

bear on the Western-originated technologies of the expatriate, it is often the case that new, and sustainable (or “appropriate”), technologies are created.

In order to encourage this “partnership attitude” on the part of the collaborators, it is important that they be equipped with skills and information which go well beyond technical competence. If this needs repetition, it is because aid agencies and businesses have so often in the past made technical qualifications the predominant criterion for selecting personnel for overseas assignment. Genuine partnerships have also been impeded in the past because large numbers of TC and other collaborators have failed to learn much about the local culture or language and have spent most of their time in Western ghettos.<sup>108</sup>

In what follows, an outline is given of the profile of skills, knowledge, and experience which will generally be required to perform the increasingly demanding role of cross-cultural collaborator. This portrait of the model cross-cultural collaborator derives from a review of the extensive literature that exists on technical cooperation, international business, and personnel management. All N-S collaborators will likely be strong in some of the skills outlined in the profile and weak in some of the others. Training should therefore aim to assist individuals to improve their areas of weakness, while developing further their areas of strength.

### **8.1 DEFINING THE SKILLS, KNOWLEDGE, AND EXPERIENCE OF THE MODEL CROSS-CULTURAL COLLABORATOR**

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There are three major categories of personal skills required for effective collaboration across cultures: adaptation skills, cross-cultural skills, and partnership skills. For the sake of brevity, the word “skill” is often used below to

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108. Kealey, Daniel J. *op. cit.*, p. 39.