The Effectiveness of
Cross–Cultural Training
in the Australian Context

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Table of Contents

Acknowledgements

Executive Summary

A 15-month national research study of the effectiveness of cross-cultural training (CCT) in the Australian public and community sectors has produced statistically significant evidence that CCT is of direct benefit to employees, their organisations and their clients. The study, which involved a review of the literature, consultations with 195 stakeholders and five surveys involving 718 managers, trainers and participants, has also identified policy, planning and performance issues regarding the future provision of CCT.

Project Objectives

- To identify and document the nature, extent, status, best practice approaches and effectiveness of cross-cultural training as a strategy for achieving multicultural policy objectives.

- To establish credible data to guide the future policy development and current management decisions of agencies responsible for multicultural affairs, government agencies and community organisations working to implement the *Charter of Public Service in a Culturally Diverse Society*, and cross-cultural trainers, in relation to the justification of the utilisation of resources for cross-cultural training.

- To provide guidelines on the implementation of effective cross-cultural training and the development needs of the cross-cultural training field.

Key Findings

- Cross-Cultural Training (CCT) is an important element in the development of individual and organisational cultural competence, which underpins the social cohesion and social capital of Australian society.

- A survey of public sector current practice over the period 2000-2005 produced consistent qualitative evidence that CCT programs were effective in achieving their objectives, although the level of training activity was low compared to estimated levels of demand and recommendations for increased training.

- The majority of public sector and community organisations surveyed expected increased or greatly increased demand for CCT over the next five years, with improving customer service the main driver for this demand.

- Comparisons of pre-training, immediate post training and longitudinal training evaluation surveys involving 515 public sector employees showed statistically significant improvements in their awareness of cultural influences on customer and workplace interactions, knowledge and understanding of other cultures and understanding of organisational cultural diversity policies and issues.

- Due to the brevity of the 39 CCT programs evaluated (averaging six hours) and the general absence of organisational measurements of cultural competence, the training did not result in gains in other areas such as understanding the deeper effects of one's own culture on oneself and in confidence to transfer cross cultural skills to the workplace and to colleagues.

- Over 60% of participants would like more cross-cultural training, indicating their acknowledgement that the development of cultural competence is a complex and on-going learning process.

- CCT training was rated highly by the great majority of participants, 88% recommending that it be compulsory for all staff in customer contact positions.

- The demonstrated fact that even short training programs result in benefits and stimulate interest in further learning indicates that investments in more robust and job-focused CCT will be likely to deliver greater measurable returns for organisations.

- Although the majority of managers surveyed recognised the importance of cultural competence to service quality and workforce relations, few organisations conducted CCT programs on a regular basis or included cultural competence in performance appraisals.

- The future development of cultural competence at all levels of organisations and systems will require its inclusion in formal competency standards and organisational development strategies.

- Cross-cultural trainers identified needs for professional development, for further research and for the development of Australian training resources.

The Australian Context of Cross-Cultural Training

Cross-cultural training must be evaluated in the broader context of Australian social and economic trends and needs in relation to social cohesion, governance, immigration, workforce development, globalisation and economic competitiveness.

Social cohesion and the development of human capital rely to a large degree on a society's social capital, described as the networks and norms of reciprocity and trust that enhance productivity (McGaw, 2006). Underpinning social capital and social cohesion is cultural competence, which can be broadly described as the ability of systems, organisations, professions and individuals to work effectively in culturally diverse environments and situations. Cross-cultural training, which aims to develop the awareness, knowledge and skills needed to interact appropriately and effectively with culturally diverse customers and co-workers, is an important element in the development of cultural competence.

Cultural competence is critical to the achievement of national multicultural policy objectives and to the success of the immigration and settlement process. As Australia comes to rely increasingly on its ability to attract and retain skilled migrants from diverse cultural backgrounds, the ability to demonstrate social cohesion and inclusion will enhance the nation's competitiveness with other nations experiencing skills shortages. Cultural competence is vital to international trade performance and the fulfilment of international diplomacy and security responsibilities. The recognition and leveraging of workforce cultural diversity can also constitute a sustainable competitive advantage for enterprises in every industry. Awareness of these drivers is evident in the organisations involved in this study.

Consultations with and information received from 195 representatives of public and community sector organisations and CCT training providers across Australia identified a growing need for cultural competence, driven mainly by customer expectations and policy and compliance requirements. However, while respondents reported that there was ample anecdotal evidence of the benefits of CCT to individuals and organisations, wider use of CCT was hindered by a perceived lack of consistency in CCT approaches and aims and the absence of clear measures of cultural competence and practical guidelines for implementing programs. The position of CCT in training and development frameworks and strategies is not clear and cultural competence is not yet recognised as a generic skill in most industries.

Two on-line surveys of current practice and training providers received 203 responses, a response rate of 34% of the 595 Commonwealth, state, local government, community and training provider organisations that were invited to participate. The data from these surveys, summarised below and discussed in Chapters 4 and 5, are presented in full in Appendices A and B.

Survey of Current Cross-Cultural Training Practice in the Australian Public Sector

Responses to the current practice survey were received from 105 representatives from 93 government and community organisations. The findings of this survey revealed a generally modest level of CCT activity. The 93 responding organisations conducted an average of five training events per year averaging 5.2 hours duration, mainly for staff level employees. The types of training conducted were general cultural awareness, programs on specific cultures, working with interpreters, specialised programs for fields such as health and policing, and managing culturally diverse workforces. The main training objectives were to improve customer service, workplace communication, community relations, compliance with laws and policies, marketing of services and international business skills.

Over 83% of survey respondents rated CCT effective to extremely effective in meeting these objectives, based on participant feedback, workplace assessment and feedback from external stakeholders. Participant satisfaction with CCT programs was rated as high or very high by 63% of respondents.

The degree of importance that managers placed on cultural competence in dealing with culturally diverse customers and co-workers was rated at 3.65 on a 5-point scale and the degree of management support for CCT was rated at 3.59. However, while 87.6% of respondents stated that employee cultural competence was important or very important to managers, only 55.6% rated management support for CCT as strong or very strong. CCT was mainly offered on a voluntary basis and only 13.8% of respondents reported that cultural competence was always or usually included in performance appraisals.

Commenting on the future of CCT in their organisations, 73.9% of respondents expected increased or greatly increased demand for general CCT over the next five years, driven mainly by increasing customer service requirements and expectations and workforce factors including staff demand for training, labour market forces and diversity initiatives. The majority predicted initiatives to develop and implement policies for culturally inclusive work practices and to include cultural competence in other training programs.

Survey of Cross-Cultural Training Providers and Trainers

There were 98 responses to this survey, representing 76 organisations and individual CCT trainers. Their main areas of training expertise were in general cultural awareness, specialised CCT and diversity management. Two thirds of their training provision was to government and community organisations and one third to the private sector.

The training providers' responses concerning current practice in their client organisations, including types and aims of training and the levels of management support for CCT were very similar to the organisational responses summarised above.

The main challenges facing training providers were in dealing with socio-political issues surrounding diversity, demonstrating the value of CCT to stakeholders and resolving training methodology issues. Ensuring the future development of the CCT field presented further challenges, including the development of accreditation standards, establishment of professional development programs and the production of training resources tailored to the Australian multicultural context.

The profile of CCT trainers showed that 90% were Australian citizens, 77% were female and 68% spoke two languages. Their average age was 48, a significant factor in terms of the experiential background of trainers and the capacity of the field to meet increased future demand. CCT was not the sole activity of most trainers, who conducted an average of 20 workshops a year. Many were also involved in research, development and other forms of education and training. Their responses to questions regarding their motivation displayed a high level of passion, commitment and engagement, reflecting the common observation in the literature that enthusiastic and committed facilitators are essential to effective CCT.

While 76% have had specific training in their areas of expertise, many professional development needs were identified including training in the psychology of cross-cultural effectiveness and about specific cultures and the development of training resources for the Australian context. Topics for further research included cultural competence in teams and leadership, cultural diversity in the contexts of power and policy and models for understanding culture and identity in the Australian social and economic contexts.

Surveys of the Effectiveness of Cross-Cultural Training

The objective of cross-cultural training is to develop awareness of the cultural dimensions of interactions and effectiveness in situations and environments characterised by cultural diversity. To evaluate the effectiveness of CCT programs over time in Australian public sector organisations, a pre-training survey, an immediate post-training survey and a longitudinal training evaluation survey were conducted over an 11-month period from July 2005 to June 2006. The first two surveys were completed by 515 training participants in 39 groups from 31 government and community organisations. Of these, 145 participants responded to the longitudinal survey, giving a 28% response rate.

The participants attended five types of CCT programs, focused on general cultural awareness (51%), specialised training (22%), working with cultural diversity (16.2%), working with interpreters (7.4%) and train-the-trainer (3.5%). The average duration of programs was 6.1 hours, with 92% conducted over periods of one day to one hour.

The immediate post-training evaluation ratings in 2005 showed increases on all of the areas of knowledge and awareness against which participants self-rated themselves in the pre-survey. The highest percentage point increases were in the areas of understanding of organisational policies and issues (21%), knowledge of cross-cultural skills (26%) and understanding of other cultures (25%). There were smaller improvements in understanding of the effects of one's own culture on oneself, awareness of the effects of cultural differences on interactions and confidence in dealing with people from different cultures. Ratings of program design, trainer effectiveness, trainer knowledge, interactivity and overall satisfaction were all above 4 on a 5-point scale.

The contribution of the training program to participants' job effectiveness received an average rating of 3.8 on a 5-point scale. Participants reported potential benefits to their organisation through increased knowledge of and improved service to culturally diverse customers and transfer of their learning to co-workers. Participants' level of interest in applying learning to work was rated at 4.5. Seven out of ten participants rated their confidence in their ability to transfer learning to colleagues as above average or higher.

Comparisons of the responses to 2005 pre-training and the 2006 longitudinal questions showed statistically significant (95% confidence level) increased percentage changes in three areas:

- understanding of organisational policies and issues regarding cultural diversity

  (12.3% increase on 2005 ratings)

- knowledge of cross-cultural communication skills

  (17.1% increase on 2005 ratings)

- knowledge and understanding of the customs, values and beliefs of diverse cultures

  (16.7% increase on 2005 ratings)

There were smaller, statistically insignificant, increases in awareness of the influence of one's own culture on oneself and the degree to which cultural differences affected interactions. The lack of significant gains in these deeper areas of cultural competence can be seen as further indication of the limits of short, introductory CCT programs.

Participants' perceived importance of cultural competence to their work performance and their confidence to work with different cultures showed no significant change from the previous surveys.

The average decrease of 20.2 percentage points between participants' relatively high immediate post-training expectations of the training's contribution to performance and their actual experiences of transferring their learning to the workplace points to the need for organisations to ensure the application of learning to performance.

CCT positively affected participants' views of cultural diversity and stimulated interest, with 61% indicating they would like further training and 41% recommending longer programs. Reported benefits to the organisation included improved customer service and greater awareness of customer needs and increased use of support services. Reflecting the perceived value and relevance of the training, 87.7% of participants recommended that CCT be compulsory for all staff in customer service positions.

The training evaluation survey results demonstrate the benefits of CCT. However, the basic level and short duration of the majority of the CCT programs evaluated limited the effectiveness of the training in developing the skills required to achieve individual cultural competence and apply it to the workplace. The effectiveness of CCT in contributing to organisational cultural competence may also be limited by the ability of organisations to adopt new perspectives on cultural diversity and an absence of competency standards and performance indicators that factor recognition of cultural diversity into processes and procedures.

Conclusions

The effectiveness of cross-cultural training in contributing to the cultural competence of the Australian public sector context depends on a number of related elements.

At the systemic and organisational levels, cultural competence must be closely linked to policy requirements and organisational values and service delivery objectives and expressed in high levels of political, leadership and managerial support for CCT.

At the professional level, cultural competence must be integrated into the standards and competency and performance frameworks of professions and occupations.

At the individual level, CCT is most effective when it addresses the concerns and motivations of participants and is provided within an organisational context that provides opportunities and incentives for applying acquired cross-cultural knowledge and skills to the workplace.

To effectively facilitate the development of cultural competence, cross-cultural trainers need support in the areas of professional and resource development.

Cross-cultural training is an effective strategy in the achievement of organisational performance targets and multicultural policy objectives. Addressing the identified limitations of current practice in CCT will increase its contribution to the development and enhancement of organisational and individual cultural competence.

Recommendations

Recommendation 1: Develop Cultural Competence Management Frameworks, Guidelines and Resources

Commonwealth, state and local governments should develop and promote planning frameworks, implementation guidelines and supporting management training resources. This will enable systems and organisations to incorporate cross-cultural training into organisational development, compliance and market relations strategies, specifying relevant aspects of professional and organisational cultural competency to be included in reporting requirements as an integral part of performance appraisal of agency heads and senior executives.

Recommendation 2: Develop a Cultural Competence Assessment Framework

Commonwealth, state and local governments and community service organisations should develop frameworks identifying the criteria for assessing the cultural competence requirements of job specifications at all levels for use in recruitment, professional development, performance appraisal and career development.

Recommendation 3: Promote Training Programs and Resources for Managing Cultural Diversity and Cross-Cultural Communication

Commonwealth, state and local governments, education institutions and community service organisations should more widely promote their existing cultural competence training programs and resources to encourage and assist other public and community sector organisations to assess and further develop their cultural competence.

Recommendation 4: Provide Cross-Cultural Training Advice and Support

All levels of government, and multicultural agencies in particular, should establish and promote points of contact to provide information and advice on cross-cultural training to all interested organisations, to promote best practice and to encourage and support the development of cultural competence in the workforce.

Recommendation 5: Develop Registers of Cross-Cultural Training Providers

The appropriate agencies at all levels of government should develop nationally-consistent registers or panels of qualified cross-cultural training providers which are accessible to all levels of government and the private sector and which include links to registers in other jurisdictions. The design of the registers should be based on existing training and consulting procurement processes and be informed by work being done in South Australia and Queensland regarding providers of cross-cultural training.

Recommendation 6: Establish a National Cross-Cultural Trainers Professional Association

Australian cross-cultural trainers should establish a national association of practitioners in cross-cultural training, consulting, research and development, either as a separate entity or within or in affiliation with existing national and/or international professional bodies.

Recommendation 7: Support the Professional Development of Cross-Cultural Trainers

Relevant commonwealth and state education authorities should work with the cross-cultural training field to investigate the possibility of establishing professional development pathways and programs for cross-cultural trainers, including formal tertiary qualifications and continuing professional education, to meet the needs of existing trainers and to attract and develop new trainers to the field.

Recommendation 8: Conduct Further Cultural Competence Research

All jurisdictions should identify and commission further research into relevant aspects of cultural competence development including:

- the overall scope and effectiveness of CCT within the jurisdiction

- the relative effectiveness of different CCT training types, approaches and configurations in contributing to improved cultural competence in job performance in specific sectors industries and professions

- the degree to which occupational or industry systems and practices impede or foster the development and application of cultural competence in the workplace, and

- the extent to which cultural competence learning is integrated into learning pathways in the schools, VET and higher education sectors and applicable to employment and career development.

Action Guide for Implementing Cross–Cultural Training Programs

The following steps, based on the research findings and content of this report, outline the process of planning, developing and conducting a cross-cultural training program.

Step 1: Define the Organisational Context and Training Objectives

Establish the relationship of cultural competence to the organisational, legal and people management contexts. Define the training needs and objectives.

Ensure strong organisational support for the training program.

See Chapter 4: Survey of Cross-Cultural Training Practice in the Australian Public Sector

See Chapter 7: Guidelines for Implementing Cross-Cultural Training Programs

Step 2: Understand Cultural Competence and Cross–Cultural Training

Before embarking on a CCT program, be clear on the nature of cultural competence, the range of CCT approaches and the criteria for an effective CCT trainer.

See Chapter 3: Cultural Competence and the Role of Cross-Cultural Training

Step 3: Promote the Value of Cross–Cultural Training to the Organisation

Demonstrate the value of CCT to all stakeholders with the statistical evidence and qualitative comments from this research study.

See Chapter 6: Evaluation of CCT in the Australian Public Sector

Step 4: Design and Conduct Cross–Cultural Training Effectively

Study the range of options for CCT and resources that will ensure the training objectives are met. Select the appropriate trainers and work closely with them. Organise and conduct the program for maximum effectiveness.

See Chapter 7: Guidelines for Implementing Cross-Cultural   Training Programs

See Chapter 3: Section 3.4 What is a competent cross-cultural trainer?

Step 5: Evaluate and Follow–up the Cross–Cultural Training Program

Design and carry out a rigorous evaluation process. Identify and implement strategies to ensure that learning is applied to performance and enhancing the organisation's cultural competence.

See Chapter 3: Cultural Competence and the Role of   Cross-Cultural Training

See Chapter 7: Guidelines for Implementing Cross-Cultural   Training Programs

Chapter 1

Study Objectives and Background

A note on terminology

The terms "cross-cultural" and "intercultural" are often used interchangeably to describe interactions and situations involving members of two or more cultures. This report uses the term "cross-cultural" predominantly and does not make a distinction between the terms.

The term "culture" in this report is based primarily on the anthropological definition, which describes the total cultural domain of a social group, including social differences stemming from nationality, ethnicity, race, religion, arts, language, gender and generational differences, histories and socio-economic status.

The term "cultural competence" refers to the awareness, knowledge, skills, practices and processes needed by individuals, professions, organisations and systems to function effectively and appropriately in culturally diverse situations in general and in particular interactions with people from different cultures.

The term "cross-cultural training" refers to all modes of training and education aimed at developing cultural competence including workshops, seminars, training courses, coaching, diplomas and degrees. The term "program" in this report refers to a single cross-cultural training workshop, seminar or course.

1.1 Objectives of the Study

The three main objectives of the study were:

- To identify and document the nature, extent, status, best practice approaches and effectiveness of cross-cultural training as a strategy for achieving multicultural policy objectives.

- To establish credible data to guide the future policy development and current management decisions of agencies responsible for multicultural affairs, government agencies and community organisations working to implement the *Charter of Public Service in a Culturally Diverse Society*, and cross-cultural trainers, in relation to the justification of the utilisation of resources for cross-cultural training.

- To provide guidelines on the implementation of effective cross-cultural training and the development needs of the cross-cultural training field.

The audience comprised the three tiers of government, contractors to governments, agencies in each jurisdiction responsible for multicultural affairs, community organisations and cross-cultural trainers. For reasons of policy delineation and resource limitations, the project excluded training provided for the private sector, for students, training in indigenous cultures and compliance-based training activity.

1.2 Cross-Cultural Training Issues in Australia

Cross-cultural training (CCT) has been conducted for over 30 years in Australian public sector and community organisations in response to legal, social and economic needs. Although the demand for CCT has grown since the late 1970s, driven by multicultural policy and the need for organisational effectiveness in managing diverse workforces and providing services to a multicultural society, such training has occupied a marginal position in most organisations.

The desirability of cultural competence for public servants is not disputed and has appeared in policy documents in all tiers of government throughout recent decades. However, these skills and attributes comprising cultural competence have rarely been made explicit to the extent that they form part of performance criteria or appraisals. Rather, they are usually implicit in policy frameworks and job specifications and "embedded" in service guidelines, compliance requirements and management frameworks.

Attempts to bring cultural competence into the foreground of organisational and professional development have not generally succeeded. The campaign to add "using cultural understanding" to the Mayer Key Competencies devised in the early '90s failed at the national level, although some states adopted versions of cultural competence. The Enterprising Nation report (Commonwealth of Australia, 1995) identified "capitalising on the talents of diversity", including "utilizing the skills of our multicultural society" as one of the five major challenges facing Australian managers and made specific recommendations for the inclusion of diversity management training, including cross-cultural training, for enterprises. But as research undertaken for DIMIA's Productive Diversity Program (Hay, 2002) has shown, neither subject is widely taught or understood in business schools or in the human resource development field, though interest and activity is growing.

More recently, the public sector has shown a greater acknowledgement and acceptance of the need for cultural competence due to the requirements and influences of the *Charter of Public Service in a Culturally Diverse Society* (Commonwealth of Australia 1998), departmental codes of conduct, leadership capability frameworks and units of the Public Sector Training Package (PSETA, 2005).

In other training, education and employment skills frameworks, cultural competence is implicit rather than explicit. With the exception of the Public Sector Training Package, neither diversity management nor working with cultural diversity are deemed to be core subjects, despite growing evidence that in diverse societies marked by migration and transnational mobility, social cohesion and leveraging difference are critical factors in organisational effectiveness and societal sustainability and in responding to the growing impacts of migration and globalisation on nation states.

Through informal consultations with and submissions from over 195 public sector executives, managers and training officers in the three tiers of government, community organisations and training providers during the first two months of the project, several common issues were identified.

- While some stakeholders expressed a general uncertainty about the nature, purpose and efficacy of cross-cultural training, many reported substantial qualitative benefits for individuals and organisations

- The position of CCT in training and development frameworks and strategies is not clear and cultural competence is not yet recognised as a generic skill in most industries and occupations

- There is a lack of benchmarks or standards for both CCT training programs and CCT trainers

- Selecting a program or a trainer in the absence of demonstrated capacity and positive referrals from trusted sources presents risks

- For many managers and staff, CCT carries negative connotations of compliance-based or "political correctness" training

Without a common understanding of the nature and relevance of cultural competence or of the criteria for effective cross-cultural training, decision makers report experiencing uncertainty in approving and sourcing cross-cultural training programs. Organisations have often selected safer training options, sometimes requiring that generic courses such as "Dealing with Difficult Customers" include a cultural diversity element. In practice, this usually amounts to trainers who are not experienced cross-cultural trainers making passing references to cultural differences which are often stereotypical and superficial.

Even where consideration for cultural diversity is formally incorporated in training programs such as Front Line Management and in specific units of competency of several of the National Training Packages, the topic is often dealt with superficially due to lack of resources, low levels of trainers' confidence in dealing with the issues and lack of time to cover the curriculum. However, participant feedback often notes the need for more time to be spent on cultural considerations.

Pressures on organisations and employees to "do more with less" have also tended to reduce the time allocated to training topics. In the case of cross-cultural training, such time limitations reduce the effectiveness of what is essentially an educational process rather than a simple transfer of information. As discussed below, developing cultural competence involves active engagement in a process of cultural self-discovery and interaction with other cultures. Short workshops alone, while effective in the important areas of awareness and knowledge development, are considered largely ineffective in developing practical skills and professional competence.

Although the level of use of CCT in the public sector does not appear to be high, current social trends and policy directions, combined with the recognition of the future challenges presented by globalisation, migration patterns, multiculturalism and commitment to the *Charter for Public Service in a Culturally Diverse Society* (Commonwealth of Australia 1998) will ensure continuing and, in many areas, increasing demand for such training.

1.3 Challenges in Evaluating Cross-Cultural Training Effectiveness

Evaluating CCT has always presented challenges for providers, their clients and other stakeholders due to the complexity of the subject and the wide range of approaches, models and styles of training. There is considerable diversity in training program design and delivery, in levels of trainer qualifications and expertise, in evaluation methodology and in program administration. There are no general guidelines for working with trainers and designing programs. The competence of trainers may be inferred from their formal qualifications but is mainly assessed from written testimonials, word-of-mouth reports and training program feedback and evaluations based on a wide range of methodologies, very few of which include long term evaluation of trainee experiences.

Consequently, for most stakeholders, the CCT field in Australia remains largely unmapped territory, lacking any widely accepted benchmarks and performance indicators. This uncertainty may constitute a risk factor inhibiting the introduction of CCT to employees. Another factor is the apparently widespread perception that CCT is a form of compliance-based anti-discrimination or access and equity training, which most public sector organisations have already conducted. Historically, a proactive view of the value of cultural competence and managing cultural diversity to organisational culture and customer service does not appear to have been very common among managers and staff. The reasons for this are complex and may include the fact that CCT is seen as an element of diversity management which in turn encompasses so many dimensions of diversity as to appear too amorphous and daunting to take on. CCT is also insufficiently linked to actual business performance measurements to warrant priority attention. Another reason is that while the personal and business cases for diversity have been established through research and industry case studies, this message has either not reached managers in sufficient numbers or has failed to be convincing enough to motivate engagement with diversity management in general and cultural diversity in particular.

A major research challenge lies in ascertaining and comparing the multiple sets of beliefs, perceptions, needs and purposes regarding culture and cross-cultural training. How are the various approaches and their implications to be recognised and compared? How can we compare the satisfaction ratings of

participants who have never previously received CCT to those who have? What is the relationship between training satisfaction ratings and job performance improvements? How can the results of a 3-hour program be compared to those of a 2-day program? What are the long-term effects of general awareness and communication training compared with ethno-specific training or combinations of the two? How can the return on an organisation's investment in cross-cultural training be measured in terms of improvements to performance or customer satisfaction when the training comprises so few hours attention on such a complex subject and involves so few of the staff?

> *"The art of evaluation lies in ensuring that the measurable does not drive out the immeasurable."*
> London Audit Commission, quoted in C. Thornton, *London Evaluation Scheme Law Federation*, London 1992

A comprehensive evaluation of the effectiveness of CCT must take into account the necessarily subjective nature of cross-cultural experiences and the psychological effects of experiential training. It is far easier to measure outputs such as types and levels of activity than it is to assess levels of awareness and acceptance, perceived relevance to duties, transference of skills and knowledge to the workplace and the influence of CCT on team and organisational culture. What is the "bottom line" value for a team's productivity of one member reporting that as a result of attending CCT they feel "much more relaxed when dealing with customers from diverse cultures"? Surely there is a value in this changed perspective, but what is it and how can it be measured?

The research should also address non-training interventions and experiences that contribute to or hinder the development of individual and organisational cultural competence. For example, what is the impact of organisational culture on the results of CCT? Trainers consulted for this and other projects in recent years commonly state that CCT participants returning to monocultural or assimilationist workplaces in which there is weak support for the training report no significant benefits from the training as there are no or very few opportunities or rewards for applying newly acquired knowledge and skills. Participants returning to multicultural, inclusive workplaces report benefits such as improved customer service encounters and the ability to transfer knowledge and skills to colleagues in order to make adjustments to practices and approaches.

The Stage 1 surveys in this study included several questions relating to these challenges.

Chapter 2

Methodology

Achievement of the research objectives required an assessment of current practice in cross-cultural training in public sector organisations and the investigation of three core research questions:

- What constitutes cross-cultural training effectiveness?

- What are the individual and organisational benefits of cross-cultural training?

- How does cross-cultural training contribute to the achievement of multicultural policy objectives?

A grounded methodology approach comprised qualitative consultations with a cross-section of Australian government, community and training provider organisations, a review of the Australian and international literature, a survey of government and community organisations, a survey of training providers, a pre-training survey of participants, an immediate post-training evaluation and a longitudinal training evaluation survey of participants.

2.1 Project Design

The project comprised two overlapping stages from July 2005 to October 2006.

Stage 1: The Status of Cross-Cultural Training, July – December 2005

Objectives:

- Review and analyse current trends, issues and state and national policies
- Examine and define current practice, content, context and expertise
- Determine the extent of training activity
- Analyse and compare jurisdiction-relevant information and documentation
- Identify organisational approaches to dealing with cross-cultural training

Elements:

- Literature review and stakeholder consultations
- Survey of Current Cross-Cultural Training Practice in the Australian Public Sector 2000-2005
- Survey of Cross-Cultural Training Providers and Trainers

Stage 2: The Effectiveness of Cross-Cultural Training, August 2005 – October 2006

Objectives:

- Provide credible qualitative and quantitative evidence of the effectiveness of cross-cultural training
- Assess the effectiveness of different approaches and applications
- Assess the individual and organisational benefits of CCT applications in terms of awareness, knowledge and skills
- Produce guidelines for implementing cross-cultural training programs

- Provide recommendations for the development of cross-cultural training and cross-cultural training providers

Elements:

- Cross-Cultural Training Pre-training Survey
- Cross-Cultural Training Evaluation Survey (immediate post-training)
- Longitudinal Cross-Cultural Training Evaluation Survey (3-11 months post-training)
- Development of implementation guidelines
- Recommendations for cross-cultural training industry development.

2.2 Stage 1 Methodology

2.2.1 Literature Review and Stakeholder Consultations

The literature review, summarised in Chapter 3, examined the substantial international and domestic body of work on the subjects of cultural competence, cross-cultural training methodology and the effectiveness of cross-cultural training.

A Discussion Paper based on the literature review and project objectives was distributed to 595 people involved in or responsible for CCT. Informal consultations were subsequently held with 195 individuals across the three tiers of government and in a range of industries including health, police, education and multicultural services.

These consultations and responses to the paper revealed a number of common themes which were borne out in the subsequent surveys.

2.2.2 Survey Design, Sample Selection and Responses

The design of the two Stage 1 surveys was based on the core research questions, advice from the stakeholder consultations, the reference group and the findings of the literature review. To maximise returns, both surveys were designed for on-line mode, utilising Survey Monkey, a commercial service. The surveys and findings are summarised in Chapters 4 and 5 and presented in full in Appendix A.

For Stage 1, the selection of the survey sample included all Commonwealth agencies required to report on progress in implementing the *Charter of Public Service in a Culturally Diverse Society* and state and territory governments, agencies and jurisdictions which are committed to furthering the aims of the Charter and multicultural policy. The sample also included organisations in local government areas with high percentages of non-English speaking background residents, migrant resource centres and ethnic associations and a range of other bodies known to have an interest in cultural diversity issues.

A population listing of 595 organisations across Australia in the categories below were invited to participate in the surveys.

- Commonwealth Government Agencies
- Commonwealth Government Advisory Bodies
- State and Territory Governments
- Local Governments
- State Advisory Bodies
- Community Organisations
- Ethnic Community Councils
- Public and Private Sector Education and Training Providers
- National Training and Professional bodies
- Professional Associations
- Informal cross-cultural trainer networks

The Survey of Current Cross-Cultural Training Practice and the Survey of Cross-Cultural Training Providers and Trainers were conducted over a 10-week period from 16 October to 23 December 2005. (See Appendix B for text of surveys). Email invitations containing links to the surveys were sent to the 595 contact persons on the project databases via the Survey Monkey service. Reminder invitations were sent at 2-weekly intervals.

A total of 203 valid responses were received, representing a return rate of 34.1% of the whole survey population. The Survey of Current Practice in Cross-Cultural Training 2000-2005 elicited responses from 105 representatives of 93 public sector and community organisations that had collectively conducted an estimated 2000 training workshops or courses during the 5-year research period. The Survey of Cross-Cultural Trainers elicited responses from 98 representatives of 76 training provider organisations and individual trainers.

Organisations that used internal training providers responded to both surveys. There were several respondents from some of the larger organisations, representing different divisions or state offices.

The responses to the Survey of Current Practice came mainly from public sector and community organisations, others from non-government and private sector organisations funded to deliver or support public services. While some states and territories were under- or over-represented, there was no intention to achieve proportional representation, and the range and distribution of respondents provided a sufficiently diverse representation of the public sector from which several general conclusions could reasonably be drawn. Appendix C list all organisations that participated in consultations and or surveys.

2.3 Stage 2 Methodology

Stage 2 comprised Phase 1, the manual pre-training and immediate post training evaluation surveys in 2005 and Phase 2, the on-line longitudinal training evaluation survey in 2006.

Through consultation with training providers and other stakeholders, the research team designed a hard copy participant pre-training survey and a hard copy participant immediate post-training evaluation questionnaire in which seven questions regarding cultural competence were directly compared. The evaluation questionnaire asked a further ten questions about the training program. An on-line longitudinal training evaluation survey was designed to be comparable with the 17 pre-survey and immediate post-training evaluation survey questions. The scheme for these comparisons is outlined below (2.4).

The surveys and findings are described in Chapter 6 and the details provided in Appendix B. Sample questionnaires are provided in Appendix E.

2.3.1 Phase 1 Surveys : Pre-Training Survey and Immediate Post Training Evaluation Sample Selection and Responses

Phase 1 was conducted over a 5-month period from August to December 2005. Direct approaches were made to all of the training providers contacted during Stage 1 as well as other trainers with the objective of securing a target sample of approximately 500 participants in 40 cross-cultural training groups scheduled before December 2005. This timing was necessary to allow sufficient time to elapse before commencing the longitudinal evaluation survey in 2006. The urgency of securing these groups in this time necessitated starting the liaison and promotional effort simultaneously with Stage 1 activities. The types of training evaluated included general cross-cultural awareness, ethno-specific cross-cultural awareness and training in working with interpreters and translators.

Detailed instructions for cross-cultural trainers were also produced to guide them in administering the pre-training survey and immediate post-training evaluation surveys. Training participants were invited and encouraged to supply their email address on the pre-training survey form, indicating their willingness to be contacted for the anonymous on-line longitudinal evaluation in 2006. The training evaluation questionnaire was anonymous.

By the end of December 2005, evaluations of 39 training program had been received, involving 515 participants from the health sector, local government, police, higher education and several other government and community services. Reflecting the Stage 1 survey results, the majority of programs were in the general awareness and communication category. Several programs focused on specific occupations such as aged care, international trade, policing and health services. Two of the programs were on working with interpreters and translators. Pre-training surveys were completed by 515 individuals, of whom 511 completed immediate post-training surveys.

The participating organisations and training providers are listed below. Programs in which participants were from multiple organisations or departments of a government are indicated with an asterisk.

Organisations	State	Training Provider
University of Canberra	ACT	University of Canberra
Austrade	NSW	Beasley Intercultural
Australian Quarantine & Inspection Service	NSW & SA	Australian Quarantine & Inspection Service
Department of Community Services	NSW	Department of Community Services
Northern Territory Police	NT	Office of Ethnic Affairs
Centrelink Queensland	Qld	Cultural Diversity Services Pty Ltd
Queensland Government Departments*	Qld	Multicultural Affairs Queensland
Queensland Tertiary Admissions Council	Qld	Multicultural Affairs Queensland
Brisbane City Council	Qld	JWJ Consulting
Gold Coast City Council	Qld	Multicultural Affairs Queensland
Children Youth & Family Services	SA	Migrant Resource Centre SA
Homestart Finance	SA	Migrant Resource Centre SA
Medicare Australia	SA	Cultural Diversity Services Pty Ltd
Family Day Care DECS	SA	Inclusive Directions
City of Charles Sturt	SA	Cultural Diversity Services Pty Ltd
Overseas Trained Nurses*	Vic	Judith Miralles & Associates
After School Carers*	Vic	Judith Miralles & Associates
International Medical Graduates*	Vic	Judith Miralles & Associates
Victoria Community & Government*	Vic	Fitzroy Learning Network/AMES
Victoria Community & Government*	Vic	Australian Polish Community Services Inc
Dept of Immigration & Multicultural Affairs	Vic	National Accreditation Authority for Translators and Interpreters (NAATI)
City of Greater Dandenong	Vic	NAATI
Multicultural Aged Care Service WA	WA	Multicultural Aged Care Service
Western Australia Transport Authority	WA	Centre for Excellence in Rail Training
Edith Cowan University	WA	Edith Cowan University

2.3.2 Phase 2. Longitudinal Evaluation Survey

Phase 2 commenced in January 2006. The on-line longitudinal training evaluation survey was designed after the analysis of the 2005 surveys and was conducted from mid-March to mid-June 2006, three to twelve months after the 2005 training programs.

The objectives of the longitudinal survey of training program participants were:

- To compare immediate post-training evaluation ratings of effectiveness and applicability to occupational functions with ratings given by participants several months after their training

- To ascertain the extent to which training has influenced personal attitudes to working in culturally diverse environments and situations

- To ascertain the extent to which training has influenced personal behaviours when working in culturally diverse environments and situations

- To identify the extent to which participants were able to apply acquired awareness, knowledge and skills to their occupational functions and situations

- To identify the extent to which participants were able to transfer acquired awareness, knowledge and skills to their colleagues and their organisations

- To elicit general observations regarding the effectiveness of cross-cultural training programs

- To elicit recommendations for the improvement of future cross-cultural training programs.

The on-line longitudinal evaluation survey commenced on 13 March 2006 and closed on 16 June 2006, a fourteen-week period during which reminder invitations were sent at approximately two-week intervals. The survey was sent to 346 training participants who had provided their email addresses during 2005.

A total of 145 responses were received, representing 41.9% of the invited training participants and 28.42% of the 515 original training program participants. The number of responses may have been higher but for problems with accessing the internet by some participants, due mainly to organisational IT system blocks on internet access. There were also 32 inaccurately supplied or discontinued email addresses and 26 participants formally declined to undertake the survey. In several cases, staff had been re-deployed, deployed overseas or left the organisation.

2.4 Comparative Analysis of Phase 1 and 2 Responses

The scheme for the comparative analysis of training evaluation data for the three surveys is illustrated below:

Figure 1. Training Data Evaluation Scheme

Pre-Training Survey (Hard copy)	Post-Training Evaluation (Hard copy)	Longitudinal Evaluation (Electronic)
Demographics & contact email addresses		Questions 1-7 Training program details: type, objectives, duration, style, status & date
Questions 1- 3 Previous CCT Experience	Questions 1-4 Effectiveness of design, facilitation	Questions 8-18 Direct comparisons with Training Evaluation Questions 1-11
Questions 5-8 (7 questions) Self-assessment of cross-cultural awareness, knowledge, skill & confidence	Questions 5-11 (7 questions) Direct comparisons with pre-survey Questions 5-8.	
Any other comments	Questions 12-14 & 18 Anticipated applications, effects on performance & benefits to organisation	Questions 19-21 & 25 Direct comparisons with Training Eval. Q 12-14 & 18
	Questions 15-17 Satisfaction with training, best aspects, improvements	Questions 22-24 Direct comparisons with Training Eval Q 15-17
		Questions 26-39 Additional questions on attitudes, demand for further CCT, organisational issues and recommendations. Q 30-35 compared with Current Practice Survey responses.

2.5 Survey Rating Scale

The rating scale used in all surveys was from 1 to 5, with 1 being the lowest and 5 the highest rating, explained to participants as:

1 = lowest rating; e.g. not at all/very poor

-to-

5 = highest rating; very/very much/excellent.

In the 2005 evaluation survey report, discussed in Chapter 6 and detailed in Appendix B, the charts for each question present the number and percentage of participants selecting each rating. In the 2006 longitudinal evaluation survey report, also discussed in Chapter 6 and detailed in Appendix B the charts for each question present only the percentage of participants selecting each rating.

The rating scale on all of the charts is presented as:

1 = low, 2 = below average, 3 = average, 4 = above average, 5 = high

A percentage scale enables a comparison of questions with different number of alternative answers. It also allows the reader to quickly evaluate the average score on a familiar scale and judge the significance of the differences between the average score, maximum score and minimum score. The average percentage rating scale is constructed so that the maximum score (5.0) equals 100% and the minimum score (1.0) is 0%. The mid-point of the average percentage rating scale is 50%, representing an average score in the middle of the rating score range (3.0). The calculation of the average percentage rating includes an adjustment of the rating scale from an ordinal scale from 1 to 5 to a synthetic interval scale starting at 0, to represent the average score as a percentage of the maximum possible score.

Throughout the report, statements about statistical significance are based on t-tests of difference in average rating scores at 95% confidence level. The average percentage scores and differences between average percentage scores are provided as an approximate indication of the size of the differences.

2.6 Comparison with International Studies

It is difficult to make comparisons between this study and those conducted overseas for several reasons. Primarily, it appears that there have not been any similar studies in the past twenty years, that is, national in scope, focused on public and community sector organisations and directed towards the contribution of CCT to the achievement of multicultural policy objectives. Another obstacle to comparative study is the nature of the known studies. Many focused on specific occupations such as psychology. Most were concerned with training programs for students or employees about to embark on, or currently involved in, overseas sojourns.

A review (Mendenhall et al, 2004) of several studies of the effectiveness of CCT for expatriates and sojourners conducted in the period 1988-2000 provides some useful parameters against which to compare this study. Mendenhall quotes several previous studies that provide evidence that CCT can be effective in various ways but notes that as each study takes a different perspective, the result is multiple partial descriptions of the state of the field. Numerous specialist authors recommend more rigorous research methodologies, including pre- and post-training evaluations, control groups, observation, self-reports and longitudinal studies. Their reports and recommendations reflect the breadth and complexity of the field. The development of a collective, comparable knowledge base will require further research focusing on specific aspects of CCT relating to particular purposes and organisational priorities.

This study's methodology involves all categories except for control groups and observation. A survey of managers' observations was proposed in the project tender but subsequently proved impracticable for numerous logistical and organisational reasons. It was unacceptable to most organisations due to factors including potential interference with performance appraisal processes, protection of trainee privacy and the difficulty of making consistent observations in what can often be a highly subjective training field.

The Mendenhall review classifies the dependant variables addressed by the various training programs into seven categories: knowledge, behaviour, attitude, adjustment, performance, satisfaction and other. The knowledge category yielded the highest number of significant positive results across all the studies, with behaviour and attitude also showing positive results. Half of studies found that CCT contributed to performance but the authors judged the results for this category as "contradictory and scarce…which makes interpretation difficult". While the study reported satisfaction with training to be significant in 75% of the groups studied reported, the authors questioned the relationship between trainee satisfaction and training effectiveness.

This study investigates aspects of all of the above variables except for "adjustment to other cultures", as the focus is on cross-cultural communication in a multicultural domestic setting. In the "other" category, the study investigates organisational climate and support for CCT. In the category of satisfaction, an aim of the longitudinal study was to compare ratings over time and to look for correlations with other ratings of training effectiveness.

Apart from its national scope and its focus on domestic organisations, public sector employees and the role of CCT in achieving multicultural policy objectives, the study may be unique in several other ways. First, the extent of elapsed time between the immediate post-training evaluation and the longitudinal

evaluation appears to be rare. The research team was unable to identify any similar studies in the CCT field and only a few longitudinal skills retention studies in unrelated fields.

Secondly, the study was able to assess the relative perceptions of training participants and managers regarding the organisational climate for CCT.

Thirdly, the study compared the expectations and intentions of participants regarding the transfer of their learning to their workplaces with their actual experiences of doing so.

Fourthly, the study assessed the organisational climate and recent history of CCT by taking measures from samples across the nation to determine the extent to which organisations and their prevailing cultures were able to support the development of cultural competence beyond the limited interventions of CCT programs and comparing these assessments with the perceptions of training participants.

In these respects, the study has contributed to and expanded on the international body of research into the effectiveness of CCT.

Chapter 3

Literature Review: Cultural Competence and the Role of Cross Cultural Training

In order to answer the core research questions it was necessary to address the fundamental elements of the cross-cultural training field, examining through a literature review and consultations the following four questions:

What is culture?

What is cultural competence?

What is cross-cultural training?

What constitutes cross-cultural training effectiveness?

The literature review drew on the substantial international and domestic body of work on the subjects of cultural competence, cross-cultural training methodology and the effectiveness of cross-cultural training. It established that despite some theoretical and methodological differences, CCT practitioners and researchers around the world work with a common body of knowledge and spectrum of approaches and are largely in agreement with the concept of "cultural competence" defined in terms of awareness and effectiveness. However, there are no universal benchmarks in this area due to the highly contextual nature of CCT, including a wide range of contexts and audiences.

The emphasis of the training can differ as widely within countries as between countries, with national, state, regional or industry policies dictating the focus of training in terms of target audiences and social and economic objectives.

The literature review also revealed strong similarities among descriptions of CCT competence and the roles, competencies and professional development needs of CCT trainers. The CCT field worldwide is increasingly engaged in a process of reflection on the roles of CCT in society, systems and organisations.

3.1 Culture and Cultural Competence

A working definition of "culture" that can be derived from the extensive literature would not be dissimilar from the dictionary definition; *the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another.* (Macquarie 1986)

The term "culture" in this report is based on the traditional anthropological definition, which describes the total cultural domain of a society, including social differences stemming from nationality, ethnicity, race, religion, arts, language, gender and generational differences, histories and socio-economic status. It is through exposure to the cultural domain that individuals learn and share a particular view of the world.

In the literature, there are scores of definitions which expand on this concept of learned and shared behaviour, including phrases such as "patterns of behaviours…shared within a group and communicated to new members of the group in order to serve as a cognitive guide or blueprint for future actions" (Kluckhohn et al 1952), "the collective programming of the mind" (Hofstede 1984), "the pattern of automatic assumptions, unconsciously held and taken for granted" (Schein 1985) or "an all-encompassing form or pattern for living. It is complex, abstract, and pervasive" (Porter and Samovar 1991).

Discussing the evolution of the conceptualisation of culture in the field, Wiseman (2001) notes that "the operationalisation of culture is not where members were born or the colour of their skin, but on the commonalities in and interpretations of their behaviours". This operationalisation could include age,

disability, sexual orientation, gender or other differences but as Wiseman points out "the problem becomes one of determining sufficient distinctive features to delineate <u>different </u>cultures" (ibid.)

Approaches to defining and describing culture continue to engender debate, whether on the relative merits of particular models that rely on cultural dimensions such as individualism and collectivism, high and low context or the socio-political aspects of power and privilege within and between cultures.

The central influence of culture is accepted in virtually all of the disciplines related to human interaction and social functioning, including the social sciences, anthropology, communication and management. While it is not the aim of this report to expand on this aspect of the study of culture, it is noted that within and between disciplines and professions there are diverse and often divergent discourses regarding the nature and role of culture. Even the limited review undertaken for this project illustrates the enormous complexity, diversity and divergences of the vast and growing body of academic, professional and business literature in the field.

> *"Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively*
> *from its own participants. Years of study have convinced me that the real job is not to understand*
> *foreign culture but to understand our own."*
> (Hall, 1959)

Edward Hall's comment highlights the difficulty of understanding culture and of establishing what constitutes cross-cultural effectiveness. In recent years the terms "cultural competence" and "cultural intelligence" have become widespread in the cross-cultural communication field. Cultural competence also underpins the concept of "culturally inclusive practice", referring to the ability to provide services such as health and education appropriately and equitably in a culturally diverse society.

Cross defined cultural competence as:

> *"A set of congruent behaviours, attitudes and policies that come together in a system, agency, or amongst*
> *professionals and enables that system, agency or those professionals to work effectively in cross-cultural*
> *situations…. A cultural competent system of care acknowledges and incorporates – at all levels – the*
> *importance of culture, the assessment of cross-cultural relations, vigilance towards the dynamics that*
> *result from cultural differences, the expansion of cultural knowledge, and the adaptation of services to*
> *meet culturally-unique needs."*
> (Cross et al, 1989, quoted in Johnstone, 2005)

A recent Australian government guide for the health sector presents a definition that draws on Cross's definition and expands on it, declaring that cultural competence "is much than an awareness of cultural differences, as it focuses on the capacity of the health system to improve health and wellbeing by integrating culture into the delivery of health services". (NHMRC, 2005)

This study has drawn on and synthesised the range of definitions of cultural competence to suggest the following definition for general application.

> The term "cultural competence" refers to the awareness, knowledge and skills and the practices and processes needed by individuals, professions, organisations and systems to function effectively and appropriately in culturally diverse situations in general and in particular encounters with people from different cultures.

Because of the often hidden or invisible nature of one's own culture and the historically tribal, territorial and parochial nature of nations and societies, cultural competence is not an innate characteristic of human beings. The universals of human nature are inherited but culture is learned. Cultural competence is also learned, through experience, education and training. Individuals and organisations need to choose to acquire and place value on cultural competence.

The level or degree of cultural competence required for effective functioning is determined largely by context. It is also largely dictated and measured by the perceptions of individuals in cross-cultural encounters; one person's idea of the cultural competence required in a situation may be different to another's.

While the emphasis in descriptions of cultural competence has traditionally been on the individual, models which apply the concept more broadly across organisations and professions are emerging. For example, the concept of diversity management proposes an integrated approach in which responsibility for working with and managing all aspects of diversity, including cultural diversity, is shared among all employees, requiring organisational and individual competencies.

Recent Australian papers and reports (Miralles 2000, Eisenbruch 2004) have proposed a model for increasing cultural competency comprising four dimensions - systemic, organisational, professional and individual cultural competence.

- **Systemic cultural competence** requires effective policies and procedures, monitoring mechanisms and sufficient resources to foster culturally competent behaviour and practice at all levels.

- **Organisational cultural competence** requires skills and resources to meet client diversity and an organisational culture which values, supports and evaluates cultural competency as integral to core business.

- **Professional cultural competence** depends on education and professional development and requires cultural competence standards to guide the working lives of individuals.

- **Individual cultural competence** requires the maximisation of knowledge, attitudes and behaviours within an organisation that supports individuals to work with diverse colleagues and customers.

3.1.1 Systemic and Organisational Cultural competence

As described above, cultural competence can also be seen as a component of system-wide and organisational core capabilities. "Using cultural understanding" was proposed as one of the national key competencies for the Australian education system over ten years ago. Awareness of cultural diversity and understanding relationships in a culturally diverse environment are also implicit and in some areas explicit in the current key competency and employability skills frameworks and units of competency in many industry Training Packages.

In a climate of globalisation, knowledge management, changing labour market demographics and the need for continuous innovation, industries that wish to attract, retain and develop culturally diverse employees must be able to demonstrate competence in working across cultures and managing diversity as a whole-of-organisation strategic capability.

Referring primarily to the need for cultural competence in global organisations, Adler (1997) discusses "corporate multiculturalism" as a management issue of equal importance in domestic organisations. "Cross-cultural management…seeks to understand and improve the interaction of co-workers, managers, executives, clients, suppliers and alliance partners from countries and cultures around the world."

Cross-cultural training supports an organisation's ability to deliver services to people from diverse cultural and linguistic backgrounds and to effectively manage workforce diversity (Eisenbruch 2004, Nicholas et al 2001). Nicholas (2001) and Sammartino (2001) identify the ability to recognise and capitalise on the potential value of workforce diversity as critical management competency. Diverse workplaces are only effective when the diversity is recognized, factored into planning and supported and rewarded (Sammartino et al 2001).

In the National Vocational Education and Training system, the Public Services (2003), Business Services (2003), Health (2002) and Community Services (2002) Training Packages comprise units of competency for working and managing diversity at all qualification levels. For example, the Public Services Training Package outlines competencies from basic awareness and understanding of obligations and responsibilities to the senior management capabilities in designing, implementing and evaluating a diversity management policy. Cultural diversity issues are considered at every level, or element, of competency. Cross cultural competence is also a significant dimension of diversity management, a management model which is increasingly employed in Australian and overseas organisations.

3.1.2 Individual and Professional Cultural competence

The competencies of individuals and teams are essential to the effectiveness of organisations. The cultural competence of individuals and the effectiveness of cross-cultural work groups have received considerable research attention.

Beginning in the mid-1980s, Milton Bennett developed a framework for conceptualising dimensions of intercultural competence. His model was called the Developmental Model of Intercultural Sensitivity (DMIS). The Intercultural Development Inventory (IDI) is a 50 item (with 10 additional demographic items) measure of intercultural competence. A recent paper by Bennett and others defines intercultural sensitivity as "the ability to discriminate and experience relevant cultural differences" and into cultural competence as "the ability to think and act in interculturally appropriate ways" and argue "that greater intercultural sensitivity is associated with greater potential for exercising intercultural competence" (Hammer et al, 2003).

The Developmental Model of Intercultural Sensitivity identifies the six phases that most people move through during their acquisition of intercultural competence. Each of the orientations is an increasingly sophisticated one and Bennett makes the assumption that the individual's potential intercultural competence increases as a result of moving through these processes.

The first three orientations are considered to be more ethnocentric. They are:

- Denial – this is a state where the individual acknowledges only their own culture as being real. The individual has either no knowledge of or no interest in other cultures.

- Defence – in this stage, individuals are aware of the existence of other cultures but see their own as the only valid one. There is a variation of this stage which is called Reversal. This is where an individual adopts another culture and perceives it as being superior to their own (in the vernacular this is often referred to as "going native").

- Minimisation – in this stage, the threat that an individual felt during the defence stage is neutralised by ascribing universality to elements of one's own culture. The individual develops a sense that cultural differences can be sublimated to physical and transcendent universalism.

The second three orientations are described as being ethnorelative.

- Acceptance – the individual experiences their own culture as just one of a number of valid world views.

- Adaptation – the development of empathy. An individual is able to perceive and behave in a way that is appropriate to another culture. A deepening of these experiences becomes the basis of biculturality or multiculturality.

- Integration – the stage at which one fluidly moves in and out of different cultural world views.

Bennett does not consider that integration is necessarily better than adaptation in displaying intercultural competence. He uses it as a descriptor for a number of people including "many members of non-dominant cultures, long-term expatriates and global nomads".

The IDI has been widely taken up and proven useful for assessing training needs, guiding interventions for individual and group development of intercultural competence, contributing to personnel selection and the evaluation of programs.

A higher individual score on the IDI indicates more ethnorelativism, which is associated with a greater degree of cultural competence. The paper suggests that this can be used to predict less cultural stress among sojourners, more satisfaction with living/working in a foreign culture, greater job accomplishment in culturally different environments, lower levels of prejudice and discrimination against culturally different others and less resistance to diversity initiatives in organisations.

The paper refers to a number of landmark studies where the centrality of intercultural competence in "increasing understanding and improving relations across cultures" has been identified. These studies

were from diverse areas such as overseas effectiveness, international management, international study abroad, international transfer of technology and information and domestic intercultural relations.

A literature review (Lloyd et al, 2003) identified three competencies required for effectiveness in culturally diverse teams: dissimilarity openness – the extent to which team members accept diversity, emotion management skills – the ability to recognise one's own and others' emotional responses, and intercultural communication competence.

Other writers refer to competencies required for intercultural conflict management such as "face work management" and "cultural empathy" (Ting-Toomey et al 2005) and the recognition of the pervasive role of power relationships (Martin et al 2004).

An examination of "face" in culturally diverse work groups, described as "a person's self-presentation in a social context" (Earley 1997), analyses the constructs of face in terms of the individual, group and organisational contexts.

At the level of individuals and professions, there are numerous descriptions of what constitutes cultural or intercultural competence. Paige (1993) identified the following common elements of intercultural effectiveness:

- Knowledge of other culture/s

- Personal qualities such as openness, flexibility, tolerance of ambiguity, sense of humour

- Behavioural skills such as communication competencies, culturally appropriate role behaviour and ability to relate well to others

- Self-awareness, especially with respect to one's own values and beliefs

- Technical skills, including ability to complete a task in a new cultural setting

- Situational factors eg cultural similarity, reception of foreigners, political/economic/social conditions, clarity of expectations, psychological pressures associated with the experience.

Cultural competence has also been described as comprising knowledge, motivation and skills (Spitzberg, 2000).

- Knowledge refers to awareness and understanding of the information needed to be cross-culturally competent and includes the history, politics, key values, similarities and difference between cultures

- Motivation refers to the feelings, intentions and needs to engage in cross-cultural communication. If the feelings and intentions are positive we will be motivated to communicate

- Skills are those required for the performance of effective and appropriate behaviours.

The absence in an individual of any of these three conditions reduces their communicative competence.

Another model of intercultural competence comprises knowledge, conviction and capacity for action (Audigier 1998) in which conviction refers to the ability to move beyond tolerance to see merit in other ways of behaving and capacity for action refers to the ability to negotiate two or more cultures and to use a variety of strategies when dealing with people from other cultures.

Graf (2004) divides the concept of cultural competence into individual, episodic and relational systems. The individual system is further divided into the cognitive domain (knowledge), affective domain (intercultural sensitivity) and the behavioural domain (skills). The episodic system refers to situations in which the individual's normatively competent behaviour may not necessarily be seen as such by the other person in the exchange. The relational system refers to the competencies required across the entire span of relationships an individual may encounter. Reviewing a wide range of studies from many countries, Graf identifies five skills and attributes comprising cultural competence:

- Intercultural communication skills

- Intercultural sensitivity

- Interpersonal competence

- Social problem-solving capacity

- Self-monitoring.

Another commonly cited skill is the ability to work effectively with interpreters which requires an understanding of cultural variables in discourse patterns and communication styles, values and beliefs regarding disclosure, hierarchy and so on.

Martin and Nakayama (2004) equate cultural competence with intercultural communication skills. They contend that "there are four building blocks of intercultural communication which are:

- culture – deep-seated patterns of learned, shared beliefs and perception; as deeply felt, commonly intelligible, and widely accessible patterns of symbolic meaning; and/or as contested zones of meaning

- communication – a symbolic process whereby reality is produced, maintained, repaired, and transformed

- context – the physical and social setting in which communication occurs, or the larger political, social and historical environment

- power – pervasive and plays an enormous, though often hidden, role in intercultural communication interactions. Power relationships, determined largely by social institutions and roles, influence communication."

The authors emphasise the importance of an individual understanding the role that his/her personal history plays in intercultural interactions. These include childhood experiences, historical myths, language competence and memories of recent political events.

The term "cultural intelligence" has recently emerged, described as "the ability to engage in a set of behaviours that uses skills and qualities that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts." (Peterson, 2004). Advocates claim that people with high cultural intelligence "are able to generate new and appropriate responses in unfamiliar cultural contexts." (Earley & Ang, 2003) However, the competencies listed by these authors are not markedly different to those appearing in the literature.

A difficulty in distinguishing between a specifically "cultural" competence and generic competences of communication and interaction is the embedded nature of culture. As Edward Hall claimed, "Culture is communication and communication is culture. People cannot act or interact at all in any meaningful way except through the medium of culture." (Hall, 1959) How then can qualities of empathy and awareness of others' emotions be defined as cross-cultural rather than universal? Are there specifically cross-cultural skills or are there cross-cultural elements of all the generic interactional skills?

The question of whether cultural competence is something that can be definitively achieved remains very much open. The more experienced the researcher or trainer in the field, the less likely they are to claim expertise. An article titled "The Myth of Cultural Competence" (Dean, 2001) questions how one can become competent when culture and individual cultural identity is known to be continually changing. Rather than accepting that anyone can become "competent" in the culture of another, Dean proposes a model based of acceptance of one's lack of competence in cross-cultural matters.

> *"With "lack of competence" as the focus, a different view of practicing across cultures emerges. The client is the "expert" and the clinician is in a position of seeking knowledge and trying to understand what life is like for the client. There is no thought of competence—instead one thinks of gaining understanding (always partial) of a phenomenon that is evolving and changing."*
> (Dean, 2001).

A definition of cultural competence within a multicultural society must also take into account non-Western, non-Anglo perspectives, the impact of patterns of migration, stages of cultural adaptation, group histories, varying levels of isolation or acceptance, language and literacy skills in first and other languages and other variables.

Given the tremendous diversity of cultures represented in the Australian populace, a working description of a culturally competent individual might read as follows:

A cross-culturally competent person is one who recognises the importance of acknowledging the individuals in an encounter first and foremost, before applying any generalised knowledge of the cultural differences between their supposed groups. A cross-culturally competent person will also be one who comprehends key cultural values but recognises the limits of their knowledge and competence.

In summary, while there are simple, basic definitions of cultural competence, cross-cultural and interpersonal competences are virtually inseparable, and the context dictates the type and degree of competence required for effective interaction. The perceptions of the participants in the interaction will inevitably complicate the outcome.

Organisations considering the relevance and status of cultural competence must examine the ways in which is reflected in policies and practices. A policy may boldly advocate the organisation's commitment to cultural diversity but delegate all matters pertaining to cross-cultural relationships to a minor office attached to the human resources department or to a specialist unit. Organisations must also identify the points at which cultural competence is most required in its internal and external relationships. Is it sufficient for individuals in certain roles to be culturally competent or is an organisational approach required? Are strategies to account for cultural diversity "bolted on" to the organisation's key performance areas or "built in" to its culture?

A recent Australian study of health care and nursing in culturally diverse contexts noted that the success of processes and strategies for developing cultural competence depended on "…the will of governments, politicians, and policy makers (including the provision of legislation and mandated policy frameworks backed by appropriate resources) and the effective education and training of *all* stakeholders…" (Johnstone & Kanitsaki, 2005).

3.2 Cross-Cultural Training

3.2.1 Definitions of Cross-Cultural Training

Definitions of cross-cultural training (CCT) reflect the range of perspectives on cultural competence discussed above as well as the context in which the training is provided.

"Cross-Cultural Training enables the individual to learn both content and skills that will facilitate effective cross-cultural interaction by reducing misunderstandings and inappropriate behaviour." (Black et al, 1990)

"Intercultural training is training that gives people the necessary information, skills and attitudes to enable them to adjust and to function productively in a country other than their own." (Kohls et al 2003)

Some definitions include reference to broader socio-political issues such as the necessity of ensuring CCT which "protects and preserves the dignity" of individuals and communities (Tan et al 2003).

Some practitioners and researchers prefer the terms "intercultural" and "interculturalist" and make distinctions between these and "cross-cultural" and "cross-cultural trainer". While there are interesting and significant aspects to these and other terminological differences, this project makes no distinction and adopts the term "cross cultural" as being the most prevalent in the field. Online key word searches conducted in 2005 revealed an 18-to-1 preponderance of "cross-cultural training" over "intercultural training" through the Proquest 5000 search engine and an 11-to-1 preponderance through Google.

In general, cross-cultural training is defined as that which increases the competence of individuals to function in cross-cultural situations domestically and abroad. This definition is broadening to include the organisational and systemic competences as discussed above.

3.2.2 Historical Development of Cross-Cultural Training

Martin and Nakayama (2004) discuss the historical development of cross-cultural training in the United States. The government established the Foreign Service Institute in 1946 in response to the large numbers of Americans who were living and working overseas (both as business and government personnel) and finding that they were ill-prepared to cope with the challenges that they met. Those who had any training for these postings only had language training removed from its cultural context. The government staffed the institute with anthropologists (such as Edward T.Hall), psychologists and linguists. There was very little available in the way of cross-cultural training materials so these early staff members created their own. Thus was born the field of intercultural communication and cross-cultural training.

Hall, in his groundbreaking research, noted that understanding and respecting cultural difference was central to competent intercultural communication. Associated scholars came from a variety of backgrounds and the interdisciplinary focus they brought to this new field continues to be a hallmark of intercultural studies and cross-cultural training today. Linguists assist in the understanding of the importance of language and its role in intercultural interactions and how intercultural competence can be enhanced by learning another language. Anthropologists illustrate the importance of the role of culture in people's lives and importance of non-verbal communication. Psychologists bring an understanding of issues around stereotyping and the effect of prejudice in intercultural interaction and also how variables such as nationality, ethnicity, personality, and gender influence interpersonal communication.

Bhawuk and Brislin (2000) also give an historical overview of the field of cross-cultural or intercultural training. They commence about half a century ago with Oberg's work on culture shock and Hall's research on space and time and its effect on cross-cultural training programs or, as they were originally called, intercultural orientation programs. The change of name was a reflection of the fact of a deeper appreciation of issues involved in living abroad and interacting with other cultures developed as a result of research and the experiences of trainers in the field. The scope of training broadened to not only prepare people for overseas assignments but to also assist them with their transition back into their

home culture and to deal effectively and appropriately in their own country with people who are from another culture.

Until the mid to late 60s, the lecture, or "University" method was the most common approach to cross-cultural training. Two researchers, Harrison and Hopkins (1967), evaluated the effectiveness of these training methods for people who were living abroad and recommended that the experiential model take its place because the lecture method involves passive rather than active learning, while in real-life international experiences, the trainee is responsible for collecting their own information. The lecture method gives participants well-developed problems to solve whereas in the intercultural situation they will have to identify the problem themselves before they can seek a solution. Participants are encouraged to be rational and logical but a sojourner facing difficulties in an unfamiliar environment will often be in a highly charged emotional state and will require the emotional wherewithal to deal with it. The lecture method relies heavily on presenting analytical solutions based on written material but in real-life situations, participants need skills for relating to people. Finally, the focus on written materials does not account for the reality that the bulk of cross-cultural interactions occur through the channels of verbal and non-verbal communication. While their study focused on training for the international experience, the comparison of methodologies applies equally to domestic cross-cultural encounters.

The experiential method has gained enthusiastic and widespread support since that time and has stimulated major methodological innovation in the field but there is still support for the university method not least because it is simple, flexible, and inexpensive.

Culture assimilators describe real-life scenarios of confusing intercultural exchanges between a host national and a sojourner that could lead to misunderstanding because of the cultural differences of the two individuals. The participants are then provided with a number of scenarios for resolving the situation and asked to choose the most appropriate one in the specific circumstance. An explanation is later given for each of the choices as to why it is or is not the most appropriate. This is considered an appropriate tool for self-paced learning and for large groups where individuals are at different levels of cultural sensitivity. A review of the research suggests that this is a cognitively effective method but also has some positive influence on the affective and behavioural domains.

The "Contrast-American" method uses an example of a behaviour that would be encountered in the host culture but is diametrically opposed to anything they would encounter in their own culture. Interactions between participants and actors are and later debriefed. Its advantage is that it "emphasises affective goals through experiential processes".

The Self Reference Criterion Method, also developed in the 60s, encourages people to recognise their own cultural values, to contrast them with the values of the host culture and to apply the insights received to a culturally appropriate solution of a particular situation.

Bhawuk and Brislin discuss one of the most popular experiential tools which is simulations. They say a successful simulation should have what they refer to as an "aha" moment, the trainee should become emotionally involved and the affective response should be followed by more cognitive processes. They say that simulations are not always successful and cite some research that found that some participants become more ethnocentric after experiencing Bafa Bafa (one of the most common of the simulation games). They theorise that this could be because of premature use and suggest that the participants should be introduced to culture-general frameworks first. The area simulation is where the target culture is simulated in a natural setting and they give the example of Hawaii being used as simulation area for life in the Pacific Islands.

The cultural self-awareness model is based on the premise that one's own culture is so ingrained that an individual embraces it unthinkingly and has to be prodded into rethinking the assumptions of their own culture. It uses a series of videos where professional actors play the roles of the sojourner and a host national which participants view and then discuss with input from the trainer.

The authors discuss a series of theoretical books and handbooks that were produced in the 1980s. One of the problematic issues for the field of intercultural training to emerge at that time was the divergence between the needs and opinions of researchers and practitioners.

Bennett's Development Model of Intercultural Sensitivity is a good resource for trainers because it means that the programme can be tailored to the participants' needs. By assessing the stage that

participants are at using the self-administered Intercultural Development Inventory (IDI), the trainer can choose the most appropriate methodologies.

A culture-general assimilator was developed by Brislin, Cushner, Cherrie and Yong in 1986. It was more theoretically based than the culture-specific assimilators referred to earlier and was claimed to be appropriate to prepare a sojourner for interaction in any culture. Research supported this claim and a second edition became available in 1996.

The focus of 1990s research has been the evaluation of cross-cultural training programs, the development of criterion measures for use in this evaluation and building theoretically meaningful models.

Behaviour modification training has four central elements: attention, retention, reproduction and incentive. Its aim is to teach behaviours that are acceptable in the host culture and unlearn behaviours that are acceptable in one's own culture but not acceptable in the new culture. However because it is expensive and labour intensive it has not been used very often in cross-cultural training programmes.

A theory-based culture assimilator based on the concepts of individualism and collectivism has been developed. And there is some evidence that other researchers are developing cross-cultural training exercises that are grounded in theory.

In writing about the future of the field, the authors expect experiential methods to continue but to be more innovative and sophisticated. As potential participants become more sophisticated, practitioners will be required to provide newer and more complex training tools.

3.2.3 The Types and Objectives of CCT

In broad terms, CCT programs focus on the following broad categories:

- Managing and working with culturally diverse employees and colleagues

- Working and living internationally

- Designing and delivering products/services to culturally diverse customers

There are four broad categories of CCT program types:

- General awareness and communication training, which focuses on developing generic cross-cultural skills and sensitivity to assist in interaction with any culture the participant may encounter

- Ethno- or country-specific training, which focuses on a single ethnic group or country to increase participants' knowledge, understanding and ability to function effectively in that environment or with that group

- Training in working with interpreters and translators, which focuses on developing the technical skills involved, also includes those elements of cross-cultural communication that influence the process

- Specialised programs focusing on topics such as customer service, health care, community policing, indigenous communities, refugees, survivors of torture and trauma, managing culturally diverse teams in Australia or overseas, living and working overseas and international management

Another important way of learning cultures is through language teaching and learning, which increasingly comprises culture-specific information, cross-cultural encounters and examinations of the central role of language in perceptions of the world and the formation and transmission of values.

3.2.4 Cross-Cultural Training Content and Processes

The content of CCT programs can include the following topics:

- The organisational and individual contexts of cross-cultural interaction

- The nature of culture

- Elements of cross-cultural communication including verbal and non-verbal communication, communication style, attitudes and values

- Cross-cultural comparisons including variables or dimensions such as individualism/collectivism, hierarchical/egalitarian, power distance

- The nature of cross-cultural adaptation, including "culture shock"

- Working with interpreters and translators

- Introduction to the languages of the host cultures

- Working with and managing culturally diverse teams

- Providing services to culturally diverse clients/customers

- Negotiation and conflict resolution

The processes most commonly used include lectures, cultural assimilators (short case studies of problematic situations), the cultural contrasts method which compares behaviours between two cultures, the self-reference criterion method which encourages participants to recognise their own cultural values and contrast them with those of other cultures, and simulations. Simulations are very popular with CCT trainers but are not always successful, often because they are used before participants have been introduced to culture-general frameworks. Anecdotal evidence indicates a growing trend of bringing members of contrast cultures into training workshops. In multicultural Australia, the participants are quite often the trainer's greatest resource, bringing frameworks and theories to life.

3.2.5 Approaches and Delivery Methods

The two main approaches are the didactic and the experiential, the two extremes of which were recently described as the "sponge method", relying on absorption of facts and the "hands on method" with a focus on action and experience (Tan, 2003). The purely didactic approach comprises lectures and discussions and the provision of information including checklists and country profiles. The purely experiential approach relies on interactive exercises, simulations, role plays and field trips. Kohls (1994) refers to four traditional approaches: Education, Training, Orientation and Briefing, and recommends combinations of the approaches in program design. In practice, most cross-cultural training programs do combine elements of several approaches in recognition of adult learning principles.

While no single approach is universally ideal, studies by Graf (2004) suggested culture-general training using an experiential approach is more effective in developing cultural competence than didactic and culture-specific approaches.

The most common method of delivering CCT is through training workshops or short courses involving both didactic and experiential approaches. Some training is delivered through distance or e-learning. Trainers and consultants working in the corporate sector report an increase in personal coaching as a preferred method of developing competence. Cultural competence is also being seen as an element of diversity management and international business management, resulting in its inclusion in management consulting and project management services.

Anecdotal evidence indicates that the majority of CCT in Australia is delivered in one day and half-day workshops, while 2-day workshops have become rare in recent years, reflecting a general trend in the training market. This impression is borne out by the findings of the current survey, which show that 69%

of general cultural awareness programs are half a day or less in duration, 22% are one day long and only 9% are conducted over two or more days.

Many writers in the field state that short periods of training are less than ideal. "One should not expect such short programs to achieve anything more than a basic and very incomplete awareness that living overseas will be quite different." (Kohls, 1994) Programs of three days or longer, often with workplace based supporting activities, are considered to be more effective. Academic courses may be much longer but are more likely to be predominantly didactic in approach.

3.3 Cross-Cultural Training Effectiveness

> *"The purpose of a cross-cultural training program is to provide a functional awareness of the cultural dynamic present in intercultural relations and assist participants in becoming more effective in cross-cultural situations."*
>
> (Pusch, 1981)

As with any form of training, cross-cultural training to be effective must meet its intended objectives, include some measure of this attainment, must actively involve the adult learner and should be based on a model or theory of culture that is linked to the objectives. The critical factors in meeting these requirements are effective trainers, good design and suitable resources.

3.3.1 Cross-cultural trainer competence

> *"Trainers need to have a natural charisma and a human concern for the participants which is immediately apparent to all. They are most generally called Facilitators, indicating their role is to facilitate learning, not to pose as learned scholars who present their vast knowledge in eloquent lectures. The trainer functions more in the role of coach or guide than as leader."*
>
> (Kohls, 1994)

> *"Fundamentally, intercultural trainers are concerned with human relations. Their goal is to promote more effective intercultural interaction between persons and groups by making learners aware of the impact of culture on their lives."*
>
> (Paige, 1993)

The most effective trainers in any field possess

> *" a broad range and flexibility of behaviours - what can convincingly and naturally be done in the communication context - a heightened sensitivity to and awareness of the effects of the trainer's behaviour on the individual learner's experience, and the cohesive organisation of subject material so that…it makes sense and is made relevant"*
>
> (Burns, 1996).

The field of cross-cultural training adds some complex dimensions to these characteristics.

> *"Not only does the trainer impart the 'who, what, when and where' of survival abroad, the competencies in 'how' to be effective and the 'whys' of the cultural environment, but must also attempt to establish in the participants the confidence to take risks, the motivation to develop as a person, the curiosity to dig deeper, and the tolerance of ambiguity to stay sane."*
>
> (Bennett, 1986)

While this report does not distinguish between the terms "training" and "education", cross-cultural training has a deeper educative role because of the pervasiveness of culture in all human interaction. In addition to generic trainer competencies, cross-cultural trainers face unique challenges. While all trainers need to be sensitive to the needs of learners, cross-cultural trainers must be able to deal with the intensity of emotions that dealing with cultural differences can arouse in participants, including frustration, defensiveness or anger. Participants are typically faced with information and situations which may

challenge their sense of cultural identity and personal beliefs. The trainer must help participants to understand and recognise other ways of seeing without sacrificing their own integrity, to function effectively in situations demanding accommodation of two or more cultural frames of reference.

Cross-cultural trainers often fulfil other roles, acting as consultants or advisors, curriculum specialists and assessors. They are likely to have had overseas experience or experience of immersion in another culture within a multicultural society, to have qualifications in a related discipline such as linguistics, the humanities or psychology and to have a diverse cultural heritage and cross-cultural relationships. An international survey of 230 "interculturalists" reported that 66% were women, 79% were over the age of 35, over 85% had worked in another field and the majority worked independently (SIETAR, 2004).

Paige (1993) categorises trainer competencies under Cognitive Knowledge, Behavioural Skills and Personal Attributes, stating that no one, no matter how experienced in cross-cultural training, will possess all of these competencies. Paige's trainer competencies are summarised in some detail below to illustrate the range of factors and issues that will need to be considered at the conclusion of this research project when formulating recommendations for the professional development of the cross cultural training field.

Cognitive Domain

- Knowledge of Intercultural Phenomena

  Intercultural effectiveness and competence, adjustment, culture shock, learning about cultures and the psychological and social dynamics of intercultural experience.

- Knowledge of Intercultural Training

  Training program assumptions, philosophy, foundations. planning principles, needs analysis, design, pedagogy, evaluation, logistics, key training variables, audience diversity and a realistic understanding of what training can accomplish.

- Trainer-Learner Issues

  The social-psychological dynamics of the relationship, nature and sources of learner resistance and reactions, major learner concerns: threat to identity, assimilation issues.

- Ethical Issues in Training

  Appropriate management of risks of self-disclosure, failure, faced by learners. Proper handling of transformation, creating supportive rather than destructive learning environment. Trainer is a lifelong learner committed to own and others' professional development, shares knowledge and skills and is openly self-reflective and critical.

- Culture-Specific Content

  Social, cultural, religious factors of target cultures. Situational factors in target culture: host-newcomer expectations and aspirations, openness to outsiders, inter-country relations, predominant values, attitudes and behaviours.

- Trainer Issues

  Role of trainer in the learning process. Pressures faced by trainers and methods for coping with them. Recognition of own strengths and limitations as a trainer.

- Multicultural Issues

  Cultural pluralism and diversity in the workplace and society. Nature and impact of racism, sexism, prejudice, discrimination. History of oppression and discrimination of trainee group. Psychology of cultural marginality and multiculturalism.

Behavioural Domain

- Intercultural Phenomena

  Capacity to promote learner acquisition of skills, knowledge and personal qualities relevant to intercultural experience, to induce a cultural-adjustment experience and provide a culture-general conceptual framework to assist learners cope. Capacity to present theories and concepts: culture shock, intercultural communication, intercultural competence.

- Intercultural Training

  Ability to articulate a clear theory and philosophy and statement of central training-program assumptions, to make appropriate claims for what training can and cannot accomplish, to design, implement and evaluate integrated programs with appropriate mix and sequencing of experiential and didactic methods and learning activities.

- Ethical Issues

  Capacity to incorporate ethical standards into training.

- Culture-Specific Content

  Capacity to obtain appropriate information and resources, to assess situational factors affecting participants and to provide instruction on target culture.

- Trainer Issues

  Capacity to articulate, model and orient learners to a clear philosophy of the trainer's role and to serve as a resource. Ability to handle the stress and pressures of training. Ability to conduct training in one's areas of strength and to use skilled trainers for activities where one's skills are limited.

- Multicultural Issues

  Capacity to provide instruction about cultural pluralism, diversity, cultural interaction, racism, sexism, prejudice and discrimination, the history of oppression, discrimination and intergroup relations of groups being trained, to provide supportive social and psychological mechanisms for dealing with cultural marginality and multiculturalism.

Personal Attributes

- Tolerance of ambiguity
- Cognitive and behavioural flexibility
- Personal self-awareness and strong self-identity
- Cultural self-awareness
- Patience
- Enthusiasm and commitment
- Interpersonal sensitivity
- Tolerance of differences
- Openness to new experiences and people who are different
- Empathy
- Sense of humility
- Sense of humour

Kohls (1994) recommends that trainers whose focus is on living and working in another country need to have had first hand experience of the target country and fundamental knowledge of the values and assumptions of both the target country and the home country of the participants. They should also have experienced culture shock, have a positive regard for the target country and be as interested in the informational content of their programs as they are in the learning process.

Peterson (2004) summarises the qualities needed in a cross-cultural trainer as overseas experience, academic qualifications, business savvy and education and coaching skills.

From this summary the complexity of cross-cultural trainer competency is clear. Given the potentially transformative nature of cross-cultural training, the nature, skills and role of the trainer is arguably more critical to the success of such training than it is for most other forms of training. This assertion is borne out by numerous comments made during industry consultations during this stage of the project regarding the positive or negative impacts of individual trainers' approaches, knowledge, personalities and skill on the program outcomes.

While many of the competencies described above may have been acquired through broad experience and many of the personal attributes may be innate, the effectiveness of cross-cultural trainers does depend on many field-specific features as described above and a commitment to lifelong learning and professional development. For example, in the Society for Intercultural Education Training and Research (SIETAR) study, 64% had attended a professional program and 48% had a qualification in intercultural or international studies (Berardo, 2004).

3.3.2 Training Program Design

Effective cross-cultural training program design begins with the recognition of adult learning principles, particularly those relating to participants understanding the reasons for learning, being involved in their own learning and being protected from surprises, embarrassment or confusion. Adhering to these principles presents specific challenges when the methodology includes simulations, role plays and training games designed to illustrate the experience of dealing with cultural differences.

Some of the basic criteria for effective program design as reported in the literature are that it should be:

- of adequate duration to meet its objectives

- provided in a timely manner relative to the participant's needs

- tailored to the participants (Graf, 2004).

As discussed above, time constraints are a major concern in the CCT field, with many training providers taking care to establish the limitations of a short program.

Illustrating the close relationship between trainer competencies and program design and delivery, Paige (1993) categorises the consequences of inadequate trainer competence, listing tendencies relating to inabilities in any area. For example, a trainer with an inability to conceptualise learning outcomes will tend to emphasise cognitive learning rather than behavioural or experiential learning. An inability to conceptualise appropriate content tends to result in an over-emphasis on learning facts rather than the process of learning how to learn about cultures. A failure to properly consider the learners can result in the use of inappropriate content and processes and a tendency to underestimate the risks that training activities pose for learners.

Although no one study has been able to determine which method of CCT is most effective or which methods are most effective for particular situations, the literature points to the superiority of the experiential approach over the didactic approach. The lecture or didactic approach is adequate if the only objective is to transmit surface knowledge of the subject. Designing structured experiences and carefully instrumented exercises, paying close attention to the sequencing and mix of activities and allowing learners time to process their experiences in groups are all critical to the success of experiential training. While the didactic, or traditional, trainer's focus on content may serve to allay some of the adult learners' fears, it appears less likely to result in any significant "movement" by the learners in terms of transforming their views of the world.

Another content and process design consideration relates to the relative merits of culture specific versus culture general training. If training is too culture specific participants may feel they are more prepared than they actually are, as the development of self-awareness and intra/interpersonal skills tends to be sacrificed in favour of content such as country information, case studies and culture assimilators (written exercises requiring participants to select from multiple responses to given situations in the host culture.) Culture specific knowledge also has limited transferability to other contexts.

If training is too general, with the objective of developing self-awareness and flexibility in responding to cross-cultural situations in a wide range of contexts, participants may resist because the interactive nature of the program is more threatening and participants may not see the relevance to their specific experiences or anticipated encounters. This implies that effective design, based on an understanding of the participants and the organisation's objectives, should involve balance between the available approaches.

3.3.3 Cross Cultural Training Tools and Resources

The resources available for CCT range from training games to psychometric cultural competence and adaptability assessments, from extensively researched models of culture to personal anecdotes.

The main tools used by cross-cultural trainers in order of frequency of use, as reported in a recent international study (SIETAR 2004), are:

- Models for understanding culture and cultural dynamics
- Case studies
- Exercises and activities
- Simulations and role plays
- Training games
- Profiles (country and culture)
- Checklists and tip sheets
- Assessments of intercultural competence/readiness
- Intensive group sessions.

Other resources and tools include field trips, language training, contact with members of the host culture, storytelling, dance, art, music, journals and the literature of the culture.

The SIETAR (2004) survey reported that 97% of respondents felt that models, simulations, case studies and exercises were effective, while 25% felt that assessments, checklists and profiles were ineffective. The same survey reported strong demand for new resources to be developed in a number of areas, particularly in conflict resolution, working in multicultural settings, the business case and the role of culture in power, politics and influence.

Anecdotal evidence from Australian and overseas trainers, reinforced by participant comments in the Stage 2 training evaluation survey, points to the importance of the facilitator's skills and presentation over and above the quality or extent of the training resources. Two trainers deploying similar resources, designs and strategies are unlikely to achieve identical results, just as the results of deploying these resources by a single trainer with several groups will vary depending on the composition, dynamic and motivation of the groups. "Tried and true" exercises don't always work.

3.4.4 Measuring the Effectiveness of Cross-Cultural Training

If cultural competence is seen as comprising knowledge, motivation and skills (or knowledge, conviction and capacity for action), then the effectiveness of CCT should be measured against these elements of competency. Effective cross-cultural training will therefore be that which increase participants'

knowledge, encourages them to see the personal and organisational benefits of cultural diversity and cultural competence and increases their skills and capacities.

A practical end result for the workplace would be that during an exchange with a colleague or client, participants would be able to:

- recognise any differences arising out of cultural background

- understand their possible impact on the interaction

- negotiate the differences so as to achieve a positive outcome.

In the review discussed above, Bennett and colleagues suggested that a higher degree of ethnorelativism among employees would result in the following benefits:

- Less stress

- More satisfaction with living/working in a foreign culture

- Greater job accomplishment in culturally diverse environments

- Lower levels of prejudice and discrimination

- Less resistance to diversity initiatives (Hammer et al, 2003)

Black and Mendenhall (1990) reviewed 29 research papers examining the effectiveness of cross cultural training (positive, non-significant or negative) on three dependent variables: cross-cultural skills development, adjustment and performance.

Cross-cultural skills development was defined as skills related to the maintenance of the self (eg mental health, confidence); skills related to the fostering of relationships with host nationals; and cognitive skills that promote "a correct" perception of the host environment. All ten of the studies that looked at self maintenance found a positive correlation between training and the development of cross-cultural skills. All 19 studies that focused on the development of relationship building skills found a positive correlation between this and CCT, including one longitudinal study that found the relationship to persist over time. All 16 studies that focused on perceptions of other cultures found a positive correlation between this and CCT. A caveat with some of the studies reviewed is that they used self report methods.

Adjustment was defined as developing familiarity, comfort and proficiency in a new culture. Nine studies that focused on adjustment processes showed a positive correlation between adjustment and CCT.

Performance was defined as producing expected outcomes. Of the 15 studies that examined the link between CCT and performance, 11 showed a positive correlation. Four studies indicated a non-significant correlation. No studies found a negative correlation.

The authors raise the question as to ***why*** CCT is effective and suggest a further competence which is the individual's motivation to learn and transfer that learning into action.

While Kealey (1996) wrote; "The field of cross-cultural research and training is… in the uncomfortable position of having a product which is acutely needed but still of unproven efficacy", Bawhuk and Brislin (2000) reviewed field studies evaluating cross-cultural training programs in which participants reported positive feelings about the training received, improvement in their interpersonal relationships, changes in their perception of host nationals, reduction in their experience of culture shock and improvement in their performance on the job

There have been several studies to evaluate the effectiveness of CCT over the last 20 years, most of which found positive results occurring in the areas of knowledge, behaviour, attitude, adjustment, performance and trainee satisfaction. An overview of 29 research papers examining the effectiveness of CCT reported positive correlations between the CCT and participants' confidence, performance, ability to develop relationships and to adjust to foreign cultures (Black et al 1990).

Several reviews indicate that CCT seems to be effective in enhancing knowledge and satisfaction but much less effective in changing behaviour and attitudes and improving adjustment and performance. Others dispute such findings. One group of reviewers concluded that "CCT is only occasionally effective in changing participants' behaviour, perhaps because such change is difficult to facilitate via training …or that it is difficult to measure such change when it does occur." (Kohls, 1994)

A study of the results of CCT in cross-cultural work groups found that it helped the members understand and respect their cultural differences, develop a common working language, set agreed goals and choose the best leader (Martin and Nakayama 2004). Adler (1997) reports research by Kovach that cross-cultural teams are less effective than single-culture teams unless their cultural diversity is well-managed, in which case they are comparatively far more effective. A review of field studies of CCT found that individuals and organisations reported positive feelings about the training, improvements in interpersonal relationships, changes in their perceptions of others, reduction in experience of culture shock and improvement in job performance (Bhawuk and Brislin 2000).

Recommendations for future research included longitudinal studies, different measure methods, clarity and precision in specifying independent variables, appropriate sample sizes and careful avoidance of bias. Quantitative studies having proven inconclusive, researchers recommended a stronger emphasis on qualitative data and a study of participants at various points in their development of cultural competence.

This study has combined quantitative and qualitative approaches to analyse the perceptions and experiences of client organisations and individual participants. The study has also taken a longitudinal approach, reviewing organisational practice over a 5 year period and trainee evaluations several months after their training.

Chapter 4

Cross-Cultural Training Practice in the Australian Public Sector 2000–2005

4.1 Industry Consultations

During the period July-August 2005, informal consultations with and submissions from 195 representatives of public and community sector organisations and CCT training providers across Australia identified that there was a growing need and demand for cultural competence, driven mainly by customer expectations and policy and compliance requirements. However, respondents reported that while there was ample anecdotal evidence of the benefits of CCT to individuals and organisations, wider use of CCT was hindered by a perceived lack of consistency in CCT approaches and aims and the absence of clear measures of cultural competence and practical guidelines for implementing programs. The position of CCT in training and development frameworks and strategies was not clear and cultural competence was not yet recognised as a generic skill in most industries.

Based on these consultations and a literature review, an on-line survey of practice in CCT over the period 2000-2005 was designed and sent to 595 Commonwealth, state, local government, community and training provider organisations. Responses were received from 105 representatives from 93 large to small government and community organisations.

Several organisations formally or informally declined to participate. The main reason for not participating was that the organisation had not conducted any CCT during the research period. Many reported that their only CCT activity had been in the area of Aboriginal and Torres Strait Islander cultural training or as a minor aspect of access and equity or diversity training. Many of the representatives of these organisations remarked that they were surprised that there had been no CCT activity in the past five years or more as there was a need. Some reported that CCT programs had been conducted to good effect in the late 1980s and early 1990s but other priorities had arisen since. Several commented that, given factors such as staff turnover and changing community demographics, there was a clear need to re-introduce CCT.

The data from this survey, summarised below, are presented in full in Appendix A of this report.

4.2 Cross-Cultural Training Activity 2000–2005

The findings revealed a generally modest level of CCT activity, an average of five training events per year averaging 5.2 hours duration. 72% of CCT participants were non-managerial staff level employees, 15% managers, 4% senior executives and 9% others, including volunteers.

67% reported that their organisations had conducted 30 or fewer CCT programs (workshops or courses) over the 5 year research period, 13.7% conducted between 31 and 100 and 9.7% conducted more than 100 workshops.

The types of training conducted, in rank order, were short workshops on general cultural awareness (80%), specific cultures (45.3%) , working with interpreters (33.7%), specialised CCT (e.g. health, policing) and managing culturally diverse work groups.

The main training objectives, in rank order, were to improve customer service (91.6%) and to improve workforce communication and relationships (64.2%). Other objectives were to improve community relations (54.7%), compliance with laws and policies (45.3%), marketing of services (35%) and international business skills (22%).

The most salient configuration feature of CCT programs reported is their brevity, 92.1% being one day long or shorter. As the literature comments widely on the limitations of short CCT programs to effect

meaningful development in participants, this aspect of current practice must be considered in all evaluations of training effectiveness.

4.3 Organisational Support for Cross-Cultural Training

The degree of importance that managers placed on cultural competence in dealing with culturally diverse customers and co-workers was rated at 3.65 on a 5-point scale and the degree of management support for CCT was rated at 3.59. However, while 87.6% of respondents stated that employee cultural competence was important or very important to managers, only 55.6% rated management support for CCT as strong or very strong.

While 14% of senior management and 12% of middle management were considered to demonstrate "poor" or "very poor support", in contrast only 6% of front line managers were reported at these levels. The fact that support is strongest among first line managers and supervisors reinforces the obvious conclusion that the closer to cultural diversity the employee is the greater is their demand and support for CCT.

Senior and middle management, while generally supportive, may not experience the impacts of cultural diversity as acutely as line managers and staff. As typical organisational demography is characterised by increasing lack of diversity in upper management ranks, issues of cultural diversity may not be prominent in operational thinking and planning.

CCT was mainly offered on a voluntary basis and only 13.8% of respondents reported that cultural competence was always or usually included in performance appraisals.

The low incidence of including cultural competence in job performance appraisals may be attributable in part to the absence of the concept in the brief history of the development of national competency frameworks. As discussed above, "cultural understanding" is not a specific competence. Cultural awareness may, however, be considered as part of generic communication skills assessment and appraisals.

A related factor is the low level at which CCT is delivered as accredited training, given that accredited training is most likely to be associated with achievements that can be documented as part of a performance appraisal. Except in the learning outcomes of specific units of competency within National Training Packages, cultural competence does not seem to appear in any Key Performance Indicators.

Whether CCT is mandatory or voluntary may also influence its inclusion in appraisals.

4.4 Management Assessment of Cross-Cultural Training Programs

On average, 52.8% of respondents rated the CCT programs conducted during the research period as effective and 30.8% rated them as very or extremely effective in meeting their objectives. Respondents based their assessments on participant feedback, workplace assessment and feedback from external stakeholders. Only 16.4% reported that CCT programs had been not very effective or ineffective in meeting training objectives.

91.3% of respondents rated the training effective to extremely effective in improving customer service and 86.7% rated the training effective to extremely effective in improving workplace relationships. The average effectiveness rating across all types of CCT programs was 83.6%.

Participant satisfaction with CCT programs was rated as high or very high by 63% of respondents, based on written feedback and informal verbal feedback, while 31.5% report average ratings.

Quantitative evidence about the effectiveness of CCT is of a localised and task-specific nature. The lack of consistency in quantitative evaluation design and consequent data comparability preclude any meta-analysis. Statistical conclusions from the findings of this stage of the project were therefore not possible.

Many of the reported benefits of CCT are not easily quantifiable and require more qualitatively oriented approaches, due to the multiplicity of expected and unexpected benefits for participants and organisations. Even when quantitative evaluation data are available, such as those collected in the Stage 2 longitudinal evaluation survey, valid judgments about the effectiveness of CCT still require complementary qualitative data regarding the consolidation of learning and its application to organisational objectives.

In spite of the brevity of most CCT programs, the training was rated highly by the great majority of participants, most of whom would prefer more training. The fact that even short training programs result in benefits indicates that investments in more robust and job-focused CCT will be quite likely to deliver measurable returns for organisations.

4.5 Characteristics of Cross-Cultural Training Providers

Organisations sourced CCT trainers both internally and externally, 44% using only internal trainers, 20.9% using external providers and 35.2% using both. External training providers were sourced in roughly equal percentages from government departments, community organisations, businesses and academic institutions.

The majority of external providers were sourced through referrals from other organisations, industry and professional networks and employees within the organisation. The next most common methods of locating trainers were through direct approaches from the trainers or by tender. A small minority were selected from preferred provider panels. Only 25% of respondents experienced difficulty in sourcing external providers. However, during the industry consultations several respondents reported that it was sometimes difficult to locate trainers with relevant industry experience, to assess training providers' capability claims and to find trainers who were available at the required times. They attributed the latter problem to a perceived shortage of "good" trainers, who tended to be heavily booked during peak training "seasons", and a lack of knowledge about available trainers among their normal networks due to the low profile of CCT generally.

The most common ways by which training providers established their credibility to the satisfaction of client organisations were by referrals to work done for previous clients and by demonstration of their expertise and reputation.

The prices charged by external providers were considered average for "people skills" training generally, although several trainers tended to the low end of the scale in order to compete in a market that did not recognise the specialised and demanding nature of CCT. Community and other non-government organisations, some of which were funded to provide training, also tended to charge very low rates, aiming at cost recovery only.

The majority of CCT programs were tailored to the needs and contexts of the client organisation. Approximately half of respondents reported that their organisation paid for the development costs of tailored training.

An accreditation process for CCT providers and trainers was recommended by 68.8% of respondents, although several respondents raised important concerns regarding the process of assessing trainers and advocated conditions to ensure fairness and validity.

During consultations several respondents expressed concern about the perceived lack of consistency in CCT provision approaches, descriptions of cultural competence and the absence of clear guidelines for assessing trainer competence and credibility.

4.6 Perceived Future Demand for Cross-Cultural Training

Commenting on the future of CCT in their organisations, 73.9% of respondents expected increased or greatly increased demand over the next five years. The increased demand was seen to be driven mainly by increasing customer service requirements, policy and compliance requirements and expectations and workforce factors including staff demand for training, labour market forces and diversity initiatives.

The most common reasons given for estimates of increased future demand were:

- Increased requirement for improvements in customer service

- Inclusion of cultural competence as a Key Performance Indicator

- Need to make up for lack of CCT in previous years

- Greater attention to removal of barriers to access and equity and compliance with legal obligations

- Increased cultural diversity through immigration

- Increased cultural diversity through intake of refugees

- Increased effort in implementation of existing and developing workforce and customer diversity policies

- Need to repeat CCT as part of new employee induction training

- Increased demand from staff

- Increased need for management training in managing workforce cultural diversity

- Increased requirement for cultural inclusivity in education services

- Increased international operations and inter-governmental communications.

The majority predicted an emphasis on general CCT and initiatives to develop and implement policies for culturally inclusive work practices and to include cultural competence in other training programs. While there is ample anecdotal evidence of the benefits of CCT to individuals and organisations, the majority of those consulted recommended further research into the effectiveness of CCT in specific applications.

4.7 Implications of Consultations and Survey Findings

The findings of the Survey of Current Practice in Cross-Cultural Training suggest several implications for policy, planning, provision and performance in the conducting of cross-cultural training for public sector employees and volunteers.

4.7.1 Policy Implications

In the policy realm, it appears that there is wide recognition of the value and desirability of cultural competence in achieving goals of access and equity and cultural inclusivity in service design and delivery. The research corroborates this and shows that these goals are the main drivers for conducting CCT for employees and volunteers and that CCT is seen as supporting the achievement of multicultural policy goals. However, the effort and resources expended on the provision of CCT appear to represent a very small proportion of human resource and service development budgets. One inference from this is that increasing the cultural competence of organisations will improve their capabilities in key areas.

However, policy cannot be made or modified in the absence of justifying evidence. Australian evidence of the effectiveness of CCT in contributing to the achievement of multicultural policy and service delivery objectives remains largely qualitative. The volume of qualitative evidence justifying expenditure on CCT is growing, as asserted in the written responses to this survey. The qualitative findings of the immediate post-training evaluation survey and the longitudinal training evaluation survey, described in Chapter 6, support these responses and substantially increase the volume of evidence.

Broadly speaking, the research findings suggest that policy development and implementation should include several elements.

CCT learning events, whether short workshops or longer sequences of training, are reported to be most effective when tied to organisational objectives and related closely to the experiences and concerns of employees. One way of acquiring valid evaluation data on which to base training funding decisions is to specify relevant learning outcomes and performance indicators for all levels of staff. These can be linked to individual and team performance at the micro end of the scale to the organisation's contribution to macro strategies such as population policy, economic development, regional development, environmental sustainability and industrial relations.

Strategies to implement policies on organisational cultural competence development should be based on an accurate assessment of the type and duration of CCT required to achieve identified performance goals and should be supported by adequate resources and accountability processes.

Most organisations in all tiers of government already have in place executive and management competency frameworks that include the recognition and management of client and workforce diversity and responsibility for ensuring access and equity. These frameworks are the logical starting points for building cultural competency into organisational systems in such areas as Key Performance Indicators for customer service, performance appraisal, recruitment and induction and career development.

The policy framework for cultural competence in support of multicultural policy objectives is already in place. The challenge is to identify the extent to which CCT can realistically contribute to developing individual, professional and organisational cultural competence and to then take steps to enable that contribution to happen.

4.7.2 Planning and Provision Implications

The considerable anticipated increase in demand for CCT and the drivers of that demand identified in the survey and in consultations and other submissions have obvious implications for workforce development and service delivery planning.

There was a potentially high level of demand for introductory, general awareness and culture-specific training among employees at various levels who have yet to receive such training. There is also an unmet need for more advanced training from the large proportion of training participants who expressed a desire for further training. Effective CCT, as shown in the literature and in the current research, has an educative result in that it broadens the learner's perspective and stimulates the desire to know and understand more about the dynamics of cross-cultural interaction.

There are several aspects for consideration in the provision of CCT over the next few years, not the least of which is the capacity of the CCT providers to meet demand at a professional level of quality.

The generally short duration of CCT programs is an area for consideration in planning and provision. In a training climate which has seen increasing constraints on releasing staff for training, the 1-day training program is often seen as the best configuration. Programs of two or more days' duration are very rare.

The cost of CCT training is another planning and provision issue. As with any supply of services, the cheapest is not necessarily the most effective and organisations need to assess the expertise and experience of trainers in terms of desired objectives and the dynamics of the organisation and the participant groups.

Given that the majority of participants in CCT have come from staff rather than management, and that demand across the board is expected to grow, it can be assumed that staff will continue to constitute the main audience for CCT. However, recent policy and Organisational Development trends point to increased emphasis on the competencies of senior and middle managers to promote and manage diversity within the workforce. Combined with drivers including the *Charter of Public Service in a Culturally Diverse Society* and increased customer cultural diversity and customer expectations, there is a clear implication that CCT with a focus on managing culturally diverse workforces and managing culturally appropriate service delivery will be required of - and demanded by – increasing numbers of managers in all tiers of government.

Labour turnover will also need to be taken into account. Organisations will need to ensure that CCT is scheduled regularly or built into induction training to account for turnover.

All of these trends point to the need for CCT and other strategies for the enhancement of cultural competence in public service delivery to be an integral part of employee induction, professional development and performance management processes.

4.7.3 Performance Implications

The core research question concerns the effectiveness of CCT in assisting organisations to provide services in a culturally diverse society and to manage culturally diverse workforces. There are two aspects to the achievement of training effectiveness; the performance of the trainers and the performance of the organisation and its employees.

The results of the Survey of Current Practice indicate that the performance of the CCT field in general is of a good professional standard against a range of measures including participant satisfaction and individual and organisational benefits. The survey of individual trainers, discussed in Chapter 5, reveals a well-qualified and highly committed field of practitioners with tertiary qualifications and relevant industry experience to inform their CCT practice.

Another question regarding the performance of trainers is whether quality assurance in CCT would be furthered by the establishment of an accreditation process. Almost 70% of respondents to the Survey of Current Practice were in favour of the accreditation of CCT trainers. However, as the numerous comments from respondents attest, this is a question requiring much more discussion and one that is also related to many of the other aspects of performance outlined above.

The trainers' responses regarding the performance of organisations in implementing CCT programs, also discussed in Chapter 5, are generally positive, as illustrated in perceived levels of support for CCT among managers and staff. However, many trainers commented on the gap between espoused and actual support and some referred to significant obstacles to establishing cultural competence as an element of organisational competence.

The measurement and evaluation of learning outcomes is another critical performance issue. In such a highly subjective area, this remains one of the greatest challenges to the field worldwide, as discussed in the literature review above. This question is closely related to the discussion above about policy implementation and the establishment of clear objectives.

The issues surrounding individual and organisational cultural competence have far-reaching implications for the performance of public sector organisations. If, as the literature review discusses, organisational and systemic cultural competence are critical to achieving high performance in access, equity and cultural inclusivity, then the nature and parameters of this competence will require greater attention.

One significant indicator of the amount of movement required within organisations and systems is the very low occurrence of cultural competence being included in job performance appraisals. Management competency frameworks across the tiers of government do include diversity elements but the performance measures here, as for staff, remain general.

Other measurable performance factors related to CCT are the degrees to which it is regularly scheduled and is accredited training within a learning and development pathway for employees. The survey findings indicate room for improvement in these areas.

The volume of training over a given period – numbers of programs and participants as a proportion of all training effort and of employees whose work requires cultural competence – is another performance measure that could be developed.

Attempts to measure the benefits, the returns on investment, of training programs that may have involved very small percentages of a workforce in a very small number of hours of introductory training in a highly complex field of human relations are unlikely to provide managers with much in the way of valid data on which to base workforce development and customer service strategies.

As discussed above, any investigation of the effectiveness and benefits of CCT must also examine the context of and rationale for CCT in Australian organisations, which include considerations of the broader roles and aspects of cultural competence in the work of the public sector and the life of the community and the potential and the limitations of cross-cultural training to contribute to the achievement of multicultural policy objectives.

Chapter 5

Australian Cross-Cultural Training Providers and Trainers

A two-part on-line survey of trainer provider organisations and individual trainers was sent simultaneously to the survey population of 595 mentioned above, receiving 98 responses – a further 16.5% of the sample - from 76 provider organisations including individual training consultants. Part A: Cross-Cultural Training Providers, was completed by training organisation representatives on behalf of the organisation or training unit. Some of these, particularly the proprietors of small training companies, also completed Part B. Part B: Cross-Cultural Trainers, was completed by individual trainers either within the organisation or not attached to an organisation.

5.1 Profile of Training Provider Organisations

The majority (56.5%) of responding training providers were from one of the three tiers of government, 25.9% from the private sector and 17.6% from community organisations.

Almost 60% are small to medium sized organisations, with 39.5% having 20 or fewer employees and 19.8%% having between 21 and 100 employees. 30.9% have 1000 or more employees. 64.1% of training organisations employee three or less full time equivalent cross-cultural trainers, and 78.2% employ five or less. A small minority (9%) employ 20 or more trainers.

They have an average of 11.5 years' experience in delivering CCT, with 23% providing CCT for over 15 years, and 46% with 6 to 15 year's experience. 31% of training organisations have been providing CCT for less than 5 years.

The areas of providers' expertise in rank order are in CCT for general awareness and communication (87.7%), diversity (60.5%), specialised CCT such as health or policing (53.1%), managing cultural diversity (45.7%), working with specific cultures (32.1%), working with interpreters (29.6%), indigenous CCT (24.7%), international business communication (23.5%), English language training (25.3%), working and living overseas (17.1%), and languages other than English (11.1%). 18.5% of training providers also nominated other categories including training in equity, ethics, racism and cultural planning.

28.6% of respondents reported that over 75% of their services were related to the development of cultural competence, with 35% of training providers reporting that more than half of their services are related to the development of cultural competence. However, it is more common for CCT to be one among several areas of service provision, with 65% reporting that less than half of their services related to cultural competence development.

5.2 Cross Cultural Training Delivery Modes

All training provider respondents provide training workshops, seminars and courses, 76.6% of which are non-accredited. This compares closely with the Current Practice Survey figure for non-accredited training (71.8%) and also reflects the fact that accredited training in CCT areas is relatively recent. Another factor limiting the delivery of accredited training is the lack of training resources to accompany the relevant National Training Packages and lack of teaching expertise in CCT.

The second most common delivery mode is through presentations and public speaking.

Almost half of all training providers are engaged in coaching and mentoring, consulting and project management. These are activities that generally support and foster organizational developments that tend to lead to increased CCT activity. From consultations with training providers and general observation of

the field it appears that much of this work occurs in the categories of working with or managing diversity.

Around a third of respondents provide research and development services related to cultural competence. Again, these are activities that support the uptake of CCT by researching need, demand and related issues and by developing resources and programs for specific organisational requirements.

There is a fairly even distribution of the responding training providers' client organisations across the various sectors, 49% in the three tiers of government, 34% in the private sector and 17% in community organisations.

Reflecting the responses to the Survey of Current Practice (see 4.3.8 above) and similarly based on calculations derived from the program classes reported by the respondents, it is estimated that the great majority of CCT programs, 76.6%, were non-accredited (77.1% in Current Practice Survey). Over all training categories, and including responses indicating a combination of accredited and non-accredited programs delivered, 23.4% of programs were accredited (22.9% in the Current Practice Survey).

Trainer responses concerning current practice in their client organisations, including types and aims of training, generally aligned with the organisational responses. For example, training providers rated client organisation management support for CCT at 3.6 on a 5-point scale.

The benefits for individuals and organisations as described by respondents correspond closely with the benefits described by respondents to the Survey of Current Practice, with the main benefits seen in increased awareness and understanding. The prevalence of these observable results in evaluation comments reflects numerous other studies and the literature on CCT, which emphasises that CCT is essentially related to human relationships and to a great extent aims specifically to develop awareness of the impact of culture on working life, to enhance understanding and to encourage openness to cultural diversity.

Benefits to individuals and organisations were also reported in increased communication skills, greater confidence in working across cultures, improved compliance with access and equity policies, improved workplace relationships and greater inter-agency collaboration and use of support services. The main beneficiaries of these training results were customers or clients, as illustrated in the many written comments provided (see Part 2).

5.3 Profile of Cross-Cultural Trainers

In the profile of individual trainers, 90% were Australian citizens, 77.1% were female 79.1% spoke English as their first language and 68% spoke two languages.

Their average age was 47.9 years, compared with the average age in the education sector of 43.4 years (ABS 2004). This is a significant factor in terms of the experiential background of trainers and the capacity of the field to meet increased future demand. However, the existence of a number of experienced practitioners in Australia suggests the potential for creating a strong professional development and mentoring program for younger, less-experienced trainers.

The trainers had an average of 15.5 years experience in the field, with 42.4% having more than 10 years experience and 15.1% having more than 20 years experience.

Their responses to a question regarding their motivation display a high level of passion, commitment and engagement, reflecting the common observation in the literature that enthusiastic and committed facilitators are essential to effective CCT.

The responding CCT trainers conduct an average of 20 workshops a year. Most work in a number of areas, 88.6% providing training and consulting in general cross-cultural awareness and communication, 44% in specialised areas such as health or policing, 33% in specific cultures or countries. Only 4% of respondents also provide training in indigenous cultures. 61.4% provide training and consulting in managing diversity and working with diversity, and 55% in managing culturally diverse workforces. 20% provide training and consulting in international business management and communication, and 26% in working and living overseas (expatriation and repatriation). 32.9% provide training and consulting in

interpreting and translating and in working with interpreters and translators. 24.3% provide English language training and 12.9% in Languages Other Than English.

CCT is not the sole activity of most trainers. Many are also involved in research, development and other forms of education and training and typically work across several areas of related and unrelated expertise, many also carrying out duties in other disciplines and organisations.

5.4 Training Methodology and Resources

The tools most commonly used by trainers and also rated most effective or highly effective were case studies (88%), simulations and role plays (80%), intensive group exercises (71%) and models for understanding culture (69%). Tools for cultural profiling and competence assessment and checklists were rated effective or highly effective by less than 48% of respondents. Other tools used included guest speakers, panels, pre-training surveys, discussion groups, resources from culturally and linguistically diverse communities, coaching, cultural planning and brokerage, texts and videos.

The fairly even spread of effectiveness ratings across all categories of training tools and activities appears to indicate that cross-cultural trainers draw widely on the range of available resources and approaches. This indicates awareness that CCT learning involves different approaches for different types of learners, a central principle of adult learning.

As the Stage 2 survey into individual training evaluations revealed, one of the most common statements made by participants is that they would have liked more time. The vast majority of cross-cultural trainers in Australia and elsewhere would most probably agree. The clear implication is that the subject of cross-cultural interaction is one that, properly introduced, stimulates interest among participants in gaining deeper understanding, which depends on the availability of very knowledgeable and highly skilled training facilitators.

5.5 Professional Development

Respondents reported that working with culturally diverse communities and colleagues (93.9%), the experience of migration or living abroad (89.4%) and cross-cultural personal relationships (87.9%) were the experiences that most contributed to their ability as cross-cultural trainers.

While 23.9% of trainers have no training in CCT, learning on the job, 76.1% of trainers have had specific training in their areas of expertise, equally divided between formal and informal training. Formal training was typically within a Bachelor or Masters degree or diploma and graduate diploma studies or within vocational education and training nationally accredited certificate or diploma studies, including Cert IV in Training and Assessment. A few respondents attended international courses.

Informal training was typically through attendance at workshops, seminars and conferences and non-award or non-accredited courses or training programs, including in-service professional development. Participation in cross-cultural training programs was a commonly reported form of training as a trainer.

The respondents clearly identified the need for continuing professional development for trainers and the development of training resources for the Australian context that address a wide range of content areas and societal issues.

Their top three nominated professional development needs were in the areas of the psychology of cross-cultural effectiveness (67.2%), developing training resources (46.9%) and learning about specific cultures (42.2%).

The emphasis placed on the psychology and social dynamics of cross-cultural effectiveness reflects a need among trainers, also expressed elsewhere in the survey, for deeper understanding of the domain in which they work. One experienced trainer commented during consultations that she felt her knowledge of the CCT field was "frozen" and that she needed to undertake in-depth professional development.

Many CCT practitioners express a similar concern relating to the fact that because they are rarely called upon to design and deliver CCT programs aimed above the general introductory level, their opportunities to delve into the complexities of cross-cultural interaction are very limited.

Activities to continue professional development as cross-cultural trainers included reading, research and publishing, travel, community work, consulting and networking.

The literature review, including comparison with a recent international survey of cross-cultural trainers, and the industry consultations all emphasise the importance of professionalism in the field due to the intense and complex nature of the CCT participant's experience. The Australian CCT field currently lacks access to any dedicated formal tertiary qualification and, in the absence of a professional association of any kind, is only loosely linked through informal networks. Many of the trainers consulted during this project expressed a strong desire to meet and talk with colleagues, to share resources and approaches and to support each other in what is recognised as one of the most demanding forms of human relations training.

Over the last 25 years, a few informal networks of cross-cultural trainers have been established, usually at state level. The Network for Intercultural Communication operated nationally during the 1980s. Like other professional networks, they arise from perceived need, are supported initially by the majority of members, with the actual work of maintaining the network devolving onto small working parties or coordinating committees. Lack of funding to maintain the network and the pressures of work usually leads to the decline or dormancy of the network. Some respondents suggested establishing a formal professional association such as an Australian branch of SIETAR.

5.6 Challenges Facing the Cross-Cultural Training Field

Training providers reported that the main challenges facing the CCT field were dealing with socio-political issues surrounding diversity and establishing the credibility of CCT.

5.6.1 Socio-Political Issues

Socio-political issues was the area of most concern to respondents, generating the majority of comments and indicative of the high degree to which CCT trainers are aware of and take into account the wider implications of their work. Several respondents commented on problematic aspects of the social and political climate regarding cultural diversity and multiculturalism, noting the difficulty of establishing CCT when "multiculturalism is seen as a peripheral issue for organisations" and when there is "lack of commitment to the importance of the training". Several respondents commented on increasingly negative community attitudes to cultural diversity and the need to more strongly address issues of power, privilege, whiteness, reconciliation, and unacceptable behaviours.

Other comments referred to funding constraints, lack of resource allocation and organisational commitment and the related ad hoc approaches to providing CCT. Reflecting findings of the Current Practice survey, some respondents commented on the increased demand for CCT and the limited capacity of the field to meet this demand.

5.6.2 Credibility Issues

The second most commonly identified range of issues concerned the credibility of the CCT field and the challenges of demonstrating the value of CCT to organisations and convincing senior management of the need for it. Several respondents to this and other questions referred to the increasing marginalisation of CCT and the need to raise the profile of the CCT field.

More work was recommended in the areas of establishing the business case for CCT in domestic and international operations and developing senior management awareness of the nature and potential contribution of cultural competence. One respondent commented on that there was "much scepticism about short term results. Need longer term view."

Some respondents called for CCT to be mandatory in government departments and that it be extended to senior management. Others referred to the importance of linking CCT to organisational contexts in consultation with the stakeholders.

Reflecting the thoughts of numerous authors of the literature reviewed, there were comments regarding the need to establish the nature of CCT and its limitations. As one respondent wrote; "people think they have 'done' cultural training and therefore they are fine". This reflects the learning model of a finite fact base with which many employees associate workplace training, rather than a model of continuous improvement and professional development. Another remarked on "the generalised negative image that many people seem to have of CCT from previous negative experiences".

5.7 Recommendations for Industry Development

Training providers and individual trainers were concerned to ensure the future development of the CCT field. Quality and consistency of training delivery was a common theme, with several respondents commenting on the need for on-going research, resource development and professional development.

5.7.1 Research

The top recommended research areas were cultural competence in teams and leadership (73.4%), cultural diversity in the contexts of power and policy (71.9%), models for understanding culture in the Australian context (65.6%) and working in multicultural settings (59.4%). Other areas nominated included research into the business and organisational value of cross cultural training, evaluation methodologies, conflict resolution, anti-racism training models for the Australian context and terminology of cultural competence for specific contexts.

5.7.2 Resources

Respondents believed cross-cultural training resources needed to be developed for the Australian context. These included models for understanding culture and cultural dynamics in a multicultural society, assessments of cultural competence or readiness, simulations, role plays and games, case studies, intensive group exercises, cultural profile and culture mapping instruments, check lists and tip sheets. A small number of respondents suggested the development of self-assessment tools for individual development, anti-racism tools, inspirational video on multicultural successes, situational on-line learning and cultural mapping and planning.

There were several recommendations to develop additional information on specific cultures, to link CCT with specific industries and organisational priorities and to make more use of overseas research.

5.7.3 Professional Development

Several respondents recommended the establishment of a national association or peak body to establish basic industry standards, reduce the isolation experienced by many trainers, to promote networks and to be involved in industry development processes including the investigation of development pathways such as a graduate diploma or other formal award courses and the possibility of accreditation. Some recommended a national centre to promote CCT and support teaching, research and international collaboration.

5.7.4 Accreditation of Trainers

Compared with the majority percentage of client organisations favouring an accreditation process for trainers, only 49.4% of trainers recommended an accreditation process for cross-cultural trainers, raising similar concerns to those of client organisations and identifying important professional issues for consideration.

Many of the comments in favour came from training provider organisations that are internal training units of departments or from larger units that regularly hire external trainers. They called for the establishment of a basic accreditation process with the minimum qualification standard being a Certificate IV Workplace Assessment and Training, though some raised the bar higher.

Previous negative experience with accreditation processes coloured several of the comments opposing such a process for CCT providers. These focused largely on the danger of inhibiting creativity and diversity in the field, the imposition of further bureaucracy burdens on training organisations and the failure of other accreditation systems to guarantee quality of provision, or to remove what various respondents referred to as the "cowboys" or "snake-oil merchants".

Respondents raised issues pertaining to the design, regulation and implementation of an accreditation process. These included the practicalities of covering so diverse a field, potential liability and concerns regarding the nature of the accrediting body and the question of who accredits whom.

Several respondents also commented on the impossibility of assessing or putting a value on the deeper philosophical and life-experience foundations contributing to CCT trainer competence.

5.7.4 Registration of Trainers

Slightly more training provider responses were in favour of a national register of training providers (55.3%) than an accreditation process (49.4%) and fewer respondents were unsure. Registers of CCT providers have been created from time to time over the past 20 years by various state governments and Commonwealth agencies. They were usually in print form, incomplete and dated rapidly. One recurring problem regarding the registration of external training providers is the regularity with which they cease to be available because they have either been hired as internal trainers by organisations or have left the CCT field because it is financially unviable for them to continue in it.

Comments addressed issues such as the complex nature of CCT and the importance of trainer attributes such as commitment, sensitivity and experience that would be hard to capture in a register. Again, linking the register with the accreditation process was seen as a way of making it viable. Several commented on implementation issues, such as putting a register on-line, establishing a CCT institute or association which would among its tasks maintain accreditation and registration. Some state multicultural jurisdictions are currently developing registers or panels of CCT providers.

5.8 Conclusions

From the responses to the Survey of Current Practice in Cross-Cultural Training and the Survey of Cross-Cultural Training Providers and Trainers, it can be concluded that the practitioners in the Australian cross-cultural training field are professional, experienced, diverse and highly motivated. CCT practitioners are also committed to their professional development and the development of their field as a specialist branch of the training industry. For a significant proportion of practitioners CCT work is their main focus, while for many others it is an integral and important part of their roles.

The age profile of the CCT workforce is relatively high, at around 48 years. This is to a great extent a feature of the development of CCT trainers, most of whom have worked in other fields before coming to CCT and have accumulated life and professional experience as a foundation of their ability to facilitate CCT. Given the predicted increases in demand for CCT over the next few years, this age profile highlights the need to take steps to establish professional development opportunities for less experienced and entry-level trainers and to consolidate and develop resources to support the field.

 Both surveys show deficiencies in the provision of CCT. Compared with the far-reaching objectives given for CCT and the expectations of observable, measurable results, the brevity of training programs should be of concern. The infrequency and lack of regular scheduling of CCT programs are also factors limiting their effectiveness. Another deficiency, given the increased demand from employees for formal skills and career development, is the low number of CCT programs that are accredited.

The high level of tailoring of CCT courses to organisational needs indicates partnership between trainers and organisations and emphasises the value of trainers consulting in depth with clients to ensure relevance which in turn provides opportunities for more rigorous evaluation of outcomes.

Comparing the various responses of training providers and trainers with those of client organisations reveals areas of convergence and divergence. Both groups recognise the importance of cultural competence to personal and organisational effectiveness in government and community service provision. Both groups assess pedagogical, organisational and evaluation factors quite similarly, corroborating each other on these issues.

The main areas of divergence are related to commitment, perception of effectiveness and the accreditation of trainers. CCT trainers as a group are personally highly committed to their training provision and its overarching goals of social cohesion and cultural inclusivity, while organisational commitment is driven by customer and labour market forces and principles of public service such as those comprising the *Charter of Public Service in a Culturally Diverse Society*. However, the generally strong managerial support for CCT reported by both groups can be seen as a demonstration of current organisational commitment and as a driver for future commitment and demand.

Chapter 6

Evaluation of Cross-Cultural Training in the Australian Public Sector 2005-2006

6.1 Summary of Evaluation Survey Findings

To evaluate the effectiveness of CCT programs in Australian public sector and community organisations, a pre-training survey, an immediate post-training survey and a longitudinal training evaluation survey were conducted over an 11-month period from July 2005 to June 2006. The surveys involved 515 training participants in 39 groups from 31 government and community organisations. Of these, 145 responded to the longitudinal survey, a 28% response rate.

The participants attended five types of CCT programs, focused on general cultural awareness (51.0%), specialised training (22.0%), working with cultural diversity (16.2%), working with interpreters (7.4%) and train-the-trainer (3.5%). The average duration of programs was 6.1 hours, with 92% conducted over periods of one day to one hour. A comparison of results from participants in the top three program types revealed no significant differences in responses. The small percentages who attended the other training types meant that meaningful comparisons were not possible.

The immediate post-training evaluation ratings in 2005 showed statistically significant increases on all pre-survey self-assessments. The highest percentage point increases were in the areas of understanding of organisational policies and issues (21%), knowledge of cross-cultural skills (26%) and understanding of other cultures (25%). There were smaller, statistically insignificant, improvements in understanding of the effects of one's own culture on oneself, awareness of the effects of cultural differences on interactions and confidence in dealing with people from different cultures. Average ratings of program design, trainer effectiveness, trainer knowledge, interactivity and overall satisfaction were all above 4 on a 5-point scale.

The contribution of the training program to job effectiveness had an average rating of 3.8 on a 1-5 scale, participants reporting potential benefits to their organisation through increased knowledge of and improved service to culturally diverse customers and transfer of their learning to co-workers. Participants' level of interest in applying learning to work was rated at 4.5 and 71% of participants rated their confidence in their ability to transfer learning to colleagues as above average or higher.

Comparisons of the responses to 2005 pre-training and the 2006 longitudinal questions showed statistically significant (95% confidence level) increases in three areas:

- understanding of organisational policies and issues regarding cultural diversity (12.3% increase)

- knowledge of cross-cultural communication skills (17.1% increase)

- knowledge and understanding of the customs, values & beliefs of diverse cultures (16.7% increase).

There was insufficient statistical evidence of increases in awareness of the influence of one's own culture on oneself and the effect of cultural differences on interactions. Participants' confidence to work with different cultures showed no significant change and nor did the perceived importance of cultural competence to work performance.

There was a statistically significant decrease (19.8 percentage points) of participants' immediate post-training expectations of the training's contribution to performance and their actual experiences of transferring their learning to the workplace.

The quantitative data and qualitative comments show that CCT positively affected participants' views of cultural diversity and stimulated interest, with 61% indicating they would like further training and 41% recommending longer programs. Reported benefits to the organisation included improved customer

service and greater awareness of customer needs and increased use of support services. Reflecting the perceived value and relevance of the training, 87.7% of participants recommended that CCT be compulsory for all staff in customer service positions.

Taken as a whole, the training evaluation survey results demonstrate the benefits of CCT but suggest that the effectiveness of CCT in developing the skills required to achieve individual and organisational cultural competence and apply it to the workplace is limited by the basic level and short duration of the majority of CCT programs and the limitations of organisations to adopt new perspectives on cultural diversity into processes and procedures.

6.2 Research Conclusions

From the quantitative and qualitative research findings it can be concluded that the current provision of CCT in public sector organisations is generally perceived to be competently delivered and of benefit to participants and organisations. However, respondents also pointed out that there is room for improvement in several aspects of design, implementation and follow up and a need for further development of procedures, trainers and resources. These conclusions are discussed below in terms of perceived effectiveness of CCT, results and benefits of CCT, organisational factors and recommendations regarding CCT.

6.2.1 Perceived Effectiveness of CCT

Both the 2005 Training Evaluation Survey and the earlier 2005 Current Practice Survey rated CCT programs as effective in all areas, including content, design, trainers, overall satisfaction and meeting training objectives. These ratings, taken in combination with the sustained positive ratings in key areas of the 2006 Longitudinal Evaluation Survey offers supporting evidence of the effectiveness of CCT and justification for the allocation of resources to CCT in public sector organisations.

The slight, statistically insignificant, reductions in some ratings of CCT effectiveness over the elapsed time can be attributed in part to a change between participants' immediate post-training perceptions, which are generally more positive and sometimes referred to as the "happy sheet effect", and their recollections of a training experience 3 to 11 months after the event. However, most of the small movements in these ratings, an average reduction of 5.6% over an intervening period of between 3 and 11 months, are not statistically significant. These findings appear to confirm the stability or durability of the immediate post-training evaluation ratings.

Interpretations of the longitudinal ratings must also take into account the fact that learning is diluted over time and that there is commonly a moderating or homogenizing effect towards the middle, less meaningful ratings. Another influencing factor is the numerical disparity between the respondents to the immediate post-training evaluation and the longitudinal evaluation.

In 2005, 85.0% of participants reported above average to high levels of satisfaction, compared with 74.1% in 2006, a reduction of 10.9 percentage points. (Note that in the Current Practice Survey, 63% reported above average to high levels of satisfaction with previous CCT programs.) The reduction in the overall satisfaction rating reflects other findings of the research that for many participants the training was not long enough, did not go into sufficient depth, did not address expected issues or was not subsequently able to be transferred to the workplace. This reduction in ratings may also be a result of participants' increased knowledge and awareness leading them to recognise the depth and complexity of the field and the degree to which basic level CCT was not able to deliver the competence required in work situations. In general, it appears that participants remained generally satisfied with the training experience over time. This observation is reinforced by the high percentages indicating a desire for further training and recommending that CCT be compulsory.

As 89.1% of the training programs evaluated in 2005 were of a general type, it was not possible to make meaningful comparisons between these and the very small proportions of programs on working with interpreters (7.4% of programs) and train-the-trainer programs (3.5%). It was also impossible to make meaningful comparisons between the majority of general type training programs, whether classified as

"general", 'specialised' or "working with cultural diversity", because of their broad similarities in objectives, focus, content and duration.

A comparison of CCT effectiveness across key variables by duration of training program was statistically inconclusive due to the small percentages of respondents who had attended either the shortest or longest programs. The only clear trend is that those who attended the shortest programs (1 or 2 hours) gave significantly lower ratings for all program effectiveness variables. This implies that CCT effectiveness increases with duration of programs. The very few who attended programs of 2 days or longer gave significantly higher ratings for these.

For some variables, participants who had attended half-day or shorter programs gave higher ratings than did those who had attended a full day program. Further research would be required to determine reasons for these results.

A comparison of perceived effectiveness by voluntary or compulsory attendance found that the 70.7% of participants who attended CCT on a voluntary basis consistently rated programs more highly than did those who attended on a compulsory basis. On the other hand, participants who attended compulsorily rated the importance of cultural competence to job performance more highly (6.5%) and contribution of CCT to job performance more highly (16.4%), than did voluntary participants. Again, an explanation would require further research. It could be that attendance was compulsory because cultural competence was more critical due to the nature of the participants' jobs, resulting in higher ratings from these participants.

6.2.2 Results and Benefits of CCT

Positive changes for individual participants resulted from CCT in all but one of the variables compared between the pre-training survey and the immediate post-training evaluation. The exception was the ratings of the importance of cultural competence for work performance, which was rated highly in all of the three surveys. This indicates a consistency of this view regardless of training received.

When compared over the intervening period between the pre-training survey and the longitudinal evaluation survey, there were statistically significant increases in the three areas discussed above, namely:

- understanding of organisational policies and issues regarding cultural diversity

- knowledge of cross-cultural communication skills and knowledge, and

- understanding of the customs, values and beliefs of diverse cultures.

In addition to increased knowledge and understanding, participants reported benefits to themselves in terms of raised awareness and attitudinal changes including increased empathy and patience with culturally diverse customers. When these ratings are considered with respondents' qualitative responses, it appears that the short, generally introductory CCT programs evaluated in this study positively affected trainee attitudes and views of cultural diversity.

Participants reported benefits to the organisation including improved customer service, greater awareness and use of support services. Reflecting the perceived value and relevance of CCT, the great majority of participants recommended that CCT be compulsory for all staff in customer service positions and a significant percentage were interested in further CCT.

There were no statistically significant gains or reductions of ratings in the other variables. The average reduction by 5.6 percentage points in the 2006 longitudinal evaluation scores for the seven key training evaluation variables compared across the three surveys can be interpreted in terms of several factors. Although empirical research evidence for it was not found, there appears to be a "sobering effect" of elapsed time on training participants' estimates of the value of their training. In the case of the CCT evaluated in this study, the brevity of the training could be one factor leading to reduced effectiveness ratings. Another could be the effect of increased awareness of the actual scope and complexity of cross-cultural issues arising from the training. Statistically, the changes in the group sizes for the 2005 and 2006 surveys may also have affected the comparisons.

The significant reduction in ratings for application of learning to the workplace and transfer of knowledge to colleagues points to a need for CCT to be:

- more closely aligned with organisational objectives

- designed against defined levels of competence and performance benchmarks

- more strongly supported in terms of performance expectations and measurements, and

- followed up with further, connected CCT designed to assist learners to progress beyond basic competence to an intermediate level focused on the development and application of practical skills.

In the absence of organisational support based in a policy and strategy for developing organisational cultural competence, it seems likely that many of the gains acquired through a typical introductory CCT program would atrophy over a relatively short time.

Effective CCT involves higher order dimensions such as self-awareness that can only be improved through repeat interventions and the application of cultural knowledge and skills over time to the development of the reflective and mindful practice that is required of professionals in all human services. Surface knowledge gains can be achieved in the short term but by themselves are unlikely to produce lasting effects on workplace performance.

6.2.3 Organisational Factors

The role of the organisation in ensuring the effectiveness of CCT is discussed elsewhere in this report, as has the influence of organisational culture on the development of cultural competence in general. The training evaluation research findings reveal some noteworthy differences in the perceptions of training participant respondents and organisational respondents regarding levels of importance and support for CCT.

Training participants rated their perceived degree of the importance management placed on CCT at 4.1. This is 13.9% higher than the average rating of 3.6 reported by organisations responding to the 2005 Current Practice Survey. Training participants rated the level of support for CCT among managers and co-workers at 3.8, 10.9% higher than the Current Practice rating of 3.6.

These results indicate a tendency among staff to believe that their organisation and their managers are more concerned about cultural competence and more supportive of the training than they actually are. Alternatively, the respondents to the organisational study may be more negative or conservative in their evaluations of the management climate for CCT and the degree to which CCT is supported compared to other types of training. In either case, the findings point to a need for attention to organisational alignment in the planning, implementation and application of CCT programs.

Only 20% of training participants reported that cultural competence featured in performance appraisals in their organisation. The Current Practice Survey found that 7.4% of respondents reported that this was the case usually or always, and 27.7% reported that it occurred occasionally. To the extent that the old management adage that "what is not measured is not done" applies to the acquisition and application of cross-cultural skills, this finding has significant implications for strategies to improve organisational and individual cultural competence.

6.2.4 Training Program Recommendations

One of the most significant indicators of the perceived value and relevance of CCT to individuals and organisations is the fact that 73.2% of participants recommended that CCT should be compulsory for all staff and 87.7% recommended that it should be compulsory for all staff in customer service positions. Even taking into account the favourable bias that could be expected from a self-selected sample, this is a remarkable level of consensus for an area of training that, as illustrated by responses in several other dependent variable categories, generates a wide diversity of reactions and opinions.

These recommendations and the 2005 Current Practice Survey finding that 83.2% of respondents considered CCT programs in their organisations to have been effective or highly effective in meeting training objectives, strongly support the argument for the allocation of resources to CCT in public sector organisations.

Another comparison of recommendations coming from voluntary or compulsory participants shows that 63.6% of voluntary participants and 54.8% of compulsory participants would like further training, 66.7% of all participants recommending that it be delivered as accredited training.

While more voluntary participants recommended compulsory training for all staff, there was a high degree of consensus for compulsory CCT for customer service staff regardless of attendance status or duration of programs attended.

The majority of recommendations for improvements to CCT programs related to increased time, content and interactivity.

6.3 Pre-Training Survey Findings 2005

Before the commencement of the training programs, the trainers explained the nature of the research project and asked if participants were willing to complete pre-training and post-training surveys. If they were willing to be contacted as part of the longitudinal evaluation survey they were asked to provide their email addresses on the pre-training surveys. The pre-training survey gathered basic demographic data and asked 8 quantitative questions - rated on a 5-point Likert scale with 5 as the highest rating – which were asked again in the immediate post-training evaluation survey.

A total of 515 individuals completed the pre-training survey questionnaire. In response to the invitation to participate in the longitudinal phase of the survey, 342 people, 66.4% of the total, provided an email address on the pre-training survey form.

6.3.1 Profile of Respondents and Training Programs

The demographic characteristics of the survey population are fairly representative of those of the Australian public sector as a whole. Possibly reflecting the predominance of human services organisations represented by the sample, 70.3% of the participants were female and 29.7% male. The median age of participants was 37 years. The age structure of males and females was very similar, with the age range for females slightly larger than for males.

32% were born overseas, a higher proportion than the 25% reported in the 2001 Census. 87.8% spoke English as their first language.

The geographic location of participants is not proportionally representative of state and territory populations but this is not considered significant as the survey objective was to obtain a sample of 500 participants in a range of training types. The higher proportionate representation from Queensland, South Australia and Western Australia may be due to the presence of closer networks in smaller populations leading to more efficient dissemination of invitations to participate in the project compared with the communication channels and networks in the larger populations of Victoria and New South Wales.

43.7% of the participants had attended previous CCT programs in general awareness (40.3%), indigenous cultural training (29.2%), specialised CCT (22.2%), working with interpreters (5.5%) and train-the-trainer programs (2.8%). The degree to which these previous training programs had contributed to the participants' job performance was rated at 3.68 on a 1-5 scale, a percentage rating of 67%.

The majority of training programs evaluated for this study were in the general cross-cultural awareness and communication category (50.9%), presented for different audiences with titles such as Introduction to Cross-Cultural Communication, Cultural Awareness and Cultural competence. The second most common program type was specialised training (22%), including programs for university staff, nurses, youth workers, refugee workers and customer service staff.

The other program types were working with diversity (16.2%), working with interpreters (7.4%) and train the trainer (3.5%). The diversity courses were those with a significant proportion of content related to cross-cultural communication, some of which were delivered as part of the Certificate III in Government. The courses on working with interpreters were provided for police officers and immigration department staff. The one train-the-trainer course was provided for social services officers.

The duration of all of the programs was one day or less.

39.4% of participants attended because the training program was compulsory, generally part of a larger training program that was a requirement of the job or part of induction training. 60.6% attended voluntarily out of personal interest and a range of perceived needs including desire for general improvement in cross-cultural knowledge, awareness and skills and improved understanding of customer cultural diversity. Customer-focused training was in response to changing demographics, response to customer expectations, changes in customer needs or increased community focus.

6.3.2 Pre-Training Self Assessments

Nine quantitative questions in the survey asked participants to rate their experience, knowledge, levels of confidence in dealing with cultural diversity and their opinions regarding the effects of cultural diversity on their interactions using the 1-5 rating scale described above (Section 2). The first question asked participants to rate their level of experience in working with diverse cultures. The other eight questions were asked again at the conclusion of their training programs. Responses to these eight pre-survey questions are shown below. Comparative responses are shown in the Evaluation of 2005 Training Programs (6.4).

Q5a Knowledge of organisational policies & issues	Q5b Knowledge of how culture influences self	Q5c Knowledge of CC skills	Q5d Knowledge of other cultures	Q6 Confidence to work with Other cultures	Q7 Aware how cultural differences affect interaction	Q8 Importance of cultural competence for work
3.10	3.64	3.16	3.11	3.58	4.07	4.40

The accuracy or reliability of self-ratings is affected by the levels of knowledge on which they are based. When considering the responses to the pre-training survey questions and to parallel questions in the training evaluation survey and the longitudinal survey, the fact that 39.7% of respondents reported above average or high levels of experience in working with diverse cultures and 43.7% had attended previous CCT programs should be taken into account as they indicate that the responses of a significant proportion of the training participants involved in the surveys are based on a certain level of experience. It should also be noted that the majority of participants rated their experience in working with diversity as average or lower and had had no prior experience of cross-cultural training.

As discussed above, the rating for importance of cultural competence for work remained consistent in all three surveys. The pre-survey rating closely reflects the responses given by respondents to the Current Practice survey, in which 91.7% and 83.5% respectively stated that cultural competence of employees to work with culturally diverse customers and co-workers was important, very important or extremely important.

Knowledge of policies and issues received the lowest rating among the self-assessment questions, just below the rating for knowledge of other cultures.

6.4 Immediate Post-Training Survey Findings 2005

At the conclusion of the 39 participating training programs conducted in 2005, 511 participants had completed an 18-question evaluation survey (see Appendix C) including 15 quantitative questions rated on a 5-point Likert scale with 5 as the highest rating. Five of these questions concerned the effectiveness of the programs and trainers. Ten concerned the results of training in terms of knowledge and awareness, directly comparing pre-survey ratings.

6.4.1 Effectiveness of Programs and Trainers

The average ratings on all questions concerning program and trainer effectiveness were above 4 – "above average" - on the 1-5 scale. Only 2.2% of ratings were "poor" or "very poor" and 11.6% of ratings "average".

- 78.6% rated design effectiveness as above average or high.
- 89.6% rated trainer effectiveness as above average or high.
- 89.5% rated trainer level of knowledge as above average or high.
- 87.3% rated encouragement of interactivity as above average or high.

While the majority of participants had had no previous CCT against which to evaluate these aspects of their programs, these ratings and accompanying qualitative comments point to largely positive experiences.

Interactivity, discussion, sharing views, hearing others' experiences and feeling confident to raise questions and issues rated most highly as positive aspects of the training experience. This finding reinforces many of the observations and findings of other research (see Section 3, above) that CCT is concerned with human relationships and that participants' strongest need is to be able to talk about their concerns and the complexities of cross-cultural encounters in a safe and structured environment. Participants also identified the importance of the trainer's interaction with the group and ability to foster openness and engagement.

The knowledge gained through program content, hand-outs, workbooks and other resources also rated highly. There were numerous comments about the value of the factual information received and content concerned with workplace related issues and case studies. Information on and increased awareness of available resources and support services were also commonly mentioned.

The quality, style, knowledge, enthusiasm and passion of the trainer were other reported positive aspects of the training experience. Many respondents praised individual trainers directly for these qualities. Other qualities mentioned were genuineness and the ability to create a positive environment. There were also a few comments criticising the lack of ability, inappropriate styles and approaches of some trainers.

The contribution of guest speakers and panelists from culturally diverse communities and from multicultural service agencies was directly commented on by 48 participants, with several comments indicating that meeting and speaking with guest speakers was a highlight of the program. Others commented that guest speakers added little value to the training experience.

Comments regarding the training approach and style praised the quality of the trainer, the design of the program and the style of learning, highlighting enjoyment, the element of fun, the non-threatening environment, ease of understanding the concepts and support provided by facilitators.

85% of participants reported above average or high levels of satisfaction. This high level of satisfaction exceeds by 21.8 percentage points that reported in the Current Practice Survey, in which 63% of respondents rated participant satisfaction with previous CCT programs as high or very high.

6.4.2 Recommendations for Improvement of Training

The inadequacy of half-day and 1-day programs was commented on by 28.4.% of those providing comments. This represents 13.6% of all training participants.

This dissatisfaction reflects the findings of the literature review and the experiences reported by training providers in Stage 1 consultations. The few comments requesting less time were made either because too much material had been included in the program or participants did not see relevance of the program and therefore the justification for its length.

The majority, 42.3% of written comments, or 20.3% of all participants, suggested improvements relating to content. The majority of comments were that more content be included in the program, usually requesting more information on specific cultures, more case studies and examples of dealing with difficult situations, more variety of activities and a greater focus on participants' specific occupational areas.

A few commented that the content had been different to their expectations, for example, thinking the workshop would be on indigenous cultural issues. Several comments were related to the organisation of the content, including the congruence of printed and audio-visual presentations and including visual presentation slides in printed workbooks. A few commented on the necessity of providing up to date statistics and using more current audio visuals. Several suggested that course content and more detailed information about the workshops be provided ahead of time.

A small number, 3% of comments, complained about their being too much content, an observation that in most cases could be related to the brevity of the program but in others relates to the level of the participants' perceived needs.

As interaction is always a highly rated aspect of CCT, and given the high satisfaction ratings received by the training programs being evaluated, it is not surprising that only 6.8% of all participants suggested that more interactivity and activities would improve the programs. Again, several comments recognised that time limitations prevented extended interaction.

Criticisms of trainers and their approaches were made by 4.5% of all participants. In most cases the comments concerned the style of training, complaining about boring or poorly structured delivery, making assumptions about the audience, not understanding the audience or its needs or not controlling more vocal participants. Some commented that while the content was excellent, the structuring could be improved. A few comments expressed concern about the trainer's lack of patience or receptivity to group views, criticisms which may have originated in observations that the trainers could talk about the values of cultural competence but not demonstrate them.

6.5 Comparisons of Pre-Training and Immediate Post-Training Surveys

6.5.1 Statistical Comparisons of Pre-Survey and Training Evaluation Survey

Seven questions sought direct comparisons between the self-assessments provided in Pre-training Survey Questions 5a-d, 6, 7 and 8 and Questions 5-11 in the Evaluation Survey. The following chart presents the comparative results.

	Q5 U'stand org. policies & issues	Q6 U'stand how culture influences self	Q7. Increase knowledge of CC skills	Q8. Increase knowledge of other cultures	Q9. Increase confidence to work with cultures	Q10. Aware cultural diffs affect interaction	Q11. Importance of cultural competence for work
Training Evaluation	3.728	3.891	3.964	3.884	3.788	4.376	4.394
Pre-survey ratings	3.095	3.642	3.156	3.111	3.58	4.077	4.403
Difference	0.633	0.249	0.808	0.773	0.208	0.299	−0.009
% increase on pre-survey rating	20.9%	5.5%	25.7%	24.8%	5.9%	7.4%	−0.2%

Note: A t-test supports a significant difference at 95% confidence level for all questions except Q11. The table above supports statistical significance in the answers in the first six questions but not in the comparison of the last question pair. See Appendix D for a discussion of the statistical tests of the significance in the different average scores.

As illustrated above, the most statistically significant gains occurred in the participants' knowledge of cross-cultural skills and other cultures and understanding of their organisations' policies and issues regarding cultural diversity. As the longitudinal evaluation showed (see below) these gains were sustained over time.

Other statistically significant but lower gains occurred in awareness of how much cultural differences affect interactions, confidence to work with people from other cultures and awareness of how one's own culture influences oneself. These lower ratings for these results of CCT were reflected in the even lower longitudinal survey ratings. Combined with other research findings, this decline can be interpreted to reflect the limitations of short CCT programs to produce sustainable improvements in what are essentially the more complex aspects of cultural competence.

The statistically insignificant difference between ratings of importance of cultural competence to work performance in the pre-survey and the training evaluations illustrates consistency of perceptions of importance.

6.5.2 Workplace applications and benefits

Three quantitative questions addressed participants' interest in applying knowledge gained to their work, their confidence in transferring this knowledge to their colleagues and the degree to which they believed the training would increase their effectiveness at work. One open-ended qualitative question asked participants to identify ways in which their organisation would benefit from their participation in the training program.

While 92.1% of participants indicated above average or high levels of interest in applying their learning to their work, there was a lower rating for the level of confidence in the ability to transfer learning to co-workers, 71.6% rating this as above average or high. As the longitudinal evaluation showed, the actual experiences of applying and transferring learning to the workplace did not match these expectations, with ratings significantly lower. The implications of these experiences, including the need for follow-up support and the degree to which training can be designed to be more applicable to specific job functions and goals and to encourage transfer of knowledge, are discussed elsewhere in the report.

There was also a relatively lower rating for perceived degree to which the program had contributed to participants' job effectiveness, 69.2% rating this as above average or high.

6.5.3 Benefits to the Organisation

A total of 275 participants, 53.8% of the total, responded to the question "How will your organisation benefit from your participation in this training program?" Several commented that this question is rarely asked in training program evaluations. The response rate to this question perhaps reflects the difficulty the question presented.

While a few responded in very general terms, the majority of respondents were able to nominate general and specific organisational benefits in five broad areas:

- Knowledge, including transfer of knowledge to colleagues, awareness, understanding and respect
- Customer service, job skills and productivity
- Understanding and implementation of policies and procedures
- Use of support services and community organisations
- Training delivery.

The major emphasis was on improved knowledge and awareness and improved customer service, several comments referring to specific areas of knowledge such as understanding of client group values and perceptions, knowing how to relate to diverse clients and avoiding pre-judgement. These responses reflect the major objectives of the main types of CCT programs conducted and as such are a further demonstration of the effectiveness of CCT in achieving general objectives. In other words, if the training objectives are limited in scope and depth by the limitations of time available for the training then the results will be similarly limited. However, participants also reported development of some specific skills.

Participants nominated improvements in specific situations and skills such as conducting interviews, using interpreters, engaging communities and support organisations and greater efficiencies in planning and reviewing processes and improved knowledge of organisational functions and legal requirements. Several participants identified increased networking with other participants and with support agencies as a result of meeting during training programs.

6.6 Longitudinal Cross-Cultural Training Evaluation Survey 2006

In mid-March 2006, invitations to complete an on-line, follow-up survey were sent to the 346 participants in the 2005 training programs who had volunteered their email addresses for this purpose on the pre-training survey. A total of 145 responses were received, representing 41.9% of the invited participants and 28.4% of the 511 original training program participants who completed an immediate post-training evaluation survey.

Of the 39 survey questions, 16 elicited direct comparisons with matching questions in the immediate post-training evaluations received in 2005. The other questions sought details of the training programs and elicited participants' views on broader aspects of their learning and their recommendations regarding future cross-cultural training programs.

6.6.1 Profile of Training Programs Evaluated

Types and Objectives of Training Programs

The great majority of the CCT programs evaluated (86.9%) were of a basic, introductory type. The most common type of training program attended by respondents to the longitudinal evaluation focused on "general cultural awareness" (61.4%), which is commonly aimed at developing foundation knowledge and recognition of cultural differences. This is also the type of CCT program most commonly reported in the surveys of organisations and training providers. The second most common type of program focused on "working with cultural diversity" (25.5%), which tends to place more emphasis on workplace and customer service issues than on cross-cultural communication skills. However, the basic objectives of both types are very similar.

The other types of CCT programs evaluated in the longitudinal study focused on working with interpreters (4.8%) and managing cultural diversity (4.1%). There were only two respondents each in the training categories of specialised cross-cultural training, culture specific training and train-the-trainer. The small percentages who attended these types of programs made meaningful comparisons impossible.

Reflecting the findings of the Stage 1 surveys, improving customer service to culturally diverse customers was the respondents' most commonly reported objective (69.0%). The objective of improving community relationships (6.9%) is closely related to customer service. The second most commonly reported objective was to improve workplace communication and relationships (13.1%). It is noteworthy that only one respondent nominated improving compliance with EO and equity policies.

As the evaluated programs were so similar in objectives, content, approach and style and as the survey methodology did not allow for identification of participants by particular training program, no comparative evaluations based on program type were possible. Responses to the quantitative and qualitative questions on program effectiveness however did identify the most valued aspects of training programs, regardless of type, as interactivity and the effectiveness and knowledge of the trainer.

A comparison of the longitudinal responses from participants in these two main types of training program was inconclusive. It revealed no significant differences concerning the features and objectives or ratings of the effectiveness of the CCT programs. Compared with participants in general CCT programs, those who attended programs focused on "working with cultural diversity" gave slightly higher average ratings for improvements in understanding of organisational policies and issues (+10.2%), increased knowledge of other cultures (+10.4%) and contribution of the training to job performance (+10.6%). They were slightly less interested in further training (-16.4%) and slightly less sure whether CCT should be compulsory (-10%). Otherwise, ratings were very similar.

Style of Training

The style of training was described by 80.7% of respondents as comprising a balance of didactic (e.g. lecturing) and participative/interactive styles. This reflects a finding of the 2005 CCT Trainers Survey that interactive exercises including simulations and case studies were used by the largest percentages of

trainers. Only 12.4% said the style of their programs comprised mainly lecturing and presentation of information, and 6.2% reported that the style was mainly interactive discussions and exercises.

Attendance Status

70.7% of respondents reported attending training programs voluntarily and 29.3% reported attending training programs compulsorily. A comparison of the ratings given by voluntary and compulsory participants shows significant differences in several evaluative responses.

Voluntary participants gave significantly higher ratings for all questions regarding program effectiveness, typically giving twice as many top ratings (4 or 5) as were given by compulsory attendees. While most other responses were not significantly different, compulsory attendees gave higher ratings on questions concerning the importance of CCT and their ability to transfer their learning to the workplace.

Dates of Training Programs

Respondents attended training programs a minimum of 2 ½ months before the commencement of the longitudinal survey in mid-March 2006 and a maximum of 12 months before its completion in mid-June 2006. The approximate median interval between training and longitudinal training evaluation was 5.4 months. This distribution shows that the interval for 53.8% of participants was six months or more.

6.6.2 Duration of Training Programs

The average duration of programs was 6.1 hours, with 95.8% being one day or less in duration. This reflects the findings of the Current Practice survey that 92% of programs conducted in the research period 2000-2005 were one day or less in duration.

62.9% of training programs attended by respondents were one day long, 19.6% were half-day programs and 13.4% were one or two hours long. Only 4.2% were two days or longer.

As discussed in the literature review, the brevity of CCT programs is considered a significant impediment to learning and the subsequent impact of learning on job performance, behaviours and attitudes.

However, 77.6% of respondents rated the duration of their training programs as satisfactory. While only 19.6% considered their programs to be too short, in a later question on how to improve the training, 41.6% recommended increased time.

Only 2.8% rated the programs as too long.

From written comments regarding improvement of training and further training needs and objectives, it appears that respondents wanted more time in order to deepen knowledge of cultural issues, expand knowledge of specific cultures and acquire skills for applying cultural awareness and knowledge to work situations.

The predominance of respondents who attended a 1-day program or a half-day (3-4 hour) program and the very small numbers who attended programs of other lengths, make meaningful comparisons between these groups difficult. Some results are fairly predictable; for example, ratings for most dependent variables are lower among respondents who attended 1-hour programs. Others are somewhat surprising; for example, respondents who attended 2-hour or half-day programs gave higher ratings for several variables than did those who attended a full day program. There are obviously more significant factors such as program and trainer effectiveness that affect evaluation ratings. Comparisons by duration of program therefore are included in the survey data reported in Part 3 as generally indicative data only

6.6.3 Effectiveness of Programs and Trainers

All of the longitudinal evaluation comparative ratings of the eleven variables related to program effectiveness, importance to work and knowledge and confidence acquired (Longitudinal Survey Q 8-18), the ratings were lower than the 2005 immediate post-training evaluation ratings by an average of 5.6%. This may be interpreted as an expected "sobering" effect as participants reflect on training programs

they attended several months ago. The reduction may also be due in part to the tendency of regression towards the median in ratings. It is also possible that participants who responded with lower ratings in 2005 were more highly represented among those responding to the longitudinal survey, though there is no way to test this as individual respondents were not identified across surveys.

The comparative evaluations of program and trainer effectiveness, results of training and workplace applications and benefits are discussed below.

There was a reduction of 12 percentage points in the highest rating for design effectiveness, ratings redistributed to the average and above average ratings.

Participants' comments on ways to improve the training demonstrate that in retrospect, participants perceived a number of areas in which program design could have been improved.

There was a reduction of 22.1 percentage points in the highest rating for trainer effectiveness, with these ratings redistributed to the average and above average categories. This change may be a reflection of at least two factors. Firstly, it may be explained by a reversal of the "halo effect" in which satisfaction with an experience is extended to all aspects of the experience. The high immediate post-training evaluations included the trainers, frequently reported in glowing terms such as "enthusiastic" and "passionate". In retrospect, as ratings for other aspects of the training are reduced, ratings for the trainer are included in the reduction. A second, related, explanation may lie in post-training workplace experiences of not being able to apply the learning to work, or realizing the limitations of the learning compared with the complexity of a multicultural customer service and workplace environment.

The reduction of 7.7 percentage points in the highest rating for trainer knowledge is not as significant as the reductions for the previous factors and can be explained as resulting from retrospection in view of the high level of expressed need for more culture-specific knowledge. Only two written comments referred to inadequacies in the trainers' knowledge of the subject or of related policies. Again, a "halo effect" reversal may be a factor. A comparison of these ratings by duration of training program shows that, in general, the longer the program the more highly rated the trainer's knowledge.

Interactivity was the most highly rated aspect of training in both surveys. There was a reduction of 14.5 percentage points in the highest score rating for interactivity in the longitudinal survey, which may be largely explained by the large proportion of respondents indicating that they would have preferred more time for the training (41.6%) and more interaction (26.4%). Interactivity and content were the most highly rated aspects of the training programs in both surveys. However, because the written responses to the 2005 evaluations were categorised by type of comments and the 2006 evaluations were based on multiple selection of the identified types, a direct comparison analysed with statistical measures is not possible.

The longitudinal rating for overall training satisfaction was lower than the 2005 rating by 8.7%. This can be interpreted as a combination of the evaluations of training effectiveness and the subsequent workplace experiences reflected in the above three variables. Although time has allowed for reflection and re-assessment, the majority of responses to the longitudinal evaluation show that participants remain largely satisfied with their training experience but perceive significant room for improvement in a number of aspects. Satisfaction with the degree of interactivity is high regardless of program duration, a reflection of the fact that the majority of training programs were reported as being a combination of lecturing and interactive exercises.

In 2005, 85% of participants reported above average or high levels of satisfaction, compared with 74.2% in 2006, a reduction by 10.8 percentage points. Both of these levels of satisfaction exceed that reported in the Current Practice Survey, in which 63% of respondents rated participant satisfaction with previous CCT programs as high or very high. Taken with other observations and responses, particularly those concerning ways to improve training programs, it appears that participants remained generally satisfied with the training experience over time. This observation is reinforced by the high percentages recommending CCT be compulsory and indicating a desire for further training.

6.6.4 Recommendations for Improvement of Training Programs

Bearing in mind previous comments regarding duration, it is significant that 41.6% of respondents recommended increased time, an increase of 12.1 percentage points on the 2005 survey in which 29.5% of recommended more time.

In 2005, 42.3% of written comments recommended more, or different content, compared with 27.2% suggesting more content in 2006. Written comments recommended more specific content on organisational policies, actual case studies, specific cultures and support services.

In the longitudinal evaluation survey 26.4% of responses recommended more interaction, compared to 14.2% in 2005.

The number of recommendations for better trainers was reduced from 9.3% in 2005 to 6.4% in 2006. Four comments recommended that trainers be more knowledgeable or better prepared. Two comments recommended guest speakers.

6.7 Comparisons of Pre-Training, Immediate Post-Training Evaluation and Longitudinal Post-Training Evaluation Survey Findings

The results of the 2005 training program were quantified by comparing seven questions (Questions 5-11) in the 2005 Training Evaluation Survey and their direct equivalents (Questions12-18) in the 2006 Longitudinal Evaluation survey.

6.7.1 Statistical Comparisons

Comparative Results of 2005 Training Evaluation and 2006 Longitudinal Evaluation

	Q5/Q12 U'stand org.policies & issues	Q6/Q13 U'stand how culture influences self	Q7/Q14 Increase knowledge of CC skills	Q8/Q15 Increase knowledge of other cultures	Q9/Q16 Increase confidence to work with cultures	Q10/Q17 Aware cultural diffs affect interaction	Q11/Q18 Importance of cultural competence for work
2005 Evaluation	3.728	3.891	3.964	3.884	3.788	4.376	4.394
2006 Evaluation	3.475	3.701	3.694	3.632	3.566	4.147	4.255
Difference	−0.253	−0.190	−0.270	−0.252	−0.222	−0.229	−0.139
% Change on 2005 rating	−6.8%	−4.9%	−6.8%	−6.5%	−5.8%	−5.2%	−3.2%

*

(* = not significant difference at 95% conf. level)

Note: A t-test provides a test for whether the two independent samples are statistically different (our research hypothesis). This t-test supports a significant difference at 95% confidence level for all questions except the last. See Appendix D for a discussion of the statistical tests of the significance in the different average scores.

The changes in ratings between the 2005 Pre-Training Survey and the 2006 Longitudinal Evaluation were quantified by comparing seven Pre-Training Survey questions (Questions 5a-8) and their direct equivalents (Questions12-18) in the 2006 Longitudinal Evaluation survey.

Comparative Results of 2005 Pre-Training Survey and 2006 Longitudinal Evaluation

	Q5a/Q12 U'stand org.policies & issues	Q5b/Q13 U'stand how culture influences self	Q5c/Q14 Increase knowledge of CC skills	Q5d/Q15 Increase knowledge of other cultures	Q6/Q16 Increase confidence to work with cultures	Q7/Q17 Aware cultural diffs affect interaction	Q8/Q18 Importance of cultural competence for work
2005 Pre-training	3.096	3.643	3.156	3.112	3.581	4.078	4.404
2006 Evaluation	3.475	3.701	3.694	3.632	3.566	4.147	4.255
Difference	0.379	0.059	0.538	0.520	−0.014	0.069	−0.148
% Change on 2005 pre-training rating	12.3%	1.6%	17.1%	16.7%	−0.4%	1.7%	−3.4%
		*			*	*	*

(* = not significant difference at 95% conf. level)

Note: This t-test supports a significant difference at 95% confidence level for questions 5a, 5c and 5d. See Appendix D for a discussion of the statistical tests of the significance in the different average scores.

In addition to the following comments and interpretations of the reduced ratings between the 2005 Training Evaluation Survey and the 2006 Longitudinal Training Evaluation Survey two possible contributing factors must be considered. One factor is the common tendency of regression towards the median in ratings, which is the likelihood of respondents to moderate earlier very high or very low ratings to the more conservative middle range. Another is the numerical disparity between the survey sample sizes. There were 511 respondents to the 2005 survey and 145 respondents to the 2006 survey, or 28% of the total participants originally surveyed. Some questions had a few non-valid answers reducing the total response for each question slightly (See table T-test 2 in Appendix D). The average score in the 2006 longitudinal survey could be lower because people who were slightly less positive to the outcome of the training responded to the longitudinal survey.

6.7.2 Understanding of Organisational Policies and Issues Regarding Cultural Diversity

The reduced longitudinal evaluation rating compared to the 2005 evaluation may indicate that participants have since become more aware of the complexity of policies and issues and have noted the relative inability of the training to provide greater knowledge and insight into these. The reduction of ratings at the upper end of the scale, compared with increased ratings in the mid-ranges, appears to bear this out.

The 12.3% change in the longitudinal rating compared to the pre-survey rating however demonstrates a statistically significant gain in understanding and knowledge in this area. Written comments in the longitudinal survey indicate that participants gained factual knowledge of policies and issues including information on resources and external and internal sources of assistance.

6.7.3 Understanding of Influences of Own Culture on Self

The 2005 and 2006 survey responses to this question may indicate that, on reflection, participants are more aware of the complexity and often hidden nature of a culture's influences on its members and therefore less likely to rate their growth of understanding as highly as they did immediately after the 2005 training program, which showed a 5.5% increase on pre-survey ratings.

The change in the longitudinal rating compared to the pre-survey rating is not significant, though written responses and quantitatively reported gains in knowledge of cross-cultural skills and other cultures indicate a growth of awareness in this area. The brevity of the CCT programs evaluated is also likely to be a factor in the low apparent gain.
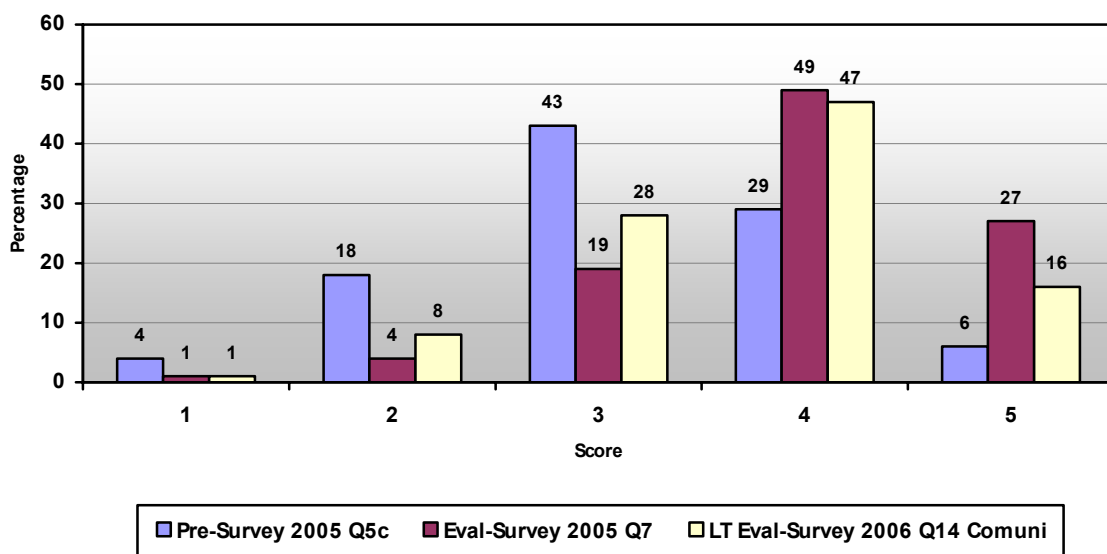
6.7.4 Knowledge of Cross–Cultural Communication Skills

The average rating showed a 25.7% increase for knowledge of cross-cultural skills after the 2005 training programs, which was the highest gain on the 2005 pre-training survey ratings. In the 2006 longitudinal survey this gain on pre-training ratings declined to 17.1%. Still, the increase in the average rating from 3.156 to 3.694 indicates a significant gain in average ratings of cross-cultural skills.

The improved rating in the longitudinal survey compared with the pre-survey rating is the most significant positive result of the training programs. This finding was also reflected in written comments and responses to questions regarding benefits to the organisation and demand for further training, and seems to indicate the longer term educative character of CCT.

The following chart shows the changes in distribution of ratings of knowledge of cross-cultural skills between the 2005 pre-survey, the 2005 training evaluation and the 2006 longitudinal evaluation. Note the higher number of respondents rating their cross-cultural skills with a score of 4 or 5 in the two evaluation surveys compared with the 2005 pre-survey. Conversely, fewer respondents gave a rating of 2 or 3 in the two evaluation surveys.

Comparative ratings of knowledge of cross–cultural skills 2005–2006

The lower longitudinal ratings may indicate that while participants were better able to understand the nature of cross-cultural communication skills at the time of training, some had become more aware of the gap between knowledge of and use of skills.

This may be another effect of the brevity and generally introductory nature of the training received, reflected in the reported difficulty of transferring knowledge to the workplace and the demand for further CCT.

6.7.5 Knowledge of Other Cultures

The increase in the average rating of questions referring to knowledge of other cultures between the pre-survey and the 2005 training evaluation was 24.8%. The longitudinal rating compared to the pre-survey rating also showed a significant increase, which was represented by a 16.7% increase in the average rating. Together with gains in understanding policies and issues and in knowledge of cross-cultural skills,

this gain further demonstrates the value of the CCT programs evaluated in establishing some of the foundations of cultural competence.

The reduction in this rating over time may indicate that a greater awareness of cultural complexity may have occurred in the intervening months. Again, the comparatively high number of respondents indicating a desire for further training on specific cultures could be a reflection of this raised awareness.

The following chart shows the changes in distribution of ratings between the pre-survey, the training evaluation and the longitudinal evaluation. The ratings changed with a reduced number of respondents giving ratings at the high end of the scale (score 5) in the 2006 longitudinal survey compared with the 2005 evaluation survey. It may be that participants were initially commenting from the perspective of a low base of prior knowledge. The proportion of CCT participants giving knowledge of other cultures a rating above average (4) is much higher in the two evaluation surveys than in the pre-survey. In balance, a smaller proportion of participants gave a rating of below average (2) or average (3).

Comparative ratings of knowledge of other cultures 2005 – 2006
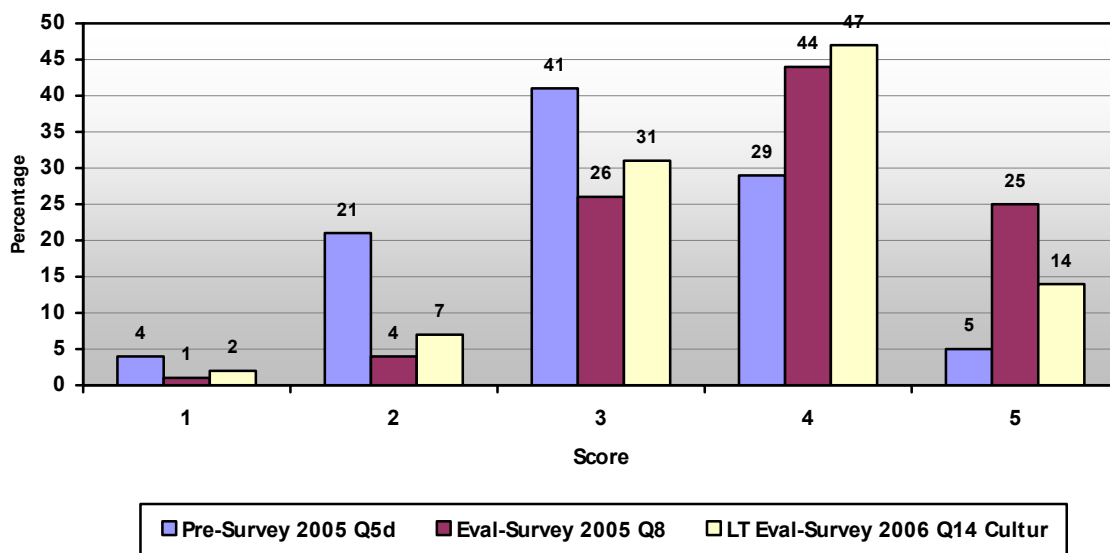
6.7.6 Confidence in Dealing with Different Cultures

After the 2005 training programs the respondents indicated a significant gain in confidence in dealing with other cultures (5.9% increase in average rating). In the 2006 longitudinal study the average rating was similar to the 2005 pre-survey result. The 0.4% decrease in the longitudinal rating compared to the pre-survey is of no statistical significance. If it is not affected by the different sample sizes, then it indicates either a 'steady state'' of confidence among participants before and after their training or a counterbalancing effect.

The 2005 result could be interpreted to reflect the fact that the majority of public sector employees, who chose to attend or were made to attend CCT programs, work in multicultural settings, and are generally effective in their work and have already acquired confidence in dealing with people from other cultures. Observation by trainers and training managers over many years indicated that employees who are least confident or comfortable with cultural diversity or least aware of the impacts and dimensions of cultural diversity or who hold negative attitudes towards culturally diverse customers and co-workers are least likely to volunteer for CCT.

The lower average rating in the longitudinal evaluation was partly caused by a reduction in the above average and high ratings for levels of confidence. These selective reductions in self-ratings may indicate that the participants gained slightly less confidence in dealing with other cultures at the conclusion of their training program than they initially thought they would achieve.

While one of the aims of CCT is to increase confidence by reducing fear of the unknown and providing explanations for previously puzzling behaviours or attitudes, it is also observed that participants who had little previous knowledge in this area are often daunted by the depth and ramifications of cultural differences. It is also possible that on return to work, and particularly given the short duration of the training, participants are more aware of the complexities and possibly more cautious in their approach to situations characterised by cultural diversity. On the one hand, his may be a valuable outcome of CCT, which generally cautions participants against making assumptions or reacting too swiftly to unexpected behaviours. On the other hand, if the training is too brief or too general to also successfully transmit the message that cultural differences can be negotiated amicably, excessive caution may have negative effects for the participants.

6.7.7 Perceived effect of cultural diversity on interactions

There was a 7.4% increase in awareness of how much cultural diversity affects interactions after the 2005 training programs. This relatively small change may indicate that the participants, due to the nature of their work, were already well aware that cultural diversity affected interactions. The change of –5.2% in the longitudinal rating score could be interpreted as an effect of returning to the workplace and observing that cultural differences were of less impact than the training had implied. Or it may be, as observed elsewhere, simply a result of the numerical disparity between the respondents to the evaluation and longitudinal evaluation surveys.

The 1.7% improvement in the longitudinal rating compared with the pre-survey rating is not statistically significant, though again, written responses and the high levels of interest in further training and recommendations that CCT be compulsory reinforce the interpretation that the public servants involved in the surveys were already aware of this aspect of cross-cultural communication.

6.7.8 Importance of cultural competence for work

The responses to the question "How important is it in your work to be competent in dealing with people from different cultures?" produced results that may appear counter intuitive in that there was no statistically significant change in ratings between the pre-survey, the training evaluation survey and the longitudinal evaluation survey. Between the 2005 pre-survey and the 2006 longitudinal evaluation survey the average score even decreased by an insignificant 3.4%.

An examination of the distribution of ratings in the two evaluation surveys shows that in the 2005 training evaluation survey, 88.1% of respondents rated the importance as above average or high. In the longitudinal survey, this rating fell to 81.6%, which represents a reduction at the high end of the scale over the elapsed time. This could be an effect of regression towards the median. It could also be a result of later observations in the workplace that cultural competence was not as highly regarded as it may have appeared or been made to appear in the promotion and running of the CCT program. Some of the evaluations of trainees' experiences in applying their training to the workplace, discussed below, appear to confirm the contribution of this effect to the longitudinal evaluation ratings.

6.8 Comparisons of Pre–Training, Immediate Post–Training Evaluation and Longitudinal Post–Training Evaluation Survey Findings on Workplace Applications

Four quantitative questions addressed participants' interest in applying knowledge gained to their work, their confidence in transferring this knowledge to their colleagues, the degree to which they believed the training would increase their effectiveness at work and ways in which their organisation would benefit from their participation in the training program. A quantitative question in the longitudinal survey asked about future demand for CCT and a qualitative question in the same survey sought participants' views on the extent to which CCT had influenced their views and responses to cultural diversity.

The 2005 survey asked respondents to predict the extent to which they felt confident in their ability to apply learning to their work or transfer learning to colleagues and the extent to which it would contribute to their job effectiveness, while the 2006 survey asked them to estimate the actual extent of these variables. The result of a weighted average calculation (see Appendix D) is that the average scores for these variables were on average 20.2% lower in the longitudinal survey than in the 2005 survey. These results appear to reflect the commonly reported limitations of the applicability and value of short training programs in the areas of customer and workplace communication.

Written comments throughout the survey regarding demand and objectives for further training point to the need for CCT that goes beyond introductory levels to focus on skills development and performance-related applications. The comments and findings regarding the organisational climate indicate that while the support for CCT appears fairly strong, it needs to be translated into practical strategies and incorporated as a formal element of professional development and performance appraisal.

6.8.1 Interest in and Actual Extent of Applying Training to the Workplace

In 2005 a high proportion (92.1%) of participants indicated above average or high levels of interest in applying their learning to their work. However, the 2006 response shows a marked disparity between the desire to apply learning and the experienced degree of success in doing so. This finding may be an indicator of the common problem faced by participants - in many topics - of returning from training with new ideas and information to the unchanged workplace, procedures and organisational culture. These findings may also indicate the importance of workplace post-training follow-up and support.

The introduction of CCT as part of a nationally accredited training program would involve workplace-based assessment tasks which could address this issue through practical projects.

6.8.2 Confidence in and Experience of Transferring Knowledge

The 2005 survey showed relatively low confidence ratings for ability to transfer learning to co-workers, with 71.6% rating this as above average or high. The ratings were even lower in the 2006 survey, with only 30% indicating an above average or high level of transfer of knowledge to colleagues. This may be an indication of the need for workplace follow-up and support.

The findings may also point to the need for exploring the degree to which CCT programs can be designed to encourage transfer of knowledge and the extent to which organisations are open to and accepting of the application of cross-cultural knowledge and skills to the workplace, which is an element of organisational cultural competence. Transfer of learning would be greatly facilitated by the inclusion of cultural competencies in Key Performance Indicators, core performance measures and career development opportunities.

Again, the introduction of CCT as part of a nationally accredited training program would involve workplace-based assessment tasks which could address this issue through practical projects involving co-workers in cultural diversity audits, incident reviews or information briefings.

6.8.3 Contribution of Training to Job Effectiveness

The reduction of the participants' perceived contribution of CCT to their job effectiveness from 3.82 in 2005 to 3.32 in 2006 can be related to the responses to the previous questions on applicability and transfer of knowledge and possibly to the degree of organisational cultural competence. However, given the very short duration of the training received and taking into account other comments about the length and design of training programs, this reduction could be expected.

These and related findings may also indicate a need for the training to be more applicable to specific job functions and goals, and a need for follow-up support. Further, the findings also suggest that the applicability of cultural competence to work functions and its contribution to performance effectiveness is occupation or industry sector specific.

6.8.4 Anticipated and Actual Benefit to the Organisation

In contrast to the reduced ratings given to their training programs' contribution to job effectiveness above, participants ratings of the actual benefit of the training to their organisations show an average increase of 14.25% on their ratings of anticipated benefit to the organisation.

Benefits to the organisation were identified in improved customer service, increased knowledge of customers and issues, transfer of learning to colleagues, improved knowledge and use of support services, increased knowledge of policies, issues and procedures and improved ability to train others.

The positive responses towards cultural diversity and the improved ratings for CCT results relating to cultural diversity, in combination, and taking into account any effects of the survey process itself such as Hawthorne and Halo effects*, further reinforce the conclusion that CCT is of net benefit to organisations.

*   Hawthorne effect refers to the degree to which a subject's knowledge that they are being observed influences their actions or responses. Halo effect refers to the transference of a positive impression in one area of an activity to others.

6.8.5 Demand for Further Training

The fact that 61% of participants expressed a desire for further cross-cultural training suggests that their 2005 training experiences were effective in stimulating interest and motivation to continue learning. It also reflects the high ratings given to the importance of cultural competence in dealing with culturally diverse clients and colleagues and the relatively high degree of perceived management and peer support for CCT. This high level of demand, coupled with the high share of respondents recommending that CCT should be compulsory, indicates the role of CCT in moving participants' awareness from "unconscious incompetence" to "conscious incompetence", so to speak, and stimulating desire to acquire competence and expand on current levels of competence. Only 14.2% were not interested in further training and 24.8% were not sure, indicating even greater potential future demand if organisations actively promoted CCT.

The predominance of demand for training in specific cultures and cultural groups appears to reflect written comments in the survey recommending more specific information in preference to the general awareness content of most introductory programs. Comments in other categories reinforce the demand for skills development in specific applications.

The next highest demands are for CCT in managing and working with culturally diverse teams, reflecting a strong trend across the Australian public sector and many private sector industries to give increased attention to diversity management in general.

There is also significant demand for further general awareness and communication CCT, reflected in some of the written comments regarding participants' awareness of how deep and complex this field of study is. The demand is generally higher among those who attended shorter programs but also occurs among participants in the longer programs.

6.8.6 Influence of Cross-Cultural Training on Views and Responses to Cultural Diversity

Participants reported that the CCT had positively influenced the ways they thought about or responded to cultural diversity in their working lives in several ways. Among the 64 written responses, 28 nominated increased awareness of and sympathy to the situations of customers from culturally diverse backgrounds, 17 said they were more open-minded, patient and considerate and 10 said they were more confident and competent in working with support services to help culturally diverse customers. Many commented that the training had supported and reinforced their existing positive views on cultural diversity.

These comments, as well as others offered in the final open question and elsewhere in the survey, reinforce the quantitative ratings for many of the previous questions and provide insights into the type and degree of attitudinal and behavioural changes resulting from CCT. While international research has

reported mixed results of CCT in these areas, this survey has elicited predominantly positive comments throughout.

Measuring the effects of these changes is problematic as any effects will occur in concert with other features of individual personality, profession, work style and so on. However, with regard to the attempt to measure return on training investment, it is worth noting that the absence of such qualities as patience, empathy, confidence, awareness and understanding of customers' cultural differences is often painfully observable and measurable in terms of complaints, stress and reduced productivity.

6.9 Comparisons of Immediate Post–Training Evaluation and Longitudinal Post–Training Evaluation Survey Organisational Observations and Recommendations

The 2005 Survey of Current Practice and the Survey of Training Providers assessed the organisational climate for CCT through questions rating the importance managers placed on cultural competence for customer service and workplace relations and their observed or perceived levels of management support for the training. As discussed, the assessments by respondents from organisations and training providers were almost identical, showing significant levels of importance placed on cultural competence and fairly strong support for CCT.

These questions were matched in the 2006 Longitudinal Evaluation survey with similar questions to ascertain participants' perceptions of the organisational climate and compare them with the organisational responses to the Current Practice survey. Regarding the degree of importance placed on cultural competence and the level of support given to CCT at the management and organisational levels, the participants' ratings were significantly higher than those given by organisations and training providers. The participants rated the degree of support for CCT among colleagues only slightly higher than did the organisational survey respondents (See Appendix B).

The results illustrate a discrepancy between the views of staff level employees and managers regarding importance of and support for cultural competence and CCT, discussed below. One explanation may be that the provision of CCT was interpreted by staff as evidence of the perceived importance of cultural competence and of support for CCT, particularly if the training was promoted positively or attendance was compulsory. The discrepancy may also be caused by an organisation's lack of vertical alignment – that is, the congruence between policies and people – further pointing to the desirability of organisations to address cultural competence at all levels from the strategic to the individual.

6.9.1 Importance of Cultural competence for Working with Culturally Diverse Customers

Participants gave their managers' perception of the importance of CCT to working with culturally diverse customers an average rating of 4.18, a change of 12.4% on the Current Practice Survey average rating of 3.72. The difference is even more pronounced at the upper end of the scale; 57.7% of the Current Practice Survey respondents rated perceived importance as above average to high, compared with 82.8% of the participants, a difference of 25.1%. Without further qualitative research it is not possible to determine the reasons for these differences or the similar differences in ratings of levels of support among managers (see below). It may be that the participants, the vast majority of whom were non-managerial staff, interpreted the provision of CCT by the organisation as indicative of a stronger level of importance and support than was actually the case. It may also reflect the mainly managerial status of respondents to the 2005 Current Practice Survey, which would have given them a different and probably more realistic assessment for the organisational climate for CCT than that seen by staff level employees.

6.9.2 Importance of Cultural competence for Working with Culturally Diverse Co-Workers

Participants gave their managers' perception of the importance of CCT to workplace relationships an average rating of 4.14, a change of 15.4% on the Current Practice Survey average rating of 3.59. As with the previous question, the difference at the upper end of the rating scale is more pronounced, with participant ratings 23.9% higher than organisational ratings. Interpretive comments for the previous question apply here as well.

Organisational and individual responses to this and other related questions throughout the Stage 1 and Stage 2 surveys showed that greater importance is placed on cultural competence for customer service

than for workplace relations. This is possibly because cultural diversity in the workforce has previously been addressed through diversity management and other policy and procedural initiatives over recent years. Anecdotal evidence however indicates that workforce cultural diversity can be problematic, an observation reinforced by the fact that 37.7% of participants expressed an interest in training for managing cultural diversity and 34.9% were interested in training for working with culturally diverse teams. Another influencing factor may be that performance in customer service is more likely to be measured than is performance in working with culturally diverse colleagues.

6.9.3 Frontline Manager Support for CCT

Participants gave their frontline managers' perceived support for CCT an average rating of 4.09, a change of 10.6% on the Current Practice Survey average rating of 3.70. The lower change in rating than that for senior management may be indicative of the participants' closer relationships with and understanding of their line managers. It is also noteworthy that frontline managers were reported in the Current Practice Survey as being slightly more supportive of CCT than middle or senior managers.

6.9.4 Senior Management Support for CCT

Participants gave their senior managers' perceived support for CCT an average rating of 4.01, a change of 13.9% on the Current Practice Survey average rating of 3.52. The participants' more positive perception of their managers' level of support for CCT than that held by the respondents to the Current Practice Survey, most of whom were managers, may indicate that the very fact of providing CCT is perceived by staff as evidence of management support. CCT programs are sometimes promoted using reference to strategic plans and organisational missions and visions, sometimes with the endorsement of a senior manager, reinforcing the perception that CCT is strongly supported.

6.9.5 Staff Support for CCT

Participants gave their staff colleagues' perceived support for CCT an average rating of 3.83, a change of 8.3% on the Current Practice Survey average rating of 3.53. Staff support for CCT received lower ratings than did ratings of management in both surveys. The lower difference in ratings between participants and Current Practice Survey respondents, while still showing a more positive perception among participants, may indicate a greater level of resistance to CCT at the staff level due to a combination of work pressures and lack of perceived need for CCT. In written comments and anecdotal evidence, many participants report that they had previously been largely unaware of the cultural diversity dimensions of their work.

6.9.6 Cultural competence in Performance Appraisal

Only 20% of respondents to the 2006 Longitudinal Evaluation Survey stated that cultural competence was included in duty statements or performance appraisals, compared to 13.8% of respondents to the 2005 Current Practice Survey who stated that it was usually or always included. 52.1% of participants reported that cultural competence was not included in performance appraisals and 27.9% did not know.

Inclusion of cultural competence in performance appraisal appears to be rare, occurring in approximately 20-25% of organisations or business units. It is significant in terms of the organisational climate for CCT that almost one third of participants did not know if cultural competence was part of performance appraisal. Observation indicates that many job and person specifications include references to culturally inclusive service provision, reflecting organisational policy, but in the absence of any realistic benchmarks for cultural competence, it is not addressed to any great extent in performance appraisal.

6.9.7 Recommendations for Future Cross-Cultural Training

73.2% of participants recommended that cross-cultural training be compulsory for all staff, with only 8.5% not recommending this and 18.4% stating that they did not know, or had no opinion on the matter.

87.7% of participants recommended that the training should be compulsory for all staff in customer service positions, with only 3.6% disagreeing and 8.7% saying they did not know, or had no opinion. There is a high degree of consensus on these ratings among participants who attended CCT voluntarily or compulsorily and regardless of the duration of the program they attended.

This result is among the most significant indicators in the training evaluation surveys of the perceived value and relevance of CCT. It is a remarkable level of consensus for an area of training that, as illustrated by responses in several other dependent variable categories, generates a diversity of reactions and opinions. The result also corroborates observations in the field that the majority of participants would recommend CCT to their colleagues. The combination of this level of trainee support for the introduction of CCT across the workforce and the 2005 Current Practice Survey finding that 83.2% of respondents considered CCT programs in their organisations to have been effective or highly effective in meeting training objectives constitutes very strong justification for the allocation of resources to CCT in public sector organisations.

Comparison by attendance status shows that while 78% of voluntary participants recommended compulsory training for all staff, compared with 61.9% of compulsory participants, a difference of 16.1%, there was only a 3.8% difference between the two groups regarding compulsory training for all staff in customer service positions; 88.8% of voluntary trainers compared with 85% of compulsory participants.

A similar pattern appears in terms of differences between those who attended shorter or longer programs. There is a high degree of consensus for compulsory CCT for customer service staff regardless of attendance status or duration of programs.

6.9.8 Accreditation of CCT Programs

Reflecting a growing emphasis on formal qualifications for career development, 66.7% recommended that CCT be delivered as accredited training. The Public Sector National Training Package includes units and elements that identify cultural competence for customer service or working with and managing diversity, including cultural diversity. The delivery of CCT as accredited units of study would encourage workplace-based learning which would increase the likelihood of cross-cultural skills and knowledge being applied to the workplace and transferred to co-worker.

6.9.9 Other Comments

The final survey question elicited 20 general comments, several of which touched on and expanded on previous aspects of the survey. The following insightful comment encapsulates many of the more immeasurable dimensions of CCT.

"The issues surrounding being part of a multicultural community aren't always able to be summed up into neat answers. There are grey areas that can't be glossed over with simplistic concepts. Because of this, there needs to be extra time built into the training to discuss these things. Also, the training brings up some very strong opinions from participants – sometimes very heated comments. The trainer really needs to be able to address these issues confidently and competently, not only to address the person with the strong opinion, but also for the experience of the rest of the group. I think the trainer needs to be prepared that these types of comments will occur regularly, rather than thinking that they will not be challenged in the views/ideas they are presenting."

Chapter 7

General Guidelines for Implementing Cross-Cultural Training Programs

The following general guidelines are derived from the project literature review and the relevant findings of the evaluation surveys. They address training program initiation, development, delivery and evaluation, identifying and outlining the main elements and planning considerations.

Readers who are unfamiliar with the cross-cultural training (CCT) field are encouraged to refer to the literature review, Part 1, Section 3, Cultural Competence and the Role of Cross-Cultural Training. Readers are also encouraged to familiarize themselves with the research findings related to training design and delivery, with particular attention to participants' recommendations for future training and training provider views. The surveys used in this research project, which can be found in Appendices E and F, may also be useful in designing training needs analyses and training program plans.

The considerable body of literature reviewed for this project confirms that CCT, while sharing many common features of training program design and delivery, differs in significant ways to many other training activities. Because CCT addresses deeply held values and assumptions, it has the potential to transform participants' views of their roles and social environments. This implies a deeper, more educative function than the term "training" generally carries.

7.1 Training Program Initiation

The essential requirements at the initiation of a CCT program are close contextualisation of the training to the organisational, legal and workforce contexts of the organisation, clear organisational and individual objectives and senior management support that translates into accountability at all levels and that is expressed in management and staff support for and engagement in the process.

7.1.1 The Organisational Contexts of CCT

The first step in deciding to undertake a CCT program is to determine the organisational contexts of the training and the rationale for conducting the training. Senior management must be clear on the main internal and external drivers of the training effort, such as policy implementation, legal compliance, organisational development or internationalisation.

Management must be aware of the levels at which cultural competence is required. A useful planning tool in this regard is the framework discussed in this report, comprising Systemic, Organisational, Professional and Individual cultural competence, described briefly below.

Systemic cultural competence
Requires effective policies and procedures, monitoring mechanisms and sufficient resources to foster culturally competent behaviour and practice at all levels.

Organisational cultural competence
Requires skills and resources to meet client diversity, an organisational culture which values, supports and evaluates cultural competency as integral to core business.

Professional cultural competence
Depends on education and professional development and requires cultural competence standards to guide the working lives of individuals.

Individual cultural competence

Requires the maximisation of knowledge, attitudes and behaviours within an organisation that supports individuals to work with diverse colleagues and customers..

Before investing resources into CCT, the organisation needs to identify the actual and perceived importance and relevance of cultural competence to the strategic plan and to organisational, business unit and individual performance. Some systems, such as health and policing, have developed frameworks for systemic cultural competence which organisations would find useful. Most public sector organisations must report on access and equity efforts and the principles of the *Charter of Public Service in a Culturally Diverse Society*. CCT programs should be seen in these contexts.

The concept of professional cultural competence is being considered by some professions. All of the executive, leadership and management competency frameworks developed for Commonwealth, state and local government organisations contain specific diversity competencies and competencies in dealing with diverse customers and workforce relationships. CCT programs for professionals can be planned to address and include such standards and competencies.

When establishing the relevance of CCT programs to individual employees, organisations need to determine the extent to which cultural competence is included in job and person specifications or performance appraisals. As employees increasingly prefer training programs that contribute to career development, it is also necessary to determine if the nationally accredited training programs for specific occupations include competencies relating to cultural diversity. It is also necessary to determine which key performance indicators are most influenced by customer and workforce cultural diversity.

7.1.2 The Legal Context

Training related to the legal obligations of organisations is usually delivered as access and equity, equal opportunity or anti-discrimination and anti-harassment training. When the legal context is included in CCT, organisations must determine and specify if an objective of CCT is to ensure compliance with a law or policy or adherence to guidelines or boundaries regarding unacceptable behaviours.

Are there any legal or policy infringement issues or critical incidents behind the decision to conduct CCT? And if legal aspects such as Equal Opportunity, Harassment and Discrimination or Occupational Health and Safety are involved, is CCT training the appropriate or most effective approach to dealing with them?

7.1.3 The Strategic Context

Unless the training is positioned within the strategic context of the organisation, it will be difficult to establish its credibility or to measure its results. It is essential to identify which aspects of the organisation's strategic intent require cultural competence among employees and in professional disciplines. References to cultural competence may be implicit or explicit in the organisation's code of conduct and statement of core values. The importance of cultural competence to the maintenance of the organisation's customer focus should be identified. It is important to identify any internal or external reporting requirements the training program will address and whether the training program is going to be an isolated, once only event, or part of a broader organisational development initiative or strategy.

7.1.4 The People Management Context

Cross-cultural training is an important strategy in the development of cultural competence at all levels of the organisation. Cultural competence is an essential component of and contributor to knowledge management, organisational culture and social cohesion. Several aspects of the human resource/people management context must be considered.

Whether or not cultural competence is part of the expectations of the organisational culture or is included in job specifications or performance appraisals will greatly influence employee and management perceptions of the value of CCT. The cultural diversity profile of the workforce and of the customer base must also be identified and considered in the program initiation and design stages. Employees will

also be influenced by the degree to which their immediate managers and the organisation as a whole appear to support CCT and to model culturally competent behaviours.

Organisations need to consider their history of providing CCT. The types of programs, reasons for introducing them and the results of CCT programs will significantly influence workforce perceptions of and attitudes to CCT. For example, if CCT was introduced in response to critical incidents arising from cultural differences in the workforce or the customer base and the training did not result in solutions or benefits, any proposed CCT programs must address such gaps. Cross-cultural training can be implemented to clarify desirable and undesirable behaviours in culturally diverse workplaces and with culturally diverse customers but appropriate practices and behaviours must be modelled and recognised by the organisation.

7.2 Training Needs Analysis and Program Development

The training needs analysis and program design should be based on the answers to the key questions of Stage 1 that are relevant to the organisation. The training needs analysis must address the areas and levels of cultural competence required to achieve the objectives established in Stage 1.

7.2.1 Cultural competence Assessment

Cultural competence can be seen to comprise awareness, knowledge and skills, as well as other categories such as attitudes and motivations to acquire and apply cross-cultural skills. The common learning areas are ranked below according to the level of training investment required to effect observable development. In other words, it is easier to raise awareness among employees and influence behaviours than it is to develop their specific skills or to shift their attitudes.

Most CCT programs are designed to address all three learning areas to varying degrees. Currently, there are no national standards for cultural competence although some National Training Package units that address working with and managing diversity do include elements and performance criteria relating to culturally and linguistically appropriate practices and behaviours.

Awareness:
- To what extent are employees aware of cultural factors affecting their performance?
- To what extent are employees aware of their own cultural backgrounds and their effects on their perceptions and actions?
- Do employees need to understand the key principles and models of cross-cultural communication?

Knowledge:
- What specific cross-cultural information do employees need to perform their roles?
- What factual knowledge do they require regarding policies, procedures, cultures, customers, support services and resources?

Skills:
- What general cross-cultural capabilities or specific skills are required by employees in specific functions and situations?
- What cross-cultural communication and/or negotiation skills are required?
- What are the current levels of skill in cross-cultural communication among the employees?

Attitudes:
- What are the current attitudes to and perceptions of cultural diversity among employees?
- What are the optimum attitudes required by employees in cross-cultural workplace and customer interactions?

Motivations:
- What would motivate employees to attend cross-cultural training?
- What motivations exist for employees to apply learning to their job functions?

Other Factors:
- What other factors should the training needs analysis take into account? For example, learning styles, previous training, typical style of training in the organisation, employee expectations of training style and approach
- What cultural diversity factors should be considered? For example, cultural preferences, group dynamics, learning style preferences, norms of behaviour and behavioural constraints.

7.2.2 Training Needs Analysis Processes

The need for CCT may already have been identified by employees or their managers or clients, though it is usually the case that the details of training needs are not known.

Organisations need to determine who needs to be involved in the training needs analysis process and the most appropriate method of information gathering. Typical processes include pre-training surveys, focus groups, general climate surveys, individual performance and career development interviews.

It is also important to decide whether the training need analysis should be conducted by internal or external staff.

7.2.3 Training Program Objectives

Based on the findings of the training needs analysis, the organisation needs to establish clear objectives, specifications of scope and schedules and design a program to meet the objectives. Any available "off the shelf" programs that have worked for other organisations need to be assessed against the demands of the organisational context and the needs of employees. Objectives may address compliance, organisational development or market factors or a combination of these.

- What are the main objectives for conducting cross-cultural training?

  To ensure compliance with laws and policies related to:

  > Access & equity
  > Equal employment opportunity
  > Racial discrimination and harassment
  > Other (specify)

  To support organisational development strategies:

  > To develop/ improve workforce communication and relationships
  > To develop/ improve customer service to culturally diverse customers
  > To develop/improve culturally-inclusive professional practices
  > To develop/ improve skills to work internationally
  > Other (specify)

To improve market relationships and presence:

>> To improve marketing and promotion to culturally diverse customers
>> To develop and improve community relationships
>> To assist overseas customers, clients or partners to communicate
>> Other (specify)

> To address other need/s: (describe).

7.2.3 Types of Training Programs

There are four broad types of cross-cultural training programs, outlined below. Depending on the organisational and individual employee objectives, programs can be designed to focus on one area, bringing in elements of other areas, or as a sequence of programs. For example, a sequence could begin with a general CCT program, followed by a program on working with interpreters and translators then a program on working with people from a specific culture.

General awareness and communication training, which focuses on developing generic cross-cultural skills and sensitivity to assist in interaction with any culture the participant may encounter.

Ethno- or country-specific training, which focuses on a single ethnic group or country to increase participants' knowledge, understanding and ability to function effectively in that environment or with that group.

Training in working with interpreters and translators, which focuses on developing the technical skills involved, also includes those elements of cross-cultural communication that influence the process.

Specialised programs focusing on topics such as customer service, health care, community policing, indigenous communities, refugees, survivors of torture and trauma, managing culturally diverse teams in Australia or overseas, living and working overseas and international management.

A fifth mode of delivering CCT is by including cross-cultural aspects within a broader education or training program.

7.2.4 Training Programs Arrangements and Configurations

Determining the arrangements and configurations of training required to meet the training objectives involves consideration of program duration, number of participants per workshop, whether the training is accredited or not, mandatory or voluntary, on- or off-site. The advice of trainers and training provider organisations is essential, as the effectiveness of CCT often relies on careful consideration of these elements. At this stage it is also important to determine the impact of the training program on operations and establish ways to ameliorate any negative impacts.

7.2.5 Training Approach and Style

As discussed in Section 3 above, CCT approaches can be classified along a continuum from the Didactic or Academic Approach to the Experiential Approach, the level of participation and interaction increasing from the passivity of attending a lecture to the activity of group exercises ranging from lively discussion to simulations and role plays. The great majority of the CCT programs recently evaluated struck a balance between the two ends of the continuum.

The training objectives will indicate the most appropriate approach. The didactic approach, taking lecture format with accompanying factual information, may be most appropriate for the direct presentation of information. The more participative and experiential approaches are more suited to development of awareness and skills. The success of participative programs depends greatly on the facilitation and group management skills of the trainer.

In the more participative experiential approaches there is greater risk, or perceived risk for the learner. Opinions and feelings are elicited and discussed. There is a greater investment of individual identity. When intense role plays and simulation exercises are used, the facilitator needs to be alert to and highly

skilled in dealing with strong emotions. Trainers often report confronting behaviours from participants, particularly when topics such as contrasting values are raised.

7.2.6 Training Content and Resources

Training programs can cover varying levels of content and employ a wide range of resources. Selection of content is of course dictated by program the objectives. Care must be taken to suit the amount of program content to the participant*s'* requirements, previous training, existing knowledge and to the objectives, avoiding including too much material for the duration of the program.

The resources and training tools available to trainers, discussed in Sections 3 and 5 of this report, include:

- Models for understanding culture and cultural dynamics
- Case studies
- Exercises and activities
- Simulations and role plays
- Training games
- Profiles (country and culture)
- Checklists and tip sheets
- Assessments of intercultural competence/readiness
- Intensive group sessions
- Guest speakers.

There are also on-line training options available which may better suit a geographically dispersed or remote audience or which can be used in the absence of a qualified trainer.

7.2.7 Locating and Selecting CCT Trainers

If the organisation does not employ its own CCT trainers, trainers can be located through the following channels.

- Registers and Preferred Provider Panels
- Professional and Industry Network Referrals
- Request for Tender/Expression of Interest
- Training Brokers
- Government departments and agencies
- Vocational Education and Training organisations
- Universities
- Non Government Organisations
- Community Organisations and Associations
- Private Registered Training Organisations
- Training and Consulting Companies
- Independent Consultants and Trainers.

The selection of an appropriate trainer should be based on the requirements of the organisational context and training needs analysis. The attributes and expertise of CCT trainers are listed and discussed in Section 3, above. The main factors for consideration in the selection process include the following, which can be determined prior to and at an initial meeting:

- Key expertise areas
- Range of services & training programs

- Qualifications
- Experience
- Training approach and philosophy
- Methodologies
- Industry credibility.

Sections 4 and 5 of this report on current practices and other factors related to the selection process.

7.2.8 Working with Cross–Cultural Trainers

While CCT providers will often have sufficient expertise, experience and knowledge of a specific sector or industry to design and conduct a training program with minimal additional work involved, the organisation can assist the working relationship and contribute to the effectiveness of the training through providing the following:

- Initial trainer briefing on organisational context, perspectives, objectives and training needs analysis
- A demographic profile of the participants, workforce and customer base
- Any salient cultural factors present in the learning group
- Access to key personnel
- Clear, agreed terms of reference or service contract.

7.3 Training Program Delivery

The practical requirements for successful delivery of a CCT training program do not differ from those of other types of training. Consideration needs to be given however to the nature of CCT, the range of perceptions that may be held regarding cultural diversity and CCT and the relationship of CCT to the organisational culture.

7.3.1 Establishing Program Legitimacy

It is essential to present CCT as an integral component of the organisation's training and development program. Senior, middle and line management support for CCT should be demonstrated through normal communication channels. Reference should also be made to the relationship of CCT programs to the organisation's reporting requirements in the areas of access and equity, customer service standards and workplace relations.

7.3.2 Promoting CCT Programs

Careful consideration should be given to the promotional approaches adopted by the organisation, whether CCT is offered as part of the annual schedule of training or as a unique training event. It is important to clarifying objectives, content and focus of the training to avoid inaccurate expectations. For example, many employees' only experience of cross-cultural training is in the area of Indigenous cultural awareness. Others may equate CCT with equal opportunity or discrimination training.

If the program is voluntary, it is important to highlight the benefits of attendance and if mandatory, the benefits and requirements. Benefits and incentives, beyond the intrinsic knowledge and skills to be gained, can include certificates of attendance and recognition of attendance in performance appraisals or, for accredited training, achievement of competencies leading to a certificate or diploma.

The degree of management, supervisory and colleague support for CCT is also an important factor in promoting CCT.

7.3.3 Preparing for CCT Programs

In addition to the kinds of preparation needed for any other training program, including venue, room set up, equipment, training materials and so on, consideration needs to be given to the composition and profile of the training group. The social and cultural diversity of the group, cultural preferences and religious and dietary requirements, roles and status levels and participants' previous experiences of CCT should all be factored into program design and preparation. Care should be taken in the selection of the venue to ensure an appropriate ambience for the program, including privacy and comfort.

7.3.4 Conducting CCT Programs

While the actual conduct of the training program is the responsibility of the trainer, organisations can contribute to program effectiveness by making sure that an appropriately senior manager welcomes participants and introduces the program in terms of the organisational context. Having such a manager close the program with reference to workplace applications can also add value to the training experience.

If the program is held on site, it is important to ensure that participants are not distracted by normal duties or called away during the program. Facilitating CCT is a complex process that can be seriously hindered by such interruptions.

7.4 Training Program Evaluation and Follow-up

Evaluating any training, beyond the completion of immediate post-workshop feedback sheets, is a complex task.

> *"Culture, the object of study, is complex and hidden from direct observation. The concepts and knowledge usually are quite novel to the learners. Many of the changes sought in the learners tend to be subjective, subtle, and difficult to measure."*
> (Wederspahn, 2000)

7.4.1 Evaluation Strategies and Techniques

As reported in the literature and the findings of this research project, CCT is most effective when participants are able to apply the learning outcomes to their jobs and transfer learning to their colleagues. An important strategy to support this process is to plan the training evaluation process to ensure that the appropriate audiences receive data that can contribute to future performance appraisal and organisational decision making. Too often, training evaluations are filed and forgotten – unless the evaluation is extremely negative. If the CCT program has been contextualised, designed and implemented according to the guidelines described above, an evaluation strategy can be designed that is tied to and contributes to the organisation's broad objectives.

Evaluation techniques include pre-training surveys, immediate post-training evaluations, longitudinal evaluations, manager and supervisor observations and evaluations and performance appraisal interviews.

Pre-surveys are used to establish participants' levels of knowledge and skill, prior relevant training and experience, relevance to job performance and participant expectations. Where appropriate, participants' managers can also be involved in pre-surveys to establish their expectations as a guide for training design and as an additional basis for post-training evaluation.

Immediate post-training evaluations should include questions regarding relevance, effectiveness of approach, level of interactivity, effectiveness of facilitator and so on, and where pre-surveys have been completed, comparisons with pre-survey ratings of knowledge, awareness and skills. The use of standardised evaluation forms enables comparison with other types of training conducted by the organisation but such forms may limit the type of responses gathered.

Longitudinal training evaluations, conducted as separate exercises or included in annual performance appraisal interviews, should be planned at the time of training programs and based on the organisation's objectives.

The pre-survey, immediate post-training evaluation and longitudinal evaluation surveys designed for this research project (see Appendix F) may be of assistance in designing or modifying training evaluation processes within the organisation.

Training program evaluations can also be obtained by observation of participant behaviours, monitoring of customer service reports, informal or formal supervisor and manager comments and discussions with participants.

The training evaluation process and report writing can be the responsibility of the organisation's training department or the external training provider.

7.4.2 Program Follow-Up

The organisational responses to evaluation ratings and other feedback are important to the maximisation of benefits from the training. When a CCT program is completed, there is a tendency in some organisations to "tick the box" and move on. A lack of planned follow-up tied to objectives and the organisational culture greatly limits the return on training investment.

The first form of program follow-up is the dissemination of training evaluation reports. As discussed above, such reports rarely go beyond the training manager or officer level. However, sending summary reports to all appropriate managers can encourage application of training outcomes to job performance and stimulate support for further training.

Providing evaluation reports to the training participants has the potential to enhance training outcomes. This serves to corroborate participants' impressions, provide comparisons with other participants and stimulate further discussion of the training within the work group.

Feedback and evaluation reports should also be given to and discussed with the trainers and training provider organisations. Using a standardised evaluation format and maintaining records of results is useful where multiple CCT programs are conducted over a period of time or where there is a need to compare different training types and approaches.

As discussed above, organisations can also include a review of CCT learning outcomes and their application to the workplace as part of annual performance appraisal.

The research has shown that many training participants experience difficulty in applying their learning outcomes to their job roles and in transferring knowledge and information to colleagues. While this experience is not uncommon following "people skills" training, a well-planned CCT program that has clear objectives, demonstrated management support and reporting requirements for line managers will have a better chance of being applied to the workplace.

Mentoring and coaching programs may be utilised to help individuals to further their learning and apply it in specific performance areas.

The provision of resources in various media, including e-learning programs, can assist participants to undertake further self-paced study.

Reports of CCT programs should be included in business unit reporting and in reporting to external agencies or authorities concerned with access and equity and organisational development policy and practice.

Organisations, departments and business units should also be encouraged to assess future demand for CCT, both from existing staff and to meet the effects of workforce turnover, and make plans and resource allocations to ensure continuity of the training effort. As this research project has found, relatively short, general CCT programs do stimulate interest and demand and a failure to address these further limits the potential returns on training investment.

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