Dissertation research**

Tuesday, November 3, 2009 1:12 PM

**From:**

"Paul Sippola" <psippola@cnfa.org>

[View contact details](#)

**To:**

"tim kock" <tworustyspurs@yahoo.com>

Tim,

We'd be happy to help you out. What are the next steps forward?

---

**From:** tim kock [mailto:tworustyspurs@yahoo.com]

**Sent:** Tuesday, November 03, 2009 3:29 PM

**To:** Paul Sippola

**Subject:** RE: Dissertation research

Paul,

Have you had a chance to find out if CNFA will still allow their employees to participate in my research? If you have, I could you please let me know. I would like to send the introduction email out on Friday and follow on Monday with the survey link.

Thanks

Tim

--- On **Mon, 11/2/09**, Paul Sippola <psippola@cnfa.org> wrote:

From: Paul Sippola <psippola@cnfa.org>

Subject: RE: Dissertation research

To: "tim kock" <tworustyspurs@yahoo.com>

Date: Monday, November 2, 2009, 5:35 AM

Tim,

I'd be happy to help you out any way I can. Rod's replacement is Sylvain Roy . I'm going to have to get his buy in on this before we can proceed. It would be helpful if you sent to me a paragraph summary of your dissertation and a brief description of how CNFA plays a part in this.

Thanks,

Paul

---

**From:** tim kock [mailto:tworustyspurs@yahoo.com]  
**Sent:** Sunday, November 01, 2009 2:24 PM  
**To:** Paul Sippola  
**Subject:** Dissertation research

Paul,

Last year, Rod Beason agreed to allow CNFA to participate in my dissertation research, I hope CNFA will still participate. I know it has taken longer to get to this point than I ever thought, but I have been given approval to start collecting data. I will send you the link to my survey sometime this week, would you be willing to forward it to the people I describe in the next email? I will need to send out three reminders to those individuals over the next month. I hope you will act as my conduit with CNFA faculty. I will explain it in the email I send this week.

Thanks,

Tim

APPENDIX E  
INTRODUCTION E-MAILS TO PARTICIPANTS IN STUDY (NGO)



Diana and Paul:

Could you please forward this email to all VPs, Project Directors/Project Coordinators, COPs, DCOPs, and HR personnel? I will send another email on Monday that contains the survey link.

Participants:

I would to thank all of you for taking time out of your busy schedule to complete the survey that you will receive on Monday. My research is investigating the skills needed by international consultants and also is part of my doctoral requirements at Oklahoma State University. Participation is completely voluntary.

Regards,

Tim

Tim Kock

Graduate student

Oklahoma State University

402-376-5603

APPENDIX F  
INTRODUCTION E-MAILS TO PARTICIPANTS IN STUDY (AIAEE)

Dr. Wingenbach:

Could you please forward this email to the AIAEE listserv? I will send the survey link to you on Monday.

Thanks,

Tim

Participants:

I would to thank all of you for taking time out of your busy schedule to complete the survey that you will receive on Monday. My research is investigating the skills needed by international consultants and also is part of my doctoral requirements at Oklahoma State University. Participation is completely voluntary.

Regards,

Tim

Tim Kock

Graduate student

Oklahoma State University

402-376-5603

APPENDIX G  
INTRODUCTION E-MAILS TO PARTICIPANTS IN STUDY (NGO)

**Tim Kock's research (last chance)**

Kock, Tim

**Sent:** Monday, November 30, 2009 10:00 AM

**To:** droach@acdivoca.org

Diana,

This is the last round, thanks for helping.

Tim

Participants:

If you have already completed the questionnaire, please disregard this e-mail.

I would like to thank you for participating in understanding the competencies needed by International consultants. This is the final e-mail you will receive regarding the study, if you would like your voice to be heard you have until Monday, December 7 to participate.

The response has been good, but more data is needed.

<http://www.surveymonkey.com/s/BS6FGD5>

Thank you,

Tim

Tim Kock

Graduate Student

Oklahoma State University

402-376-5603

tim.kock@okstate.edu

Paul,

This is the last round, thanks for helping.

Tim

Participants:

If you have already completed the questionnaire, please disregard this e-mail.

I would like to thank you for participating in understanding the competencies needed by entry-level employees. Your participation is greatly appreciated. This is the final e-mail you will receive regarding the study, if you would like your voice to be heard you have until Monday, December 7 to participate. The response has been good, but more data is needed.

<http://www.surveymonkey.com/s/BS6FGD5>

Thank you,

Tim

Tim Kock

Graduate Student

Oklahoma State University

402-376-5603

tim.kock@okstate.edu

APPENDIX H  
INTRODUCTION E-MAILS TO PARTICIPANTS IN STUDY (AIAEE)

**Tim Kock's research (last chance)**

Kock, Tim

**Sent:** Monday, November 30, 2009 9:48 AM

**To:** AIAEE@listserv.tamu.edu

AIAEE members:

If you have already completed the questionnaire, please disregard this e-mail.

I would like to thank you for participating in understanding the competencies needed by international consultants. This is the final e-mail you will receive regarding the study,

if you would like your voice to be heard you have until Monday, December 7 to participate.

<http://www.surveymonkey.com/s/BRX5GDP>

Thank you,

Tim

Tim Kock

Graduate Student

Oklahoma State University

402-376-5603

tim.kock@okstate.edu



VITA

Timothy Kendall Kock

Candidate for the Degree of

Doctor of Philosophy

EMPLOYERS' AND EDUCATORS' PERCEPTIONS OF JOB-RELATED  
COMPETENCIES NEEDED BY ENTRY-LEVEL INTERNATIONAL  
DEVELOPMENT AGENTS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Fremont, Nebraska on May 2, 1964, son of Mr. and Mrs. Kenneth and Donna Kock and Mrs. Lynda Kock (deceased, 2009).

Education:

Completed the requirements for the Doctor of Philosophy/Education in agricultural education at Oklahoma State University, Stillwater, Oklahoma in May, 2010.

Completed the requirements for the Master of Science/Arts in agricultural education at the University of Nebraska/Lincoln/College of Agriculture, Lincoln, Nebraska in 1995.

Completed the requirements for the Bachelor of Journalism in advertising at the University of Nebraska/Lincoln/College of Journalism, Lincoln, Nebraska in 1992.

Experience:

Multiple years of experience implementing Extension agricultural and community development programs in the USA, Central Asia, Euro-Asia, and former Soviet States.

Professional Memberships:

Phi Beta Delta, Epsilon Upsilon Chapter, Honor Society for International Scholars, (2008 - Present)

Association of International Agriculture and Extension Education, (2006 - Present)

American Association for Agricultural Education (2007 - Present)

Name: Timothy K. Kock

Date of Degree: May, 2010

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

EMPLOYERS' AND EDUCATORS' PERCEPTIONS OF JOB-RELATED  
COMPETENCIES NEEDED BY ENTRY-LEVEL INTERNATIONAL  
DEVELOPMENT AGENTS

Pages in Study: 162

Candidate for the Degree of Doctor of Philosophy

Major Field: Agricultural Education

Scope and Method of Study: The purpose of this study was to determine employees (NGOs) and educators (AIAEE members) perceptions of job-related competencies for entry-level international development agents. Nine constructs were garnered from research, conflict management and resolution, cultural diversity, , management responsibility, personal and professional development, personal skills, program planning and evaluation, public relations, staff relations, and work habits. The populations included 90 NGO employees, and 178 members of AIAEE. Both populations were surveyed using an online questionnaire. This descriptive study generated a 36% response rate for NGO employees, and 49% for AIAEE members.

Findings and Conclusions: Both populations rated all nine constructs as somewhat important or important. However, when asked to rank the constructs in order of importance, the NGO population ranked work habits as most important, followed by personal skills, and management responsibility. Whereas, the AIAEE population ranked program planning and evaluation as most important followed by cultural diversity, and work habits. However, only a weak correlational relationship was evident for age and international work experience to the nine constructs. Pertaining to the demographics of the populations, the NGO contained a larger percentage of females than did the AIAEE population. Both populations indicated they culturally identify with the western culture, however both populations indicated they have worked throughout the world. The largest number of respondents indicated they had worked in Asia, Africa, North America, or the Middle East. However, AIAEE members had more years of experience in their current positions, but NGO employees had more years of experience residing in a foreign country. When AIAEE members were asked how many undergraduate or graduate courses they taught that prepare students for employment in international development, almost half taught no courses. However, qualitative data gathered from a telephone interview of an international recruiter indicated that students today are better prepared than those five years ago.

ADVISER'S APPROVAL: William Weeks

---