
Appendices

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Appendix A

Detailed Results:

4. Survey of Current Cross-Cultural Training Practice in the Australian Public Sector 2000–2005

Note

The two parts of this appendix are numbered 4 and 5 as this is the numbering of the relevant sections of the Project Stage 1 Report in January 2006.

The first part of the Appendix presents the findings of the on-line Survey of Current Cross-Cultural Training Practice in the Australian Public Sector, conducted during Stage 1 of the project, from 16 October to 23 December 2005. The Appendix consists of the responses of 105 individuals from 89 organisations as presented in Section 4 of the original Stage 1 Report, January 2006. The summary and discussion sections of that report have been incorporated into the final report, above.

4. Survey of Current Practice in Cross-Cultural Training 2000–2005

This 39-item survey was designed for public sector and community organisations that had conducted any form of cross-cultural training for staff or volunteers over the five-year target research period. Some organisations that had not conducted formal CCT for staff but had provided other forms of support to develop staff cultural competence, including mentoring, using interpreters and ethnic community groups also responded to the survey. Survey results are presented below in order of the 39 questions, organised into related sections.

4.2 Profile of Organisations

Organisation category

Principal location

Size of workforce

Position of respondent

4.3 Cross-Cultural Training Activity

Number of CCT Workshops 2000-2005

Number of participants

Scheduling of training

Employment category of participants

Type of CCT Programs

Duration of CCT Programs

Mandatory/voluntary training

Accredited/Non-accredited training

4.4 Organisational Factors

Training Objectives

Source of demand for training

Source of decision-making for training

Degree of importance: Working with culturally diverse customers

Degree of importance: Working with culturally diverse co-workers

Degree of management support for training

Degree of staff support for training

4.5 Evaluation of Cross-Cultural Training Programs

Inclusion of cultural competence in performance appraisals

Effectiveness of CCT in meeting objectives

Basis of evidence for effectiveness

Evaluation methods

Participant levels of satisfaction

Most effective types of training

Criteria for measuring return on investment in training

4.6 Cross Cultural Training Providers

Source of training providers

Type of external training providers

Method of selecting external training providers

Level of difficulty in selecting external training providers

Methods of establishing training provider credibility

Comparison of training prices

Tailoring of training programs

Meeting costs of design and development

4.7 Future Cross Cultural Training Programs

Anticipated demand for cross-cultural training 2006-2010

Reasons for demand estimates

Type of CCT required

Accreditation and standards

Other comments

4.2 Profile of Responding Organisations

4.2.1 Category of Organisation

The distribution of respondents across profile categories is fairly representative of the broader Australian public and community sectors. Organisations that are joint Commonwealth-State funded selected two categories.

In which category is your organisation?	Response Total	Response Percent
State/Territory Government	40	38.1%
Commonwealth Government	22	21%
Local Government	21	20%
Private Sector Organisation	16	15.2%
Community Organisation	8	7.6%
Total respondents	105	
Skipped this question	0	

4.2.2 Principal Location

The geographical distribution of respondents is not proportionate to population sizes but does provide a diverse coverage of the three tiers of government, community and non-government organisations around the country.

What is the principal location of your organisation? State or Territory	Response Percent	Response Total
ACT	10.5%	11
NSW	17.1%	18
NT	3.8%	4
QLD	12.4%	13
SA	31.4%	33
TAS	2.9%	3
VIC	21.9%	23
WA	5.7%	6
Total respondents	105.70%*	104
Skipped this question		1

* Some national organisations selected more than one state or territory as their “principal location”.

4.2.3 Size of Workforce

The majority of organisations, 68.1%, have 1000 or less employees. Over half of those organisations, representing 40.3% of the total sample, are classifiable as Small to Medium Enterprises. This distribution has implications for the capacity of organisations to conduct training.

The remaining 31.9% of organisations have more than 1000 employees, the greatest proportion of workforces being under 5000.

What is the total number of employees in your organisation?	Response Percent	Response Total
1-25	19.2%	20
26-100	21.1%	22
101-500	11.5%	12
501-1000	16.3%	17
1001-5000	23.0%	24
5001-10000	5.7%	6
10001-20000	2.8%	3
20000 or more	1.9%	2
Total respondents		104
Skipped this question		1

4.2.4 Position of Respondents

Survey respondents came from a wide range of positions within their organisations.

- 22.1% were CEOs or senior executives
- 34.7% were middle managers in a range of human resources, planning, training, services, education and development-related functions
- 36.5% were managers or officers responsible for diversity or multicultural programs
- 6.7% were lecturers, language teachers and community workers

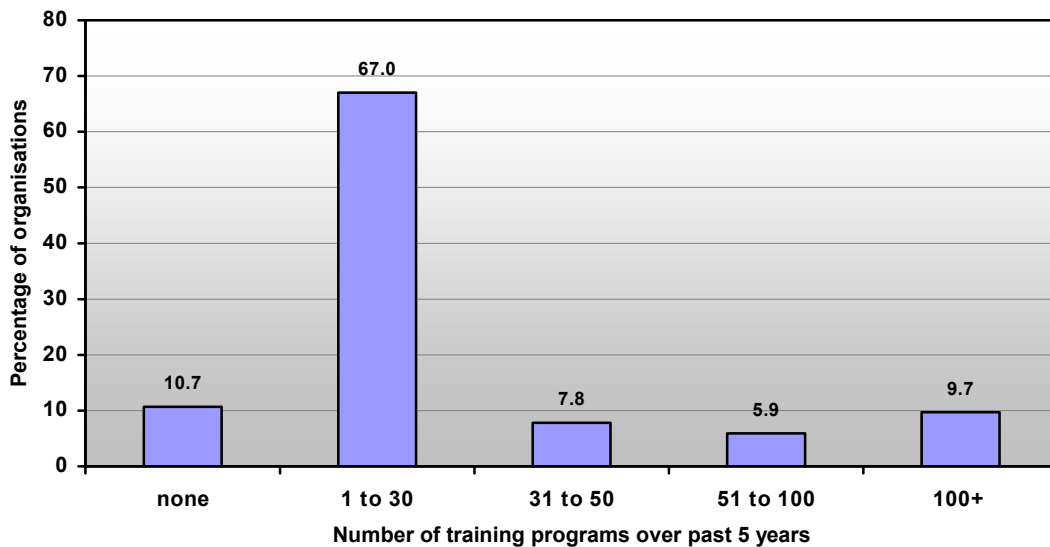
4.3 Cross-Cultural Training Activity 2000–2005

4.3.1 Level of CCT Activity

The levels of cross-cultural training activity over the 5-year research period vary widely according to the 103 respondents to this question, with 67% reporting that their organisations conducted 30 or fewer CCT programs while 9.7% conducted more than 100.

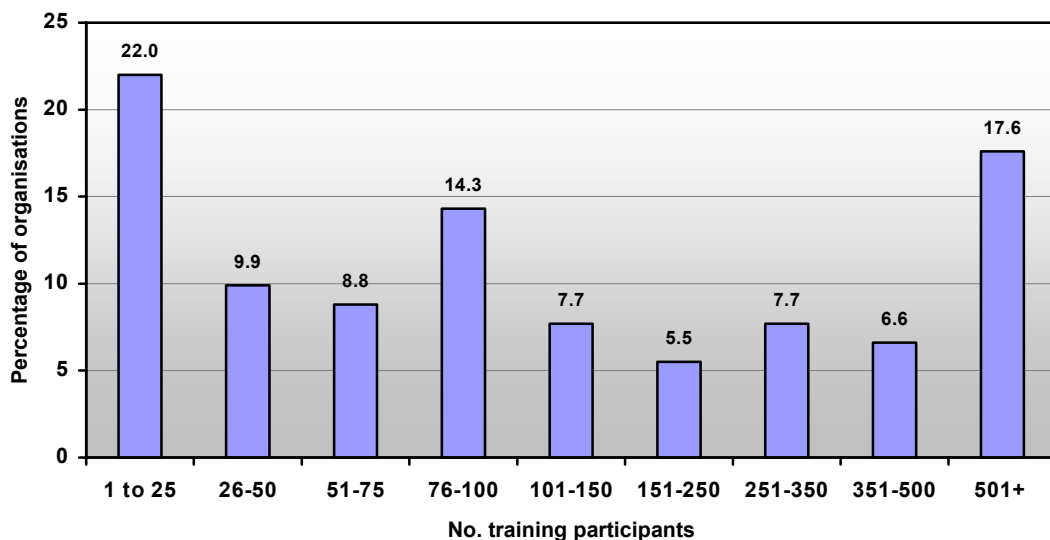
Calculations on the basis of mid-point of the class indicate that the responding organisations have collectively conducted approximately 2000 CCT programs (individual workshops or courses) over the research period, with an average of 25 programs per organisation, or 5 programs per year.

Level of training activity by percent of organisations



4.3.2 Number of Training Program Participants

Over the 5-year research period, the average number of training participants, calculated using the mid-point of the class, was 200 per responding organisation, or 40 per year. In annual terms, these broad calculations show that in 37.3% of organisations between 40 and 100 employees per year participated in CCT training and in 62.7% of organisations, 25 or fewer participated per year.



4.3.3 Program Scheduling

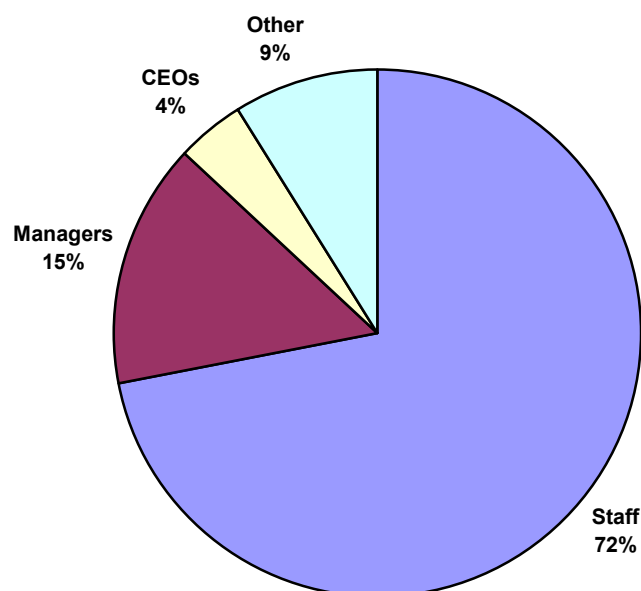
While 46.9% of respondents reported that CCT programs were scheduled regularly, for example once or twice a year, 45.9% reported that it was not. 7% did not know.

The regularity of scheduling may be interpreted as an indicator of on-going organisational commitment to CCT or of responsiveness to perceived need as it arises. Training providers and training managers consulted during the project indicated that while both drivers were common, the decision to conduct CCT was often influenced by a range of factors including sources of demand and responses to critical incidents.

4.3.4 Employment Categories of CCT Participants

The majority (72%) of CCT participants were staff level employees, 19% were managers and 9% other categories including volunteers and sub-contractors.

Percentages were calculated as an unweighted percentage average of all workshops and does not represent an average percentage of all participants.



4.3.5 Types of CCT Programs

The majority of respondents reported conducting general awareness training programs which, as illustrated by following items, were provided in short programs, the majority of which were non-accredited and half of which were scheduled regularly.

The most common types of CCT, in rank order, are:

What types of cross-cultural training did your organisation conduct in 2000-2005?	Response Percent	Response Total
General Cultural Awareness and Communication	80%	76
Culture-Specific: e.g. Sudanese, Chinese culture	45.3%	31
Working with Interpreters and Translators	33.7%	32
Specialised: e.g. customer service, health care, policing	32.6%	31
Managing culturally diverse work groups	29.5%	28
Other: Indigenous culture, refugee issues, recruitment, rights and privilege	16.8%	16
Total respondents		95
Skipped this question		10

NB Respondents could choose more than one option.

The predominance of general CCT is reflective of the basic, largely introductory nature of most CCT in organisations. The fact that the next most common type of training is culture-specific training further illustrates the introductory nature of the bulk of CCT.

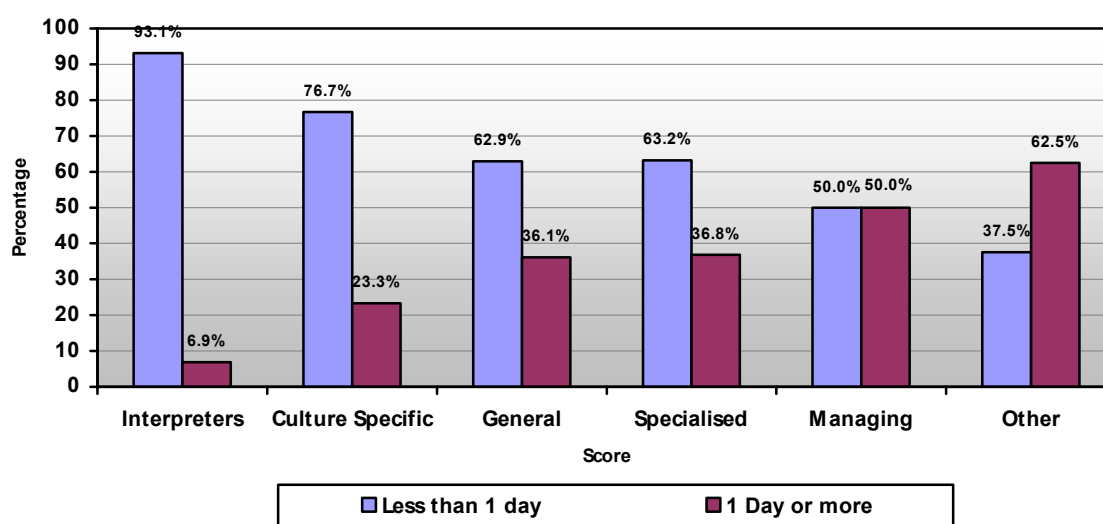
This pattern of current practice is mirrored in the responses to estimates of future demand (see 4.7.3, below) which predict a predominance of demand for general CCT. However, the demand for culture-specific and specialised CCT is likely to lead to an increase in more advanced levels of CCT which build on the foundation of general CCT.

4.3.6 Duration of CCT Programs

The most salient configuration feature of CCT programs reported in this survey is their brevity. The average duration of training programs covered by the survey was 5.2 hours. Calculated as a weighted average using number of programs by category of respondents, the average reflects the high number of half-day courses. Half-day courses were for calculation purposes treated as having a duration of four hours.

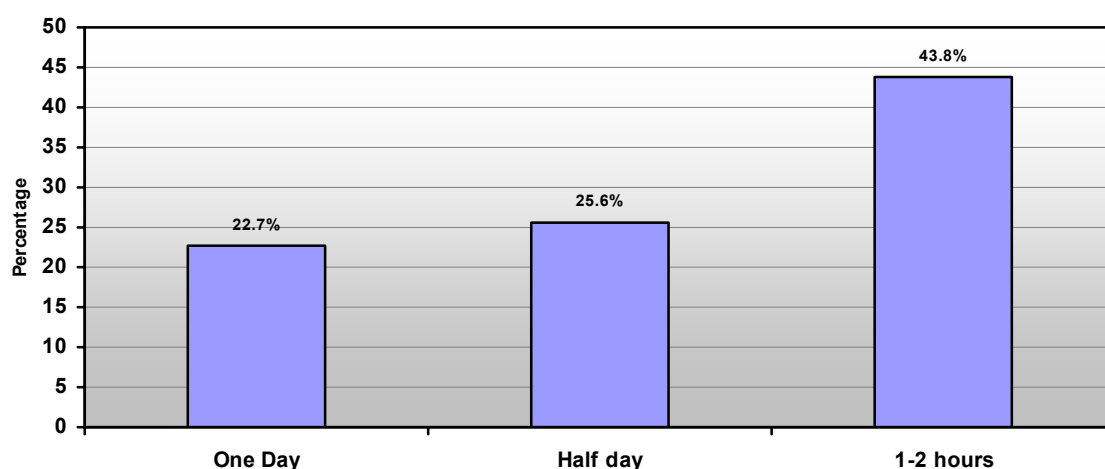
The great majority (92.1%) of all CCT programs are of one day or less in duration. 69.4% are half-day or 1-2 hour programs. Only 7.2% of programs are of 1 ½ to 2 days long and less than 2% are longer than 2 days.

Duration of training program by type of training



Of all training programs covered by this survey, less than one third (32.1%) had a duration of one day or more. In particular, training programs for interpreters (6.9%) and culture specific (23.3%) training programs had a shorter duration than one day. A total of 49% of culture specific courses had a duration of only 1 to 2 hours.

Of all programs of one day or less, 22.7% were one-day programs, 25.6% were half-day programs and 43.8% were 1-2 hour programs.



Across the five categories of CCT surveyed, programs in managing cultural diversity are more likely to be one day long.

Bearing in mind the frequency with which the literature comments 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.

Preliminary analysis of the 500 immediate post-training evaluation questionnaires received as part of Stage 2 shows a very high number of participants stating that the workshops should have been longer. This is corroborated by the experience of the vast majority of cross-cultural trainers.

4.3.7 Mandatory or Voluntary Training

Across all categories, 45.2% of respondents reported that their CCT programs were mandatory and 76.3% reported that their programs were voluntary or a combination of voluntary and mandatory. General CCT was the type of training most likely to be mandatory, followed by cultural specific and specialised CCT.

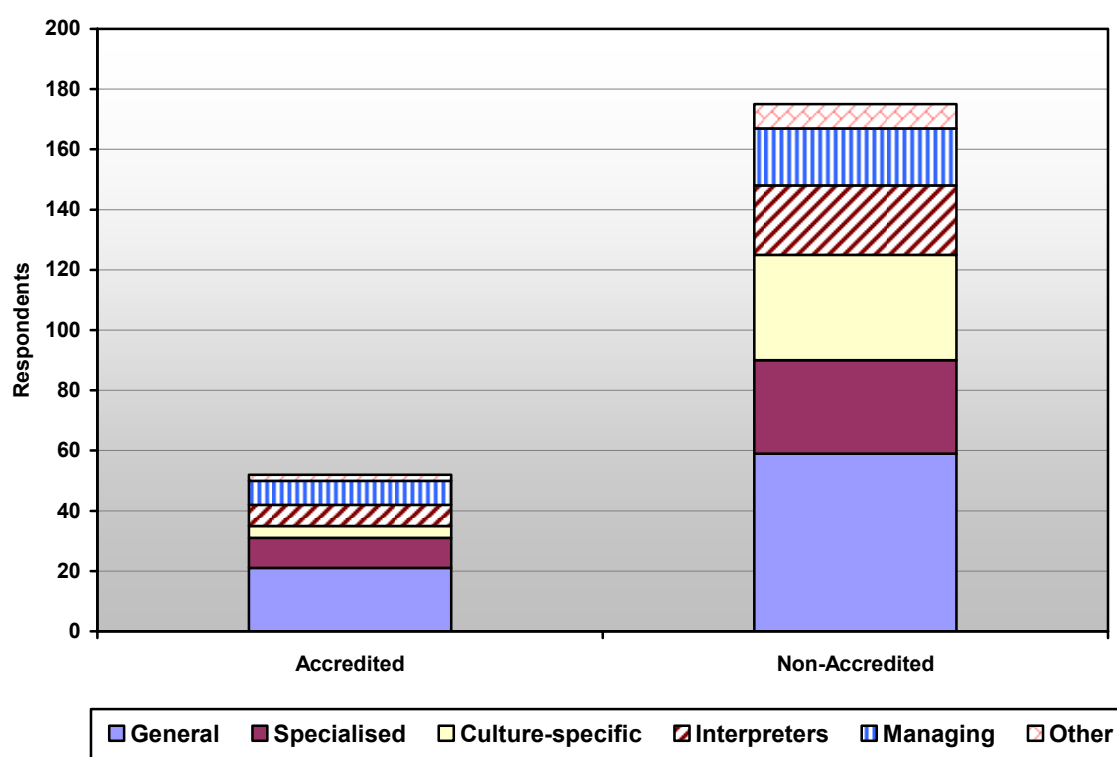
This aspect of training may significantly influence participant motivation, evaluations and subsequent application of knowledge and skills gained. A question on this will be included in the Stage 2 longitudinal training evaluation survey.

4.3.8 Accredited or Non-Accredited Training

Based on calculations derived from the program classes reported by the respondents, it is estimated that the great majority of CCT programs, 77.1%, were non-accredited. Over all training categories, 22.9% of programs were accredited, with approximately 20% of both general CCT and Managing Cultural Diversity programs accredited.

7% of respondents indicated that their organisations conducted a combination of accredited and non-accredited programs.

	Splitting Combined	
	Accredited	Non-Accredited
General	21	59
Specialised	10	31
Culture-specific	4	35
Interpreters	7	23
Managing	8	19
Other	2	8
	52	175
	22.9%	77.1%



	Accredited	Non-Accredited	Combination of Accredited & Non- Accredited	Don't know	Respondent Total
General	16	54	5	7	82
Specialised	6	27	4	2	39
Culture-specific	3	34	1	3	41
Interpreters	4	20	3	3	30
Managing	5	16	3	1	25
Other	2	8	0	0	10
	36	159	16	16	227
	15.9%	70.0%	7.0%	7.0%	100.0%

Comments by respondents to the survey and consultations indicated that accredited programs were mainly units of competency within National Training Package certificate courses. Other accredited programs were within qualifications such as those for interpreters and translators and in higher education studies.

The lack of accreditation of CCT programs may be partly due to the fact that competency in working with or managing cultural diversity has only recently been incorporated into industry National Training Packages. Recent studies by DIMIA (2005) and ANTA (2005) identify only 13 of the more than 70 National Training Packages with specific units of competency on diversity, although several more packages include units in which significant aspects of diversity are implicit.

The trend towards accreditation of CCT can be expected to gain momentum as government organisations establish future staff development strategies based on the Public Sector Training Package.

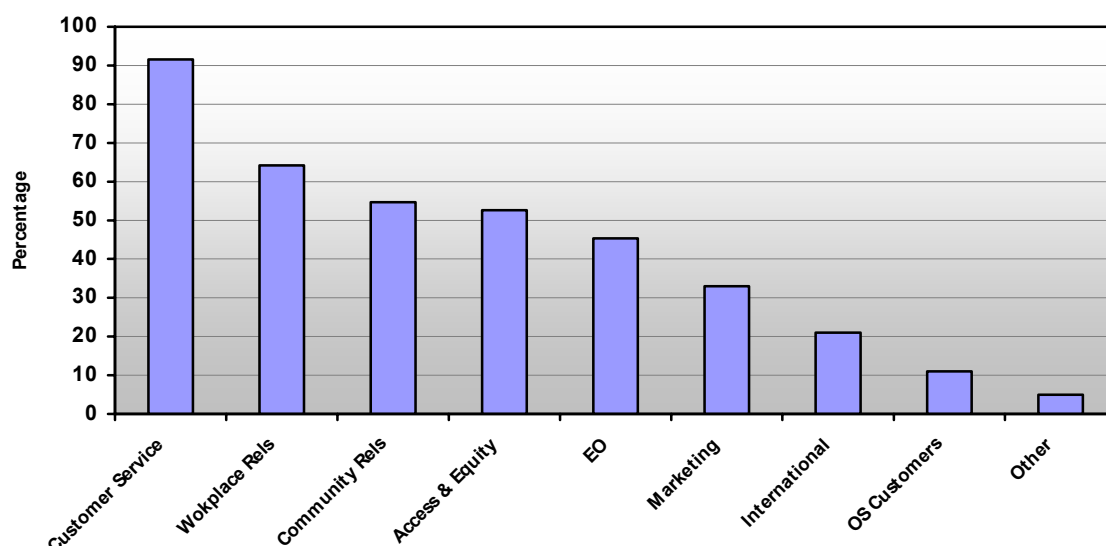
4.4 Organisational Factors

Information was sought about the key organisational factors influencing CCT programs. These include the training objectives, the source of demand for training, decision making processes, the importance attached to and the levels of support for CCT and the extent to which cross-cultural competence was included in performance appraisals.

4.4.1 Training Objectives

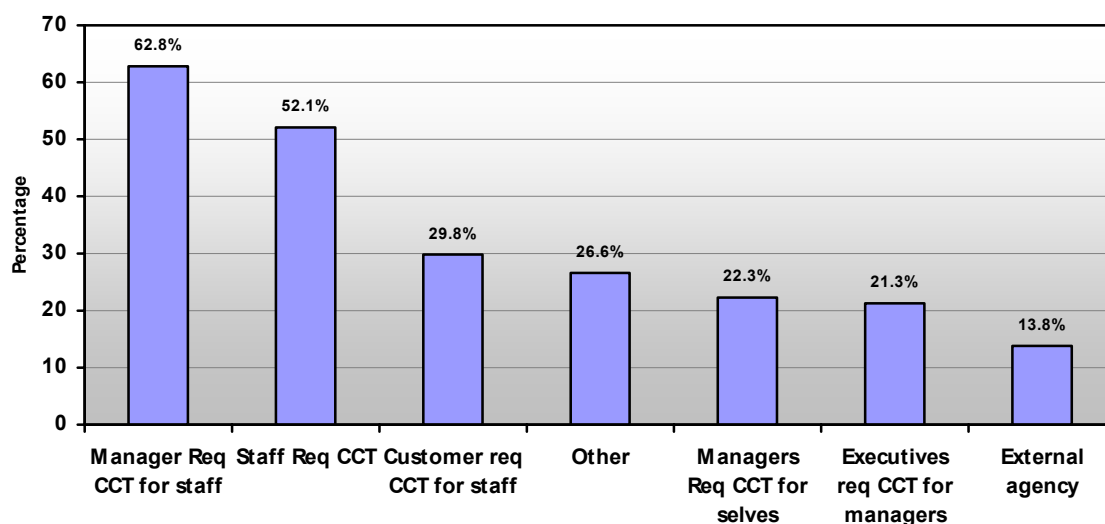
The most prevalent training objectives were to improve customer service (91.6%), to improve workplace communication and relationships (64.2%), to improve community relationships (54.7%) and to improve compliance EO and discrimination laws (45.3%) and access & equity policy (52.6%). Many CCT programs have several objectives.

Analysis of the qualitative comments regarding the effectiveness of CCT (see 4.5 below) shows that the training is most commonly seen to deliver beneficial results in meeting these objectives.



4.4.2 Sources of Demand for Training

Demand for training most commonly came from managers requesting training for staff (62.8%) from staff requesting training for themselves (52.1%) and from customers recommending training for staff (29.8%). This appears to indicate that awareness of need is strongest among those at the customer service interfaces.



Demand for CCT also came from “Other” sources (26.6%) including training officers and diversity or multicultural officers. Managers and executives were equally likely to identify their own need for training and a minority of the sources of demand were external agencies such as government bodies, national offices or commissions.

4.4.3 Sources of Decision-Making to Conduct Training

The decision to conduct CCT was most commonly made by senior executives and middle management, reflecting typical practice for all forms of workforce training.

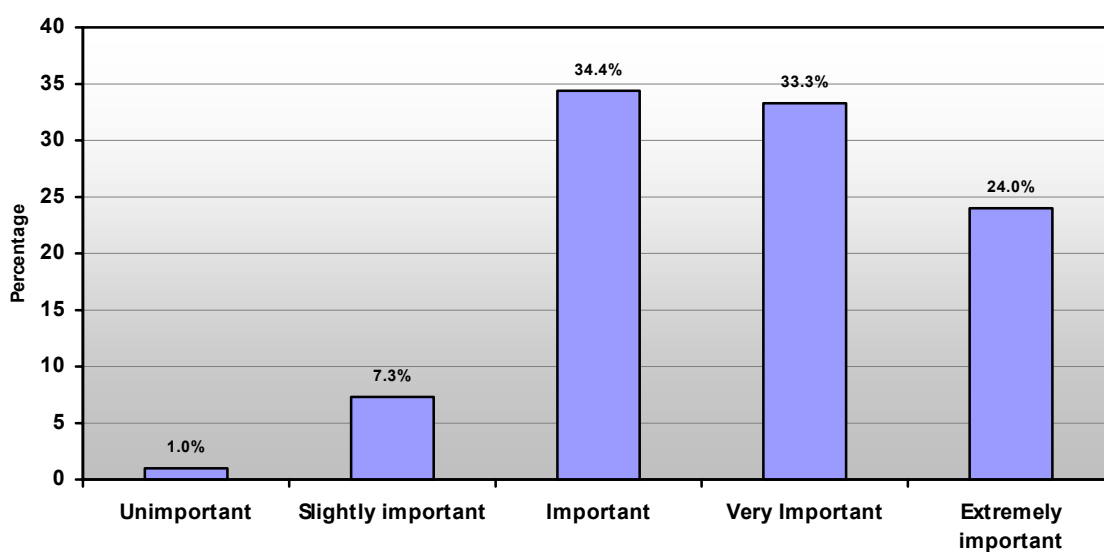
Who decided that the CCT program/s should be conducted?	Response Percent	Response Total
Senior management/executive	47.9%	46
Middle management	41.7%	40
Line management/supervisors/team leaders	29.2%	28
Staff	21.9%	21
Government authority	8.3%	8
Other: Diversity unit (4), course coordinator (3)	23.4%	7
Total respondents		96
Skipped this question		9

From these responses, it appears that training decisions are often arrived at through internal consultative processes. External government authorities are least likely to influence the decision.

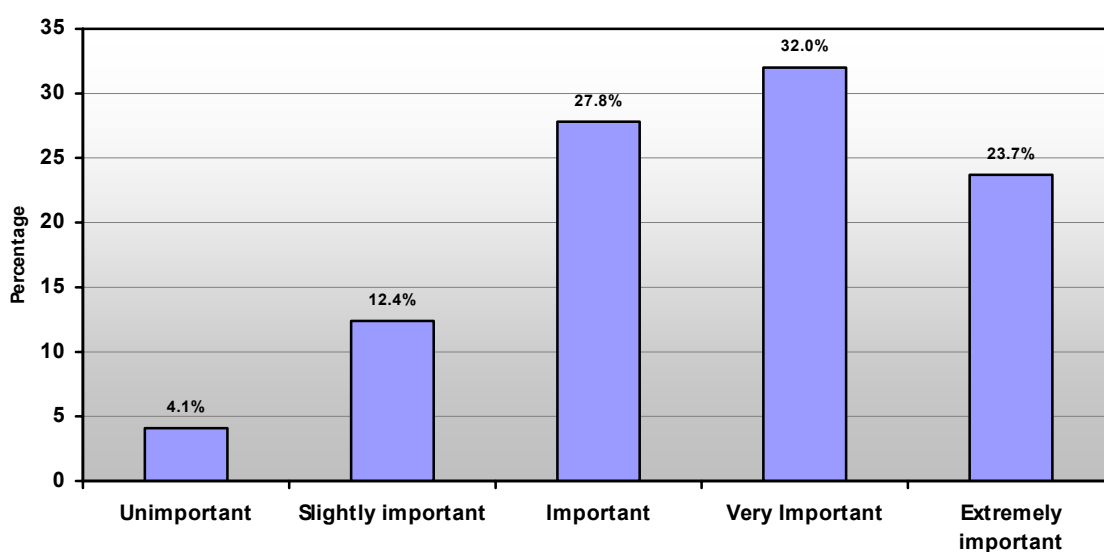
4.4.4 Importance Attached to CCT

Reinforcing the finding above that improved customer service was the most common training objective, respondents indicated that the cross-cultural competence (awareness and effectiveness) of employees to work with culturally diverse customers and co-workers was important or very important to the great majority of managers. Only slightly less importance was attached to employees' competence to work with culturally diverse co-workers.

Question 16. How important to most managers in your organisation is the cultural competence of employees to work with culturally diverse customers?



Question 17. How important to most managers is the cultural competence of employees to work with culturally diverse co-workers?



4.4.5 Support for CCT

Just over half of respondents considered that CCT was strongly or very strongly supported across the three main levels of management, most strongly supported by front line management. Staff support for CCT was generally strong, with 51.7% of respondents reporting strong or very strong support.

CCT was most strongly supported by front-line management, with an average response of 3.69 on a scale of 5, 5 being the highest rating. Senior management support for CCT was rated at 3.52 and middle management support at 3.55.

Overall Management Support for CCT Training

Question 18. How strongly was the cross-cultural training supported by the following levels of management?

Rating scale: 1=Very poorly 2= Poorly 3=Moderately 4= Strongly 5 =Very Strongly

Management Level	Average Ratings
Senior management	3.52
Middle management	3.55
Front line management	3.69
Total respondents	93
Skipped this question	12

Breakdown of assessments of how strongly or poorly managers supported CCT

Management Level	Poorly or Very Poorly	Moderately	Strongly or Very Strongly
Senior management	14%	32%	55%
Middle management	12%	33%	55%
Front line management	7%	36%	57%

These responses are very similar to those given in the survey of training providers. For comparison of actual responses see 5.3.8, below.

Q.19. How strongly was CCT supported among staff?	Response Percent	Response Total
Very Strongly	13.5%	12
Strongly	38.2%	34
Moderately	38.2%	34
Poorly	7.9%	7
Very Poorly	2.2%	2
Total respondents		89
Skipped this question		16

“Moderate” support in some cases this may be interpreted as “in principle” support based on recognition that cross-cultural competence is important in terms of implementation of access and equity policy and strategies or that, as mandated training, support is required by the organisation.

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.

4.4.6 Inclusion of Cross-Cultural Competence in Performance Appraisals

Was cross-cultural competence (awareness and effectiveness) included in job performance appraisals?	Response Percent	Response Total
Always	3.2%	3
Usually	10.6%	10
Occasionally	27.7%	26
Rarely	31.9%	30
Never	26.6%	25
Total respondents		94
Skipped this question		11

The low incidence of including cross-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, cross-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.

The absence of cross-cultural competence in performance appraisals may also reflect a lack of its perceived value or a difficulty in assessing it in the absence of clear guidelines.

The trend among employers towards greater uptake of diversity management, including increased recognition of and requirement to respond to cultural diversity may be leading to increased inclusion of cultural competencies in job and person specifications and performance appraisals.

This item did not seek to determine whether inclusion of cultural competence in performance appraisal was more or less common at different levels of responsibility in the organisation. Recognition and management of cultural diversity does appear in many management and executive competency frameworks across the three tiers of government in Australia, generally incorporating it in a range of management functions from human resource management to strategic planning. At the staff level, cultural competencies tend to be subsumed under access and equity knowledge and procedures.

4.5 Evaluation of Cross-Cultural Training Programs

Responses to the questions about the ways in which CCT effectiveness was measured reveal a wide range of bases for evaluation and reveal patterns corroborating the importance placed on customer service and workplace relations.

4.5.1 Effectiveness of CCT in Achieving Objectives

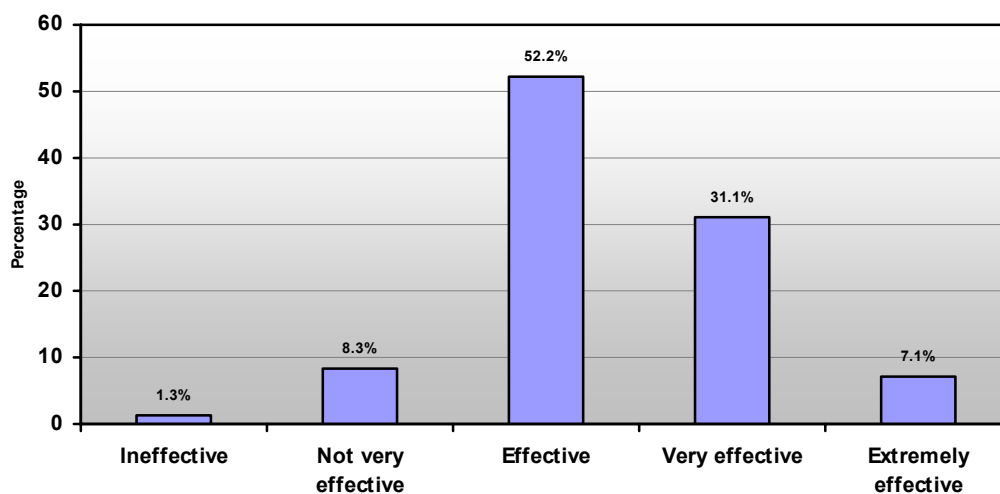
On average, across the seven types of objectives listed in the survey, 52.8% of respondents reported CCT as effective in meeting the objectives and a further 30.8% reported that the training had been very or extremely effective in meeting objectives.

Only 16.4% of respondents reported that the CCT programs had been not very effective or were ineffective in meeting training objectives.

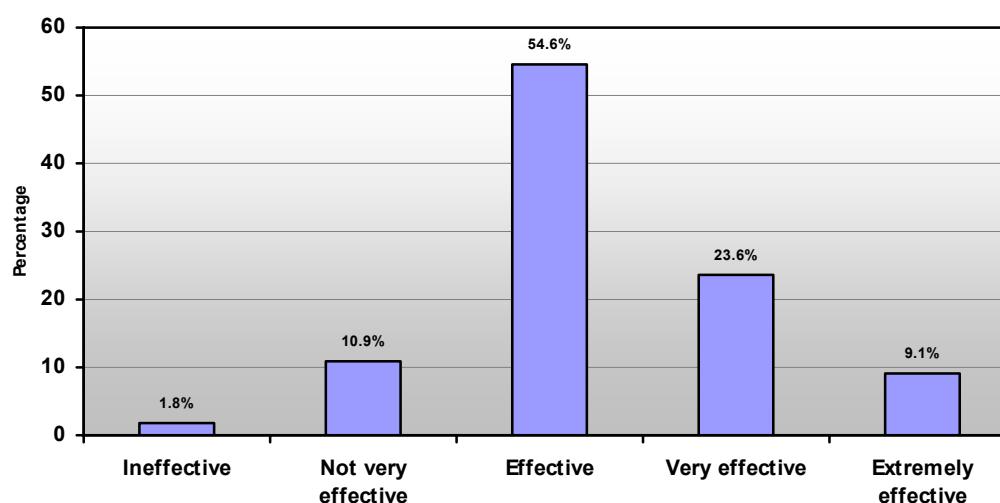
The highest overall effectiveness ratings were given for meeting objectives in the areas of customer service (91.3%), community relations (87.2%), workplace communications and relationships (86.7%) and marketing and promotion of services (84.4%).

Breakdowns of effectiveness ratings for each training objective follow.

Improving Customer Service N= 70 Total Effective: 91.3%

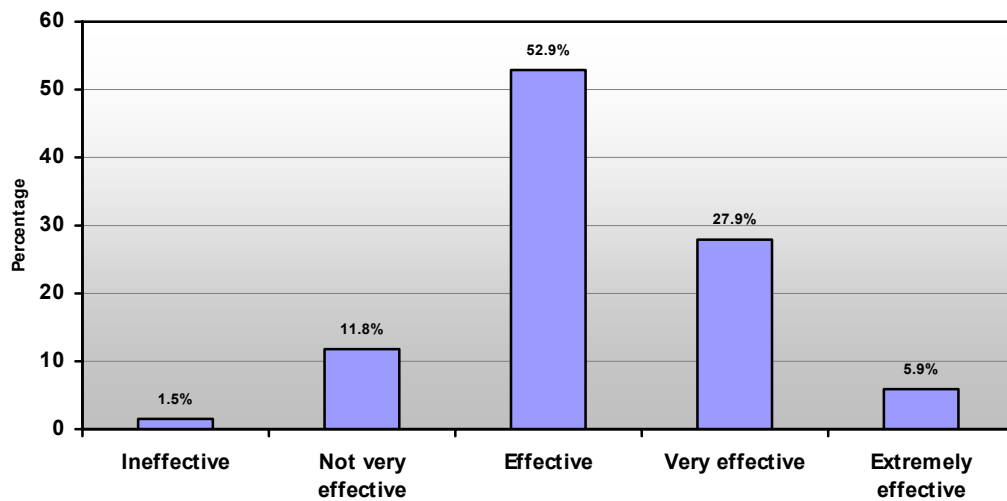


Improving Community Relationships N= 55 Total Effective: 87.2%



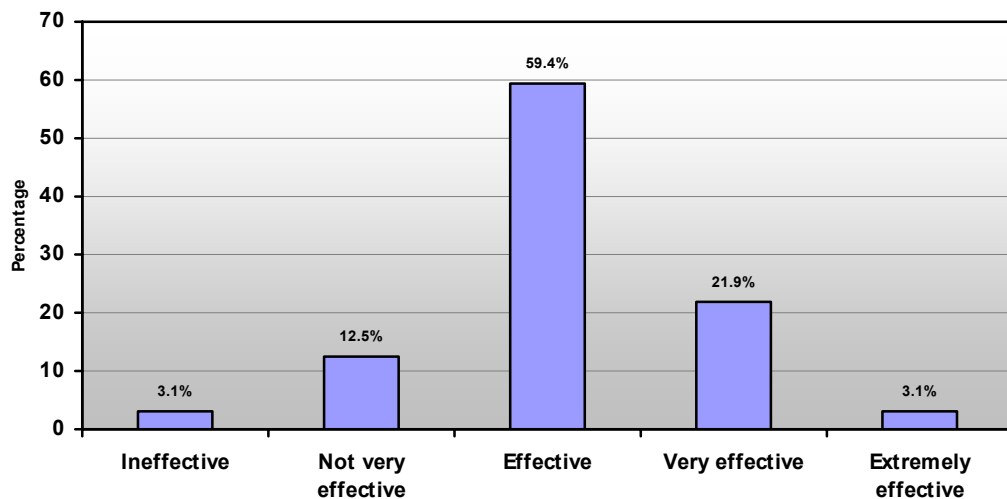
Improving Workplace Communications

N = 68 Total Effective: 86.7%



Improving marketing and promotion

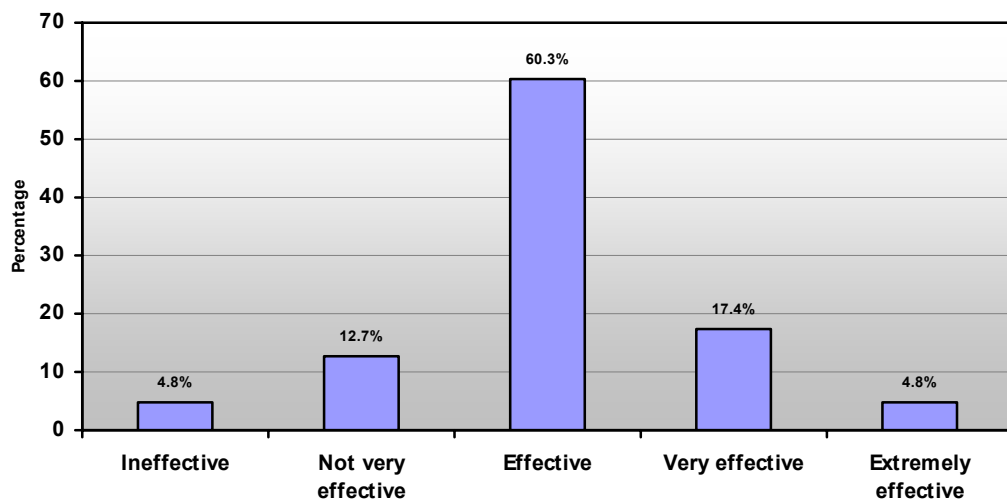
N = 32 Total Effective: 84.4%



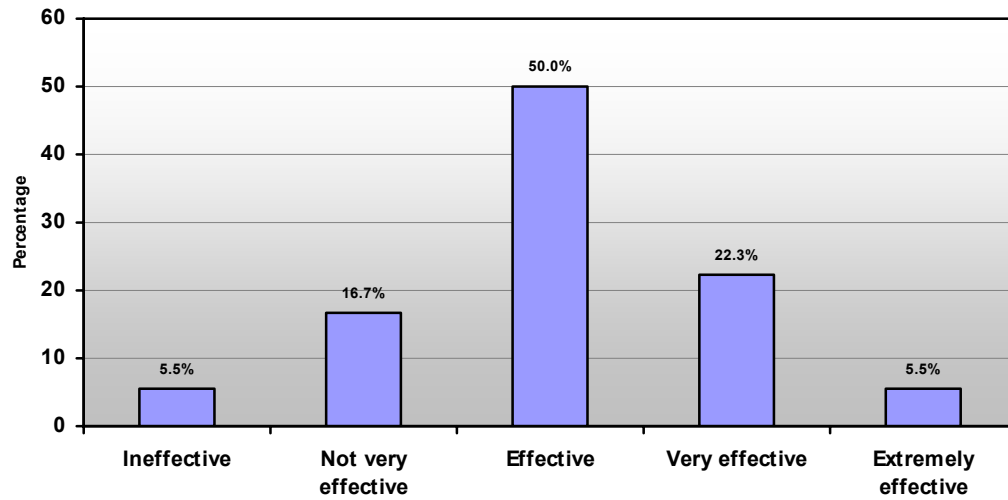
Improving compliance

N = 63

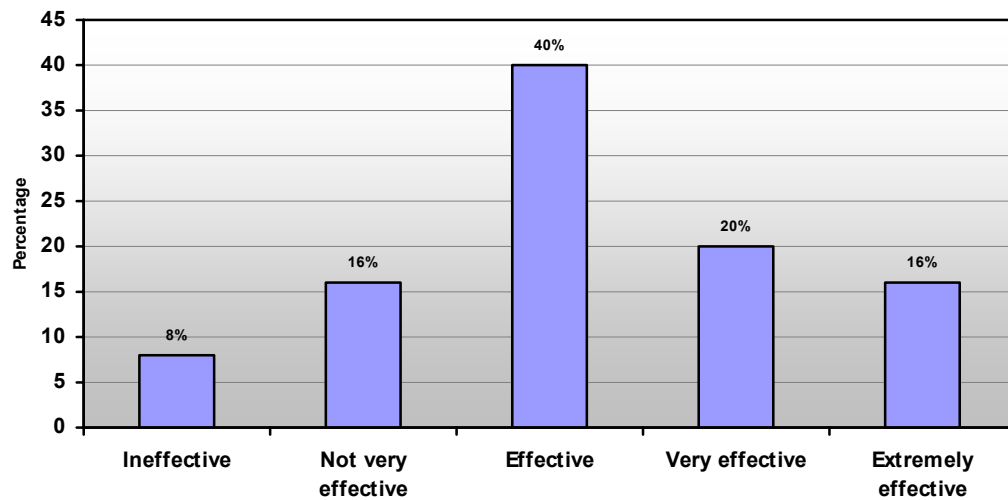
Total Effective: 82.5%



Assisting overseas customers and partner N = 18 Total Effective: 77.8%



Improving international skills N = 25 Total Effective: 76%



Average Percentages

Ineffective	Not very effective	Effective	Very Effective	Extremely Effective
3.7%	12.7%	52.8%	23.5%	7.3%

4.5.2 Basis of Evidence for Assessment of Effectiveness of CCT in Achieving Objectives

The evidence upon which respondents based these assessments of effectiveness was reported via 67 written responses, many of which reported evidence in more than one of the following categories.

If you indicated “Effective” or better, what evidence did you base this judgment on?	Response Total	Response Percent
Participant evaluation, feedback and workplace assessment	40	42.1%
Feedback from external stakeholders: departments, communities, customers	17	17.8%
Increased awareness of issues, policies and processes and confidence in cross-cultural interactions	13	13.7%
Improved customer service, communication and community relationships	10	10.5%
Applications of knowledge to job or transfer of knowledge to colleagues	8	8.4%
Increased use of services and supports	7	7.4%
Total comments	95	

Comments included the following:

- Feedback from programme participants. Increase in involvement of people from those cultural and linguistic backgrounds that are directly affected by policy and programmes developed and implemented by the Department.
- Client feedback Changes in workplace practice Improved morale Improved in productivity, eg through improved customer service and communication
- Staff morale and effective internal communications increased for several months following the training sessions. This had a flow on effect to areas that staff were directly involved in. The increased understanding between NESB artists and the personal face to face with staff was a great step towards increasing mutual respect.
- Feedback from communities and visitor responses to exhibitions and to services provided. Observations of increased confidence of staff when dealing / interacting with culturally diverse groups or individuals.
- Less customer complaints. Helped in home workers work more respectfully with clients and their families.
- Feedback from staff, and stakeholder and client surveys. Anecdotal evidence from participants and training evaluations. Level of improved answers over 5 years of accredited training assessments.
- Positive change in confidence levels, attitude and approach to people.
- Meeting our service standards of customer service and *Charter for Public Service in a Culturally Diverse Society*.
- Verbal feedback - awareness of staff of programs and methods of communication and service * Written evaluations * Increased usage of translating and interpreting service from 2003/2004 to 2004/2005.
- Managers reviewing the current methods we have in place to take into account cultural diversity. It became obvious that some of our market procedures were not taking into consideration the group we are trying to reach.

Most CCT programs were evaluated by written post-program evaluations and by informal verbal feedback. Few pre- and post-training evaluation surveys were conducted.

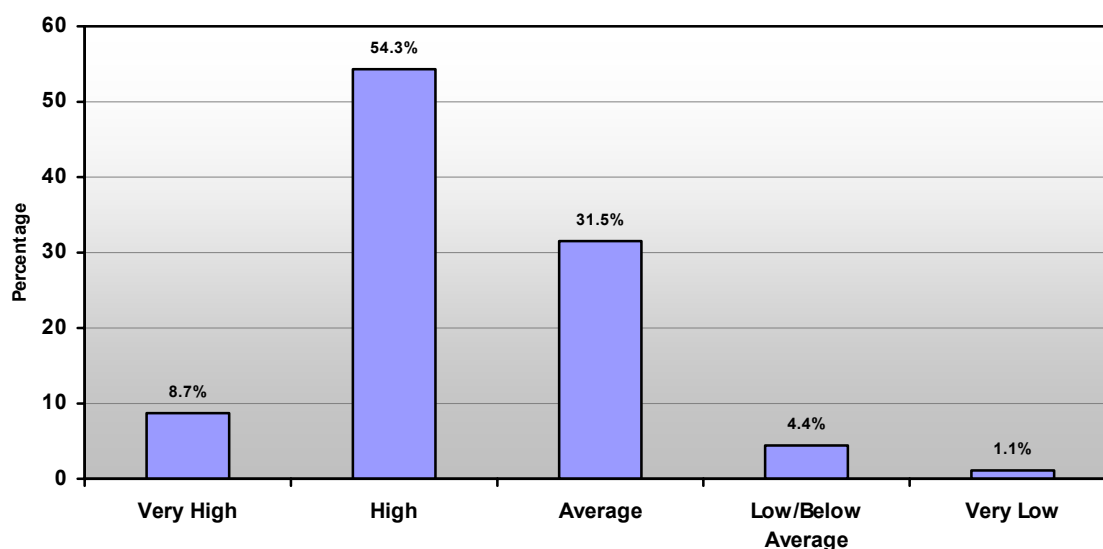
How were the training programs evaluated? (Select as many as appropriate)	Response Total	Response Percent
Pre- and post-training surveys	16	16.8%
Standard post-training questionnaire	68	71.6%
Informal verbal feedback	59	62.1%
Written feedback from supervisors or managers	14	14.7%
Informal verbal feedback from supervisors or managers	24	25.3%
Other: Assessments, assignments, reviews, audits, community consultations	14	14.7%
Total respondents	95	
Skipped this question	10	

In comparison, 81.3% of respondents to the survey of trainers reported using standard post-training questionnaires, while 34.7% reported conducting pre- and post-training surveys. (See 5.3.5 below)

As it is likely that methods of training evaluation used would be a criterion of trainer accreditation and that evaluation results are an important means by which trainers can establish their credibility and effectiveness, the issue of evaluation requires further consideration in the development of the CCT field.

4.5.4 Participant Satisfaction Ratings

63% of respondents rated participant satisfaction with CCT over the 2000-2005 period as high or very high. Only 5.5% rated satisfaction as low or very low.



4.5.5 Most Effective Types of Training

There were 70 comments on the types of training that were most highly rated or the reasons for high ratings, highlighting the importance of a focus on the job performance aspects of cultural competence.

Why types of CCT were most highly rated and why?	Response Percent	Response Total
Job-focused training	24.3%	17
General CCT	17.1%	12
Indigenous culture	11.4%	8
Culture-specific CCT	10%	7
Working with interpreters and translators	8.6%	6
All training programs were rated highly	7.1%	5
Issues-based CCT e.g. racism, privilege, ethics	5.7%	4
Managing cultural diversity	4.3%	3
Training incorporating high levels of interactivity	4.3%	3
Training involving guest speakers	4.3%	3
Other features: sufficient time, accredited training	2.8%	2
Total comments		70

Those that assisted staff to relate and work more effectively with their clients and other staff members, particularly those from different cultural backgrounds, and that enhanced their professional competence, skills and knowledge about ethnical and legislative considerations and requirements.

Use of interpreters - perceived to be more hands on training (skill development).

Those that had were allocated sufficient time to engage with participants in workshop activities and, where those activities were based on (drawn from) participants workplace experiences.

Those involving a short introduction followed by discussion of specific workplace based situations raised by participants and strategies to deal with these.

Programs customised to be relevant to specific work environments and delivered by experienced trainers with credibility.

The staff benefited most from training about specific communities and stages of life - eg Sudanese Family Values was very much appreciated by Family and Children's Services staff

Culture specific as gave participants direct background knowledge and skills to work with specific groups.

All the programs get some level of appreciation from staff. It has only been the 2 full day sessions we have used the post training evaluations for. 95% of participants rate the training very highly.

Customised sessions focusing on issues and resources for specific work roles, service types and client needs.

4.5.6 Criteria for Measuring Return on Investment in Training

No organisations report having any specific measures of Return On Investment (ROI) in training for CCT, although one reported being in the process of developing evaluations that include ROI factors. Most comments regarding criteria for measuring return on investment in training were general in nature, referring mainly to improvements and participant or client feedback.

If your organisation measures Return on Investment in training, by what criteria was the CCT measured?	Response Percent	Response Total
Job performance and management feedback	40%	8
Customer satisfaction feedback	25%	5
Increased use of services	20%	4
Increased compliance with policy, organisational strategy	15%	3
Total comments		20

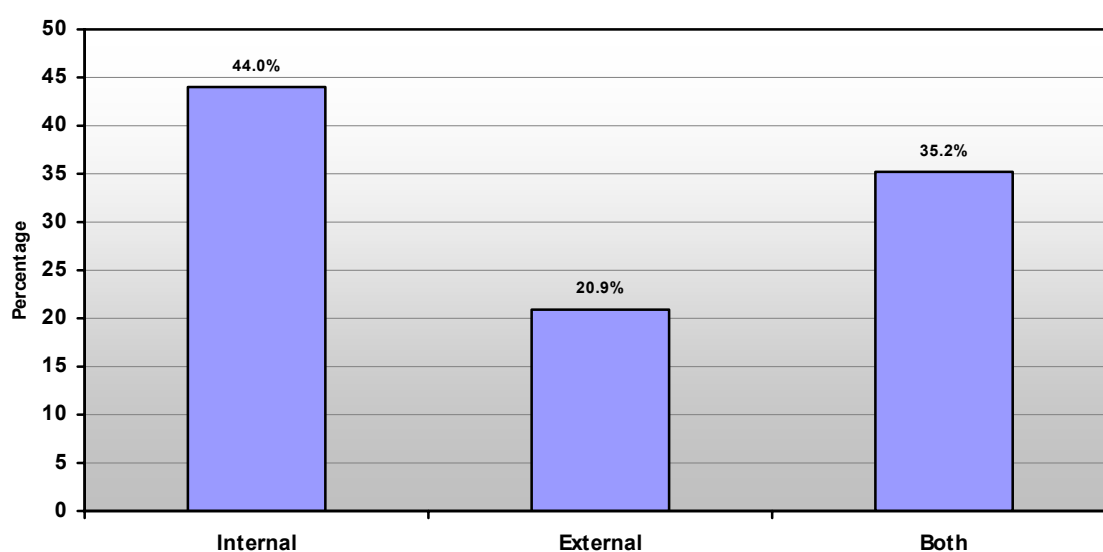
18 respondents commented that the question was not applicable or that ROI was not measured as the programs were too small in scope or that there had been no costs involved.

4.6 Cross-Cultural Training Providers

The relationship between the client organisations and the cross-cultural training “industry” is characterised and influenced by the use of both internal and external providers

4.6.1 Source of Trainers

The majority (44%) of organisations sourced CCT trainers internally and 20.9% externally while 35.2% sourced trainers both externally and internally.



4.6.2 Types of External Training Providers

External training providers are sourced in roughly equal numbers from government, communities, business and academe:

Where did you source external cross-cultural trainers?	Response Percent	Response Total
Government Department	45.7%	32
Community Organisation	42.9%	30
Individual training consultant	37.1%	26
Private Registered Training Organisation	27.1%	19
University	15.7%	11
TAFE	8.6%	6
Private Non-Registered Training Organisation	5.7%	4
Total respondents		70
Skipped this question		35

4.6.3 Methods of Locating and Selecting Trainers

Referrals from other organisations, from industry and professional networks or for employees were the most commonly reported ways of finding and selecting external training providers.

How did you find and select external cross-cultural trainers?	Response Percent	Response Total
Referrals from other organisations	41.2%	28
Referrals from industry or professional networks	39.7%	27
Referrals from employees within your organisation	26.5%	18
Direct approach from training providers	16.2%	11
By selective tender	10.3%	7
By public tender, expression of interest, quote	7.4%	5
From a register or panel of preferred providers	5.9%	5
By advertising	1.5%	1
Other: personal knowledge, networks, referrals from experts	5.7%	10
Total respondents		68
Skipped this question		37

4.6.4 Level of Difficulty in Sourcing External Training Providers

How difficult or easy was it to find and select appropriate cross-cultural trainers?	Response Total	Response Percent
Very difficult	4	5%
Difficult	16	20%
Neither easy nor difficult	32	40%
Easy	24	30%
Very easy	4	5%
Total respondents	80	
Skipped this question	25	

During the industry consultations several respondents reported that a significant elements of difficulty were sometimes encountered in locating trainers with relevant industry experience, in assessing training providers' capability claims and in finding 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.

4.6.5 Methods of Establishing Training Provider Credibility

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.

How did the trainers establish their credibility prior to the training program?	Response Percent	Response Total
Referrals to/from previous clients	34.5%	20
Reputation, CV, Accreditation, Selection Process	24.1%	14
Feedback from previous participants, demonstrated skills	15.5%	9
Personal knowledge	13.8%	8
Meetings and interviews	12.1%	7
Total respondents		58

4.6.5 Comparison of Training Prices

The prices of external providers were considered average for "people skills" training.

How did the prices of external training providers compare with those for other types of "people skills" training?	Response Percent	Response Total
Much lower than average	12.1%	7
Lower than average	8.6%	5
Average	55.2%	32
Higher than average	22.4%	13
Much higher than average	1.7%	1
Total respondents		58
Skipped this question		48

A scan of training facilitator prices around the country via training brokers reveals that the average costs per day for an external trainer/facilitator in the people skills areas, excluding other materials and venue costs, vary from around \$1750 per day in small cities to \$2500-3000 per day in the large cities. A national average price per day would be around \$2250. A few specialist consultants in cultural diversity and diversity management charge considerably higher fees.

A scan of CCT prices among practitioners reveals a similar range, with the more experienced charging at the high end of the scale. Several trainers tend to the low end of the scale in order to compete in a market that does not recognise, or wish to recognise, the specialist and highly demanding nature of CCT. Many non-government and community organisations provide CCT in the region of a few hundred dollars per day, or free of charge depending on their funding sources and policy directives.

4.6.6 Tailoring of Training Programs

Most CCT programs were tailored to the client organisation, with development costs generally included in the price of training.

Was the training tailored to your organisation?	Response Percent	Response Total
Yes, for all CCT programs	48.7%	38
Yes, for some CCT programs	42.3%	33
No	6.4%	5
Don't know	2.6%	2
Total respondents		78
Skipped this question		28

4.6.7 Meeting Costs of Design and Development

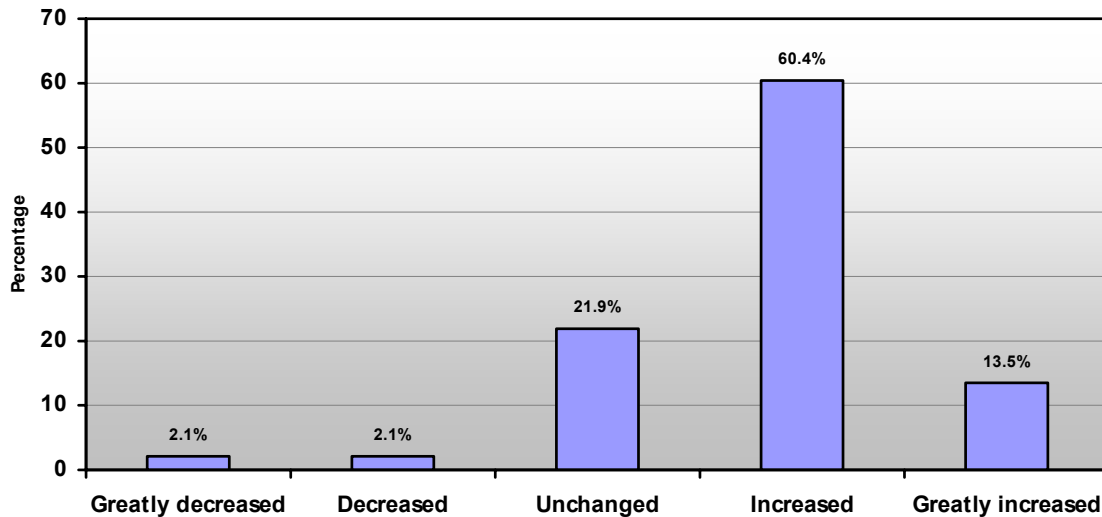
Did your organisation pay for the design and development cost of the training program/s?	Response Total	Response Percent
Yes	19	24.7%
No	33	42.9%
For some programs	17	22.1%
Don't know	8	10.4%
Total respondents	77	
Skipped this question	29	

4.7 Future Cross-Cultural Training Programs

Responses to questions about the next five years of CCT activity included estimates of greatly increased demand, particularly for general CCT programs, driven mainly by customer service needs and workforce cultural diversity.

4.7.1 Future Demand for CCT

73.9% of respondents estimate increased or greatly increased demand for CCT over the next five years. This reflects other findings of the survey regarding the importance placed on cultural competence by managers and staff and the reported level of support for training.



4.7.2 Reasons for Future Demand Estimates

Reasons for increased demand were most strongly related to customer service factors and workplace factors.

What are the main reasons for your response to the above question about demand ?	Response Percent	Response Total
Increased customer service requirements, expectations and demographic factors	50.6%	39
Workplace factors include staff demand, diversity initiatives, training and development and labour turnover	37.7%	29
Compliance with policy and legislation	3.9%	3
Unchanged demand	3.9%	3
Decreased demand	3.9%	3
Total responses		77

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 intergovernmental communications.

Reasons for predicting an unchanged level of demand included:

- Population demographic expected to remain stable
- Improvements in client services as a result of recent training and procedural changes
- Already have a comprehensive training program.

Those who estimated decreased demand commented:

- CCT not seen as a priority
- Only planning to conduct CCT in response to staff turnover
- Community decreasing in numbers.

4.7.3 Types of CCT and Related Development Strategies

The types of CCT expected to be in greatest demand are general cultural awareness training, culture-specific training, working with interpreters, specialised CCT and managing culturally diverse work groups.

Increased activity was also predicted in the area of building cultural competence into other forms of training and providing mentoring or coaching support

What types of CCT or other development strategies do you think your organisation will conduct over the next 5 years?	Response Percent	Response Total
<i>Training Activities</i>		
General awareness and communication training	84.7%	83
Culture-specific training	57.1%	56
Training for working with interpreters	45.9%	45
Specialised CCT	43.9%	43
<i>Development Activities</i>		
Developing policies & procedures for culturally inclusive work practices	46.9%	46
Building cultural competence into other training programs	45.9%	45
Recruiting more culturally diverse staff	45.9%	45
Providing mentoring or coaching in cultural competence	20.4%	20
Other: Bi-lingual staff register, increasing Access and Equity, Indigenous cultural training, updating policies	4.1%	4
Total respondents		98
Skipped this question		8

4.7.4 Accreditation of Cross-Cultural Trainers

The majority, 68.8%, of respondents think that there should be an accreditation process for cross-cultural trainers that includes a set of standards.

Do you think there should be an accreditation process for cross-cultural trainers that includes a set of standards?	Response Percent	Response Total
Yes	68.8%	66
No	12.5%	12
Don't know	11.5%	11
No opinion	7.3%	7
Total respondents		96
Skipped this question		10

Comments on this issue include:

- “To increase the professional standard of training...prevent some of the ad hoc training that is occurring, prevent those that just see a quick dollar because of [increasing] demand.”
- “Accreditation would make it easier to assess the competence of trainers beforehand and to select trainers with appropriate skills and experience. It would also introduce a level of professionalism that is often lacking.”
- “By imposing a standard we may deny a person who could possibly give the best perspective or desired training.”
- “It is important that a set of standards exists. However, they need to be reflective of and take into consideration cultural backgrounds of trainers.”
- “Accreditation processes have created barriers to growth. Extreme care is needed to ensure the goals of quality training are not overdone with standards that are divorced from reality.”

4.7.5 Other Comments

Under “Other Comments”, 31 respondents expanded on issues and concerns noted in the body of the survey and offered suggestions and other observations. Their comments, including those above on accreditation, generally fall into four categories.

Please add any other comments.	Response Percent	Response Total
Professional standards, accreditation & best practice	44.2%	19
Policy and practice issues	34.9%	15
Resource development	13.9%	6
Competence and education frameworks	7%	3
Total responses		43

Professional standards, accreditation and best practice

Several of these comments referred to accreditation issues which were raised in the previous questions, adding remarks on the importance of establishing standards which are reflective of trainers’ experiences, cultural backgrounds and the professional levels at which they work. For example, a respondent from the mental health sector referred to the necessity of CCT to develop in professionals “the attitudes, knowledge and skills required for cultural competency described in the National Practice Standards for the Mental Health Workforce.

Others commented on the need to develop standards based on an audit of best practice and wide consultations with stakeholders. Another issue, also mentioned in the survey of trainers, was the need to provide trainers with opportunities to develop their professionalism. As with previous comments, there were some further caveats:

- *“In saying Yes [to accreditation process] and myself from a background where accreditation processes have created barriers to growth, extreme care is needed to ensure the goals of quality training are not overdone with standards that are divorced from reality. This has already occurred with accreditation processes for interpreters and has proved a major disincentive for volunteers to take on training.”*
- *“[Need] to increase the professional standard of training that is occurring because the level of cross cultural training will be increasing in the future so prevent some of the ad hoc training that is occurring, prevent those that just see a quick dollar because of the amount of training that will be demanded. Those seeking trainers can determine if the trainer has the qualifications. [Accreditation] increases the importance of cross cultural training.”*

Policy and Practice Issues

The comments regarding policy and practice included several concerning the lack of coordination, senior executive support, resourcing and funding that hinders the development of quality CCT. Some respondents recommended that policy be developed to make CCT mandatory across government services and a standard aspect of induction training.

- *“Cultural awareness should be part of organisational structure, like occupational health and safety and quality assurance are.”*

Resource development

The need for increased, improved and more accessible resources was commented on by several respondents. These included checklists and sector specific material. One comment reported a resource containing “quite offensive material”, illustrating the need for resource development to occur within a professional standards framework.

Competence and education frameworks

Related to many of the above comments is the stated need for clear guidelines and educational frameworks regarding the development of cross-cultural competence.

Survey of Cross Cultural Training Providers and Trainers

Note

This part of the Appendix presents the findings of the on-line Survey of Cross-Cultural Training Providers and Trainers, conducted from 16 October to 23 December 2005. The Appendix consists of the responses of 98 individuals including representatives of training organisations and individual trainers as presented in Section 5 of the original Stage 1 Report, January 2006. The summary and discussion sections of that report have been incorporated into the final report, above.

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 a training provider organisation.

Detailed Results:

5. Survey of Cross Cultural Training Providers and Trainers

5.2 Profile of Training Organisations

1. Organisation category
2. Principal location
3. Overseas locations
4. Size of workforce
5. Full time equivalent CC trainers
6. Years providing CC training
7. Geographic coverage of training provision
8. Main areas of expertise
9. Percentage of services directly related to developing cultural competence

5.3 Training Delivery

10. Training delivery modes
11. Categories of client organisations
12. Employment category of participants
13. Accreditation status of training programs
14. Duration of training programs
15. Training evaluation methods
16. Benefits of training for individual participants
17. Benefits of training for client organisations
18. Organisational support for training programs

5.4 Future Development

19. Accreditation process for trainers
20. Comments on accreditation
21. National register of training providers
22. Comments on national register
23. Other comments
24. Part B: Cross-Cultural Trainers

5.5 Profile of Trainers

25. Gender
26. Age
27. Citizenship
28. Languages spoken

5.6 Profile of Cross-Cultural Training Work

29. Areas of expertise
30. Types of cross-cultural work
31. Average yearly cross-cultural training programs
32. Categories of client organisations
33. Locations of work
34. Years experience as a cross-cultural trainer
35. Work arrangements

5.7 Professional Development

36. Experiences contributing to cross-cultural training ability

-
- 37. Other occupational fields
 - 38. Training in cross-cultural training
 - 39. Professional development activities
 - 40. Professional development needs

5.8 Methodology and Resources

- 41. Assessing participant cultural competence
- 42. Training tools used
- 43. Effectiveness of training tools used
- 44. Training effectiveness evaluation methods

5.9 Future Industry Development, Challenges and Recommendations

- 45. Future research needs
- 46. Future resource development needs
- 47. Accreditation of trainers
- 48. Comments on accreditation of trainers
- 49. Main challenges facing cross-cultural training field
- 50. Recommendations for future development
- 51. Personal motivation
- 52. Other comments

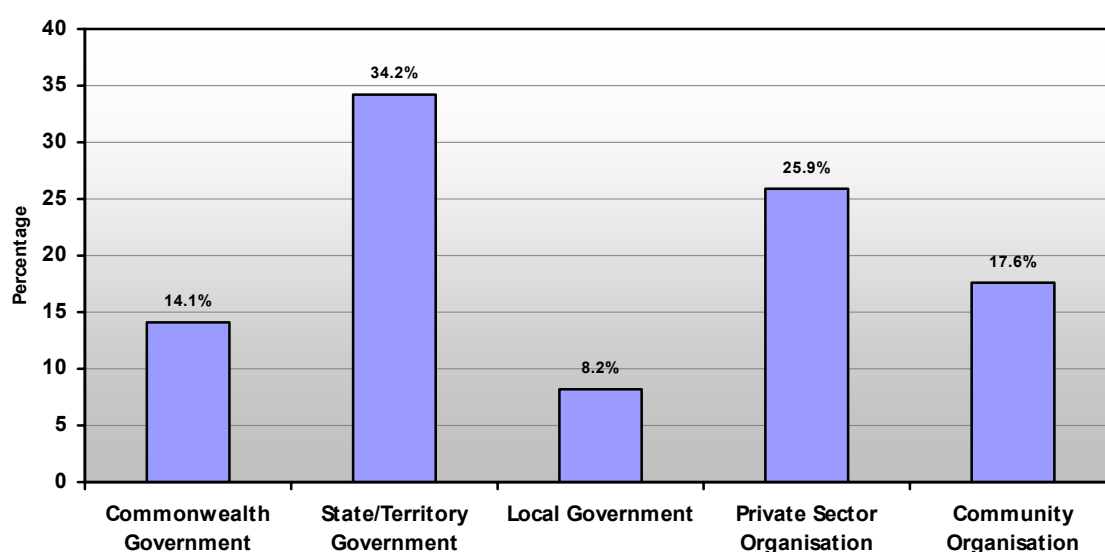
Part A: Cross Cultural Training Providers

5.2 Profile of Training Organisations

The characteristics of the responding organisations are considered to be fairly representative of the broader Australian cross-cultural training provider industry.

5.2.1 Category of Organisation

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



5.2.2 Principal Location

96.6% of training providers are based in Australia, with the geographic distribution of respondents being fairly reflective of population size and training activity. Some national or dual-funded organisations selected more than one state or territory.

What is the principal location of your organisation? State or Territory	Response Total	Response Percent
ACT	7	8%
NSW	17	19.5%
NT	2	2.3%
QLD	10	11.5%%
SA	18	20.7%
TAS	1	1.2%
VIC	22	25.3%
WA	7	8.1%
Overseas: USA, Asia-Pacific, multiple countries	3	3.4%
Total respondents	87	100.00%
Skipped this question	18	

5.2.3 Size of Workforce

Almost 60% of training organisations are small to medium sized, with 39.5% having 20 or fewer employees and 19.8%% having between 21 and 100 employees. 30.9% have 1000 or more employees.

What is the total number of employees in your organisation?	Response Total	Response Percent
1-5	17	21%
6-10	5	6.2%
11-20	10	12.3%
21-50	8	9.9%
51-100	8	9.9%
101-250	1	1.2%
251-500	3	3.7%
501-1000	4	4.9%
1001-5000	19	23.5%
5001-10000	2	2.5%
10001-20000	3	3.7%
20000 or more	1	1.2%
Total respondents	81	
Skipped this question	17	

5.2.4 Full Time Equivalent CC Trainers

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.

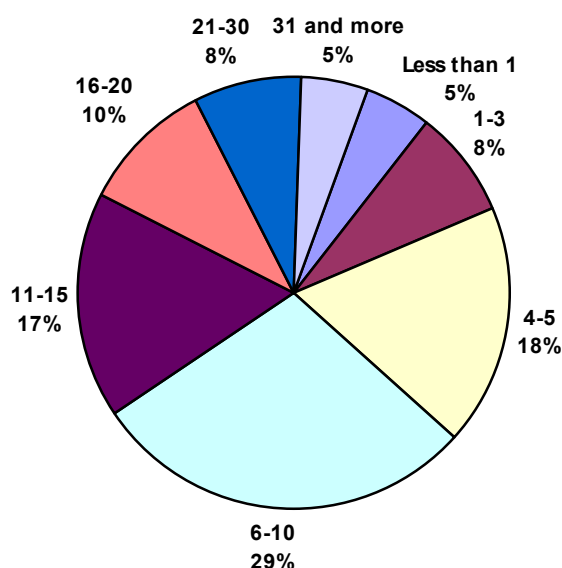
How many Full Time Equivalent employees or contractors are engaged in delivering cross-cultural training?	Response Total	Response Percent
1	29	37.2%
2-3	21	26.9%
4-5	11	14.1%
6-10	7	9%
11-15	1	1.3%
16-20	2	2.6%
20-30	1	1.3%
More than 30	6	7.7%
Total respondents	78	
Skipped this question	20	

5.2.5 Years Providing CCT

Responding training organisations have an average of 11.5 years' experience in delivering CCT.

There is a sizable cohort (23%) of respondents that have been providing CCT for over 15 years, and another large cohort (46%) with 6 to 15 years experience. 31% of training organisations have been providing CCT for less than 5 years.

Years providing CCT in Australia



5.2.6 Geographic Coverage

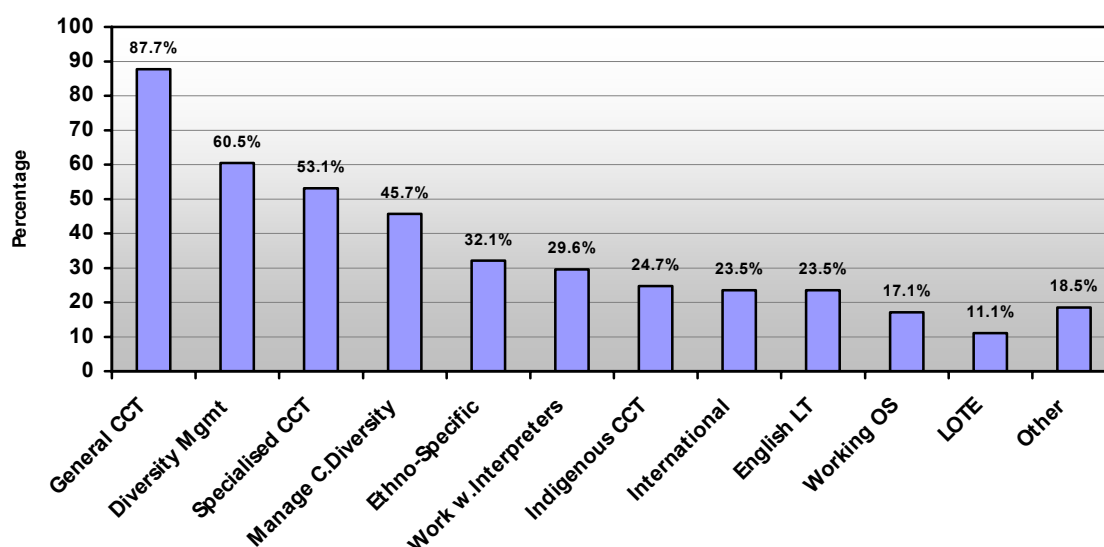
The majority of CCT providers operate within their own states or territories.

Where do you provide CCT? (Select all that apply.)	Response Total	Response Percent
Home state or territory only	58	73.4%
Australia-wide	29	36.7%
Overseas	13	16.5%
Total respondents	87	
Skipped this question	18	

5.2.7 Areas of Expertise

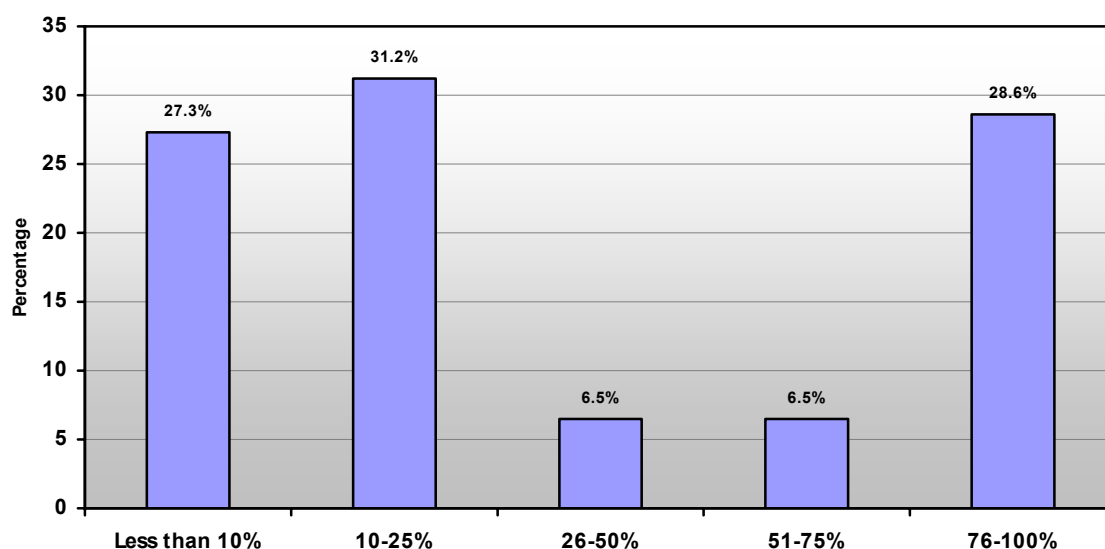
Australian CCT providers cover a wide range of areas related to the development of cultural competence. The most common areas of training provider expertise are in general cross-cultural awareness and communication (87.7%), working with diversity (60.5%), specialised CCT such as health or policing (53.1%) and managing culturally diverse workforces (45.7%). 23.5% provide training and consulting in international business management and communication, and 17.3% in working and living overseas (expatriation and repatriation)

29.6% provide training and consulting in interpreting and translating and in working with interpreters and translators. Services in the “Other” category include training equity, ethics, racism and cultural planning and development.



5.2.8 Proportion of Services Related to Development of Cultural Competence

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



5.3 Cross-Cultural Training Delivery

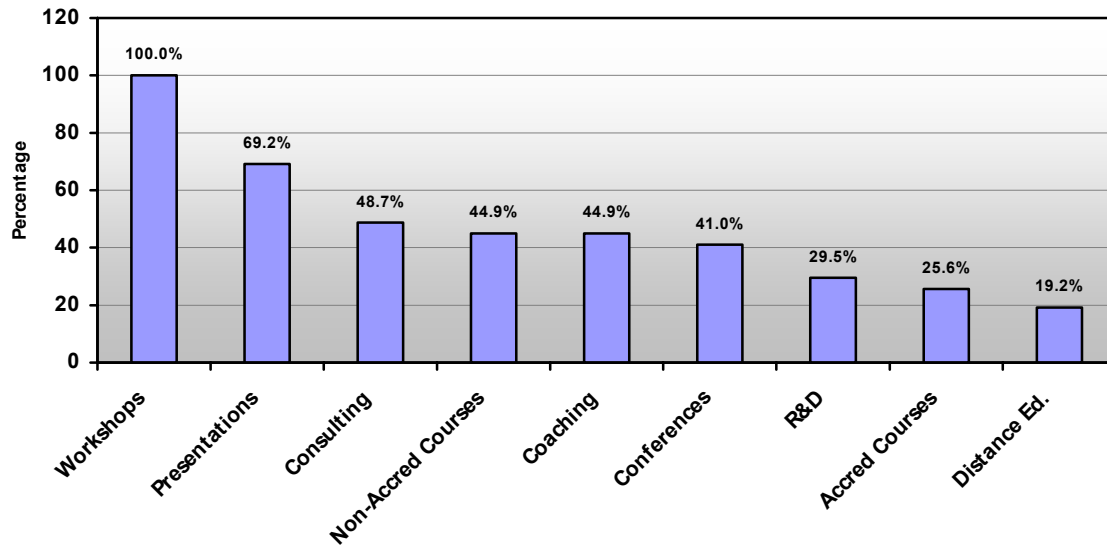
5.3.1 Training and Consulting Services Delivery Modes

All training provider respondents provide training workshops and seminars. 70.5% also provide courses, the majority 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.

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

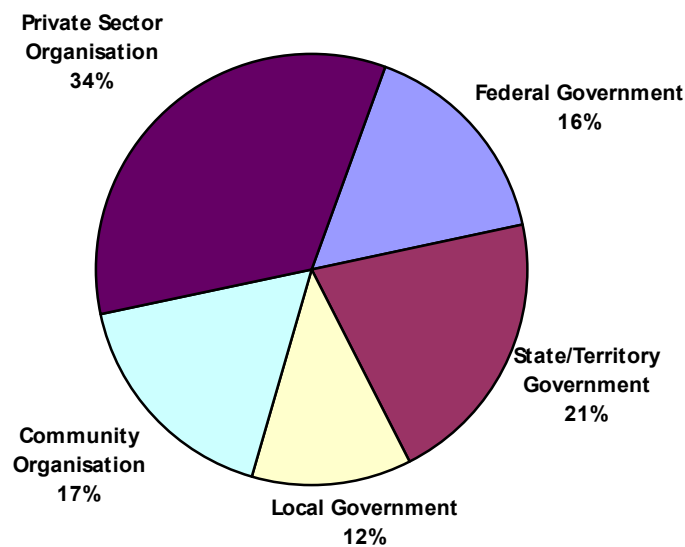
Almost half of all training providers are engaged in coaching and mentoring, consulting and project management. These are activities that generally support and foster organizational developments that tend to lead to increased CCT activity. From consultations with training providers and general observation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



5.3.2 Categories of Client Organisations

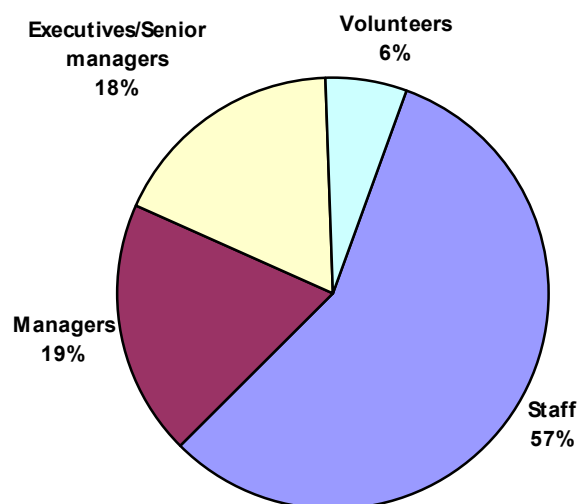
There is a fairly even distribution of the responding training providers' client organisations across the various sectors.



5.3.3 Employment Categories of Training Participants

The majority (57%) of participants in training programs provided by the respondents were staff level employees. 37% were management level employees and 6% were volunteers.

Proportion of cross-cultural training programs delivered by employee categories.
Calculated as weighted averages of number of programs conducted per year (Q30).



5.3.4 Accreditation Status of Training Programs

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 Current Practice Survey).

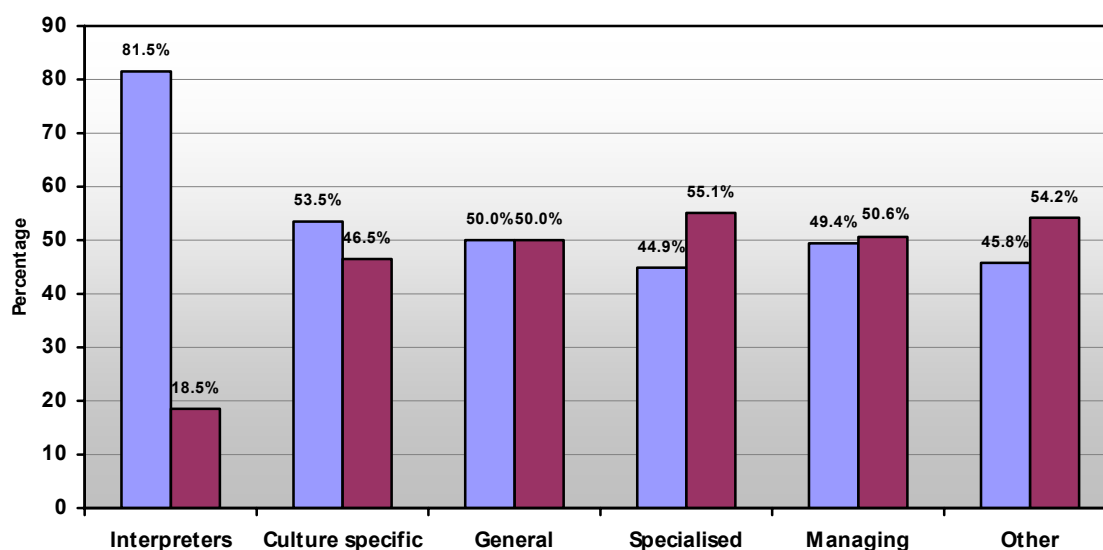
	Accredited	Non-Accredited	Combination of Accredited & Non-Accredited	Total
General	5	51	12	68
Specialised	1	36	8	45
Culture-specific	2	31	4	37
Interpreters	2	24	5	31
Managing	4	37	9	50
Other	3	14	4	21
	17	193	42	252
	6.7%	76.6%	16.7%	

	Splitting Combined	
	Accredited	Non-Accredited
General	17	63
Specialised	9	44
Culture-specific	6	35
Interpreters	7	29
Managing	13	46
Other	7	18
	59	235
	23.4%	93.3%

5.3.4 Duration of Training Programs

As in the Survey of Current Practice (see 4.3.6 above) the responses of training providers also demonstrated the brevity of the majority of programs. In comparison, however, the average duration of training programs covered by the Training Providers survey was 9 hours, although the breakdown of shorter to longer programs was similar, with a median duration of less than one day. It should also be noted that while organisations were asked to estimate the average duration of training programs and selected one range on a scale, providers were asked to estimate typical training program lengths and selected those durations that were typical of their offerings. In that sense, the two findings are not comparable.

Typical duration of training program by type of training



5.3.5 Training Evaluation Methods

The most common forms of training evaluation reported are through standard post-training questionnaires (81.3%) and informal verbal feedback from participants and their managers (40%). 34.7% of respondents conduct pre- and post-training surveys and 34.7% obtain written feedback from supervisors.

Other forms of evaluation include research, follow-up surveys and maintaining contact with trainees. One respondent includes preliminary exercises to provide benchmarks against which to measure post-training changes.

5.3.6 Benefits of Training for Individual Participants

The benefits for individuals and organisations as described by respondents correspond closely with the benefits described by respondents to the Survey of Current Practice.

66 respondents reported a range of training benefits for individual participants, several of them identifying two or more areas in which benefits were observed. The categories of responses are summarised below.

In what observable or measurable ways has the cross-cultural training you provided resulted in benefits for individual participants?	Response Total	Response Percent
Awareness, understanding, openness	38	47.5%
Communication skills and confidence	20	25%
Access, equity and service quality	15	18.8%
Workplace relationships	7	8.7%
Total responses	80	

In the following summary of responses and sample comments, note that numerous comments overlap categories.

Awareness, Understanding, Openness

The prevalence of these observable results in evaluation comments reflect numerous other studies and the literature on CCT, which emphasise 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.

Some sample comments illustrate the range of impacts resulting from increased awareness:

- “Increased awareness about the issues affecting the target community, greater application of specific knowledge while dealing with service users...from the target group, enhancement of communication between mainstream service providers and the ‘expert’ agency.”
- “Greater understanding of issues, less fear of dealing with people from culturally and linguistically diverse (CALD) backgrounds.”
- “More inclusive mindsets and behaviours. Increased awareness of lack of knowledge.”

Communication skills and confidence

Communication and awareness are often mentioned as the main objectives of CCT programs and commonly feature in workshop titles. With increased communication skills comes greater confidence in working across cultures, as the following sample statements illustrate.

- “Participants indicate greater confidence in being able to apply their training/ knowledge/ skills to a number of situations they are likely to encounter”
- “Increase in confidence level due to an increase in underlying knowledge; this then allows skill development to occur across a range of variables.”
- “Participants report more confident in dealings, more relaxed about cross-cultural encounters.”

Access, equity and service quality

While improvements in work practices are attributed to awareness and communication enhancement, there were also comments about specific ways in which cultural competence had influenced service delivery.

- “Participants have applied their knowledge of race, whiteness and ethnicity to curriculum development, general communication and work practices.
- “Increased access to health services by refugees and asylum seekers.”
- “Better use of interpreters, more staff accessing our services, improvement in service delivery.”
- “We cannot quantify but informal feedback has revealed the following; increased use of interpreters...and ethnic liaison officers, changed practices in terms of considering diversity factors in investigations, police perceptions of increased cooperation from communities.”

Workplace relationships

Although the focus of evaluation tends to be largely on service delivery, respondents noted several beneficial effects of CCT on relationships within culturally diverse workplaces.

- “supervisors/middle managers work better with teams which contain people from CALD backgrounds; more patient.”
- “some participants report transfer of knowledge (from training) to colleagues”
- “I work 80% with people coming into the Australian community and workforce. Overwhelmingly they report that the session enables them to understand and adapt in the short term and in the longer term...to be more productive at work more quickly.”

5.3.7 Benefits of Training for Organisations

54 respondents reported a range of training benefits for client organisations, several of them identifying two or more areas in which benefits were observed.

In what observable or measurable ways has the cross-cultural training you provided resulted in benefits for your client organisations?	Response Total	Response Percent
Awareness & understanding contributing to performance & productivity	31	38.3%
Communication skills and confidence contributing to improved customer relationships	13	16%
Improved access, equity and service quality	15	18.5%
Workplace relationships	13	16.1%
Inter-agency collaboration, increased use of services and supports	6	7.4%
No observable benefits	3	3.7%
Total comments	81	

Sample Comments

Awareness & understanding contributing to performance & productivity

- “Achievement of competencies as identified in units of the Community Services Training Package”
- “People are able to perform at their optimum level.”

-
- “Improved customer service and general service delivery to customers.”

Communication skills and confidence contributing to improved customer relationships

- “Staff language skills provide greater flexibility and convenience in responding to client needs.”
- “Managers report reduced customer problems, complaints, higher satisfaction.”
- “Overall acceptance and comfort in working with people from other cultures.”

Improved access, equity and service quality

- “Increased numbers of CALD families using our services.”
- “Greater cultural sensitivity increased access to services and enhancement of their equitability.”
- “Cultural planning is integrated into organisation’s strategic planning.”
- “Changes in service implementation of language services policies.”

Workplace relationships

- “Improved relationships at work, less absenteeism”
- “Improvement in organisational culture, greater accountability by senior management.”
- “Developing of minority talents. Increased teamwork, cohesion and collaboration.”
- “CALD employees are supported more in learning the skills required to become more effective team members/ supervisors.”

Inter-agency collaboration, increased use of services and supports

- “Increased level of interagency collaboration on settlement of refugees.”
- “Increased calls from particular agencies re requests for interpreters and translators, repeat requests for CCT training.”
- “Increased awareness of existing local networks.”

No observable benefits

Three respondents commented that they saw no observable benefits to organisations.

During industry consultations, however, several respondents commented on the inability of current measuring systems such as Key Performance Indicators to quantify the benefits of intangible changes such as increased confidence. As one commented: *“No, there aren’t any actual measurements, but what dollar value do you put on a team being more relaxed when dealing with customers from very different cultural backgrounds? I think the stress-reduction alone would be of enormous benefit, not to mention customer satisfaction.”*

5.3.8 Organisational Support for Training Programs

As is the case for all forms of workplace training, organisational support is crucial to the success of the program. Training providers reported generally strong support from the three management levels in their client organisations, the average responses being very similar to those reported by client organisations in the Current Practice Survey. The two sets of ratings are compared below.

Overall Management Support for CCT Training

Rating scale: 1-5, 5 = highest ranking.

Management Level	Training Provider Ratings	Client Organisation Ratings
Senior management	3.58	3.52
Middle management	3.50	3.55
Front line management	3.77	3.69
Total respondents	74	93
Skipped this question	24	12

Breakdown of training provider assessments of how strongly or poorly managers supported CCT programs.

CC Training Provider Responses

Management Level	Poorly or Very Poorly	Moderately	Strongly or Very Strongly
Senior management	16%	30%	55%
Middle management	9%	39%	52%
Front line management	11%	27%	62%

Once again, comparison with results from the Current Practice survey shows a fairly high congruence.

Organisational Responses

Management Level	Poorly or Very Poorly	Moderately	Strongly or Very Strongly
Senior management	14%	32%	55%
Middle management	12%	33%	55%
Front line management	7%	36%	57%

These responses indicate that organisational support across a wide range of client organisations is seen to be fairly high, which is understandable as participants in the Current Practice survey were by self-selection from organisations that were generally proactive in conducting CCT for their employees.

A number of factors appear to influence the levels of support. The Current Practice survey indicates a high level of management and staff involvement in the decision-making process and therefore the sense of ownership of the training program. Comments relating to the reasons for increased demand for CCT indicate an increased awareness of the need for CCT at all management levels, leading to a greater level of support. Positive evaluation reports, both formal and informal, would also reinforce support for subsequent programs.

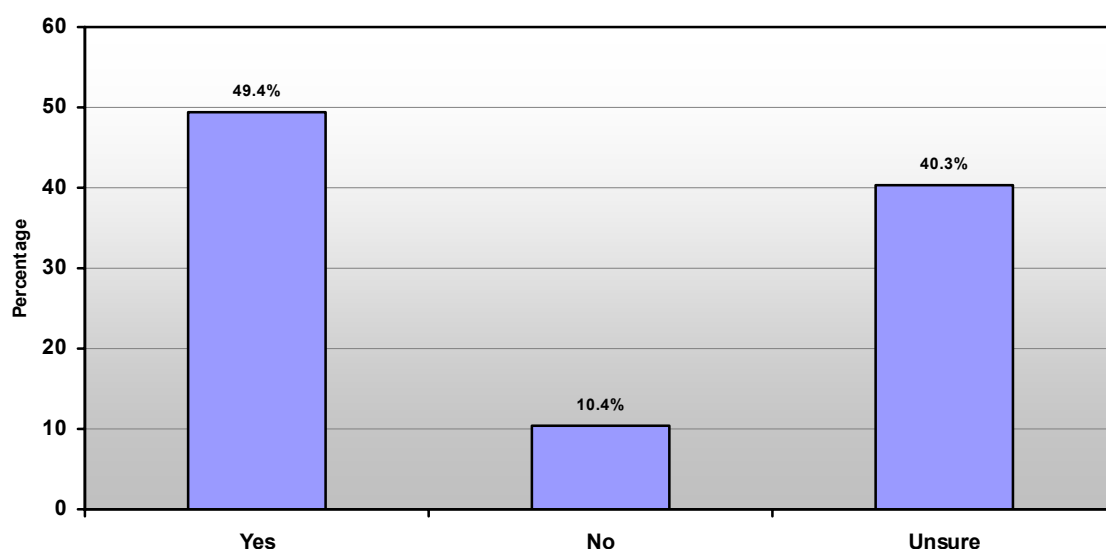
5.4 Future Development

Respondents to Part A were asked to comment on the desirability of an accreditation process of and a national register for cross-cultural trainers. Individual trainers responding to Part B were also asked for their views on an accreditation process. Comparison of these items shows a very close similarity in the proportions of negative, positive and neutral responses and the characteristics of the written responses.

5.4.1 Accreditation Process for Trainers

Compared with the majority percentage of client organisations favouring an accreditation process for trainers, just under half of training provider respondents think there should be an accreditation process for cross-cultural trainers and many are unsure.

Do you think there should be an accreditation process for cross-cultural trainers?



5.4.2 Comments Regarding an Accreditation Process for Trainers

Reflecting the high proportion of “Unsure” responses, the question of the desirability of an accreditation process generated more comments raising issues and expressing uncertainties than comments in favour. While the client organisation response of 69% in favour is understandable from a consumer perspective, providers were more circumspect.

Please discuss the reasons for your answer. If you think there should be an accreditation process, what minimum standards and how should the process work? In unsure, what are your concerns?	Response Total	Response Percent
Comments in favour of accreditation process	30	33.7%
Comments not in favour of an accreditation process	18	20.2%
Comments on issues pertaining to accreditation	30	33.7%
Comments unsure of need for accreditation process	11	12.4%
Total comments	89	

A brief analysis and samples of written comments on this issue appear below.

Comments in favour of an accreditation process

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. Their comments included:

- “Yes. We have encountered difficulties with contracted trainers who were unable to transfer their skills, knowledge and experience to the police context.”
- “Guidelines or minimal standards for organisations would be useful.”
- “Clients generally report uncertainty in selecting, dealing with CCT trainers. Quality varies so much. CCT trainers currently lack any benchmarks, directions for professional development.”

The majority of comments in favour called for the establishment of a basic accreditation process with the minimum standard being a Certificate IV Workplace Assessment and Training, though some raised the bar higher.

- “Minimum standard would have to be a cross-cultural training course at university level.”
- “Minimum standards would be a degree or equivalent experience in a field directly related to CCT..., a minimum level of experience in training delivery and a demonstrated commitment to on-going professional development.”
- “A basic standard in CCT...based on a combination of formal training, years and level of experience and observation of delivery.”

Comments not in favour of an accreditation process

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”. There were also several concerns regarding the nature of the accrediting body.

These and the other comments below raising practical design and implementation issues amply illustrate the complexity and seriousness of the issue of accreditation and provide several significant points for consideration in any future deliberations.

- “some very competent and experienced trainers may be disadvantaged by a lack of formal qualifications. Overseas qualified...could face barriers.”
- “Accreditation is an administrative exercise which does not guarantee quality of provision or standards.”
- “The really good trainers may be bundled up with the poor and who will know the difference?”
- “Accreditation is not everything – it is credibility with the group.”

Comments identifying issues pertaining to accreditation

There were a comparatively large number of comments raising design, regulation and implementation issues pertaining to accreditation of CCT providers. Many concerned the practicalities of covering so diverse a field. Others issues included potential liability, the deeper philosophical and life-experience foundations contributing to CCT trainer competence and questions of who accredits who.

- “CCT covers so many diverse issues that it would be difficult to transpose it into a manageable courses such as a Cert IV.”
- “Perhaps there could be an accreditation scale...ranging from generic CCT and delivery of accredited modules...to specialised CCT or diversity management training.”
- “There should be a range of options for accreditation incl. VET, higher education, schools, corporate etc.”

- “I find that cross-cultural trainers are sourced based on reputation and this filters out people who may not have the experience. It does however mean that it is incredibly tough to start out as a trainer.”
- “Accreditation needs to be established along with a competency path for trainers. If skills, experience, knowledge need upgrading to become accredited, the opportunity to do so must be available throughout Australia.”

Comments unsure of need for accreditation

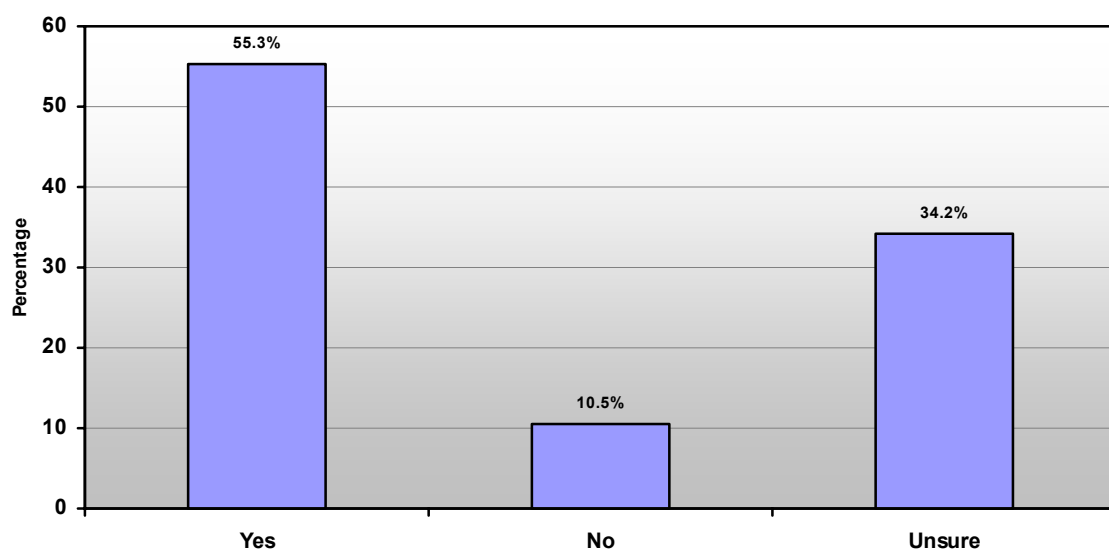
As can be seen from the nature of previous comments, there is a degree of uncertainty surrounding the accreditation issue. Several comments reflect the 40% who indicated they were not sure.

- “I am not sure if this is needed unless participants want to specialise in this field. Cultural competency is not always determined by participating in accredited courses.”
- “Unsure, as the discipline of cross-cultural management is very wide and areas like language training, interpreting and indigenous training are no part of it (from an academic perspective).
- “Who monitors? How? Whose standards? What purpose will it achieve?”

5.4.3 National Register of Training Providers

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.

Do you think there should be a national register of CCT providers?



Registers of CCT providers have been created from time to time over the past 20 years by various state governments and Commonwealth agencies, usually in print form and therefore rapidly out of date. Some state multicultural jurisdictions are currently developing registers.

One recurring problem regarding 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.

5.4.4 Comments on a National Register of Training Providers

Analysis of the written comments provided by 63 respondents on this issue is summarised below.

Please comment on your answer. If you think a national register of CC trainers is needed, how could it be designed and maintained? What would be requirements for registration? Would you pay a registration fee?	Response Total	Response Percent
Comments in favour of a national register	29	38.6%
Comments not in favour of a national register	17	22.7%
Comments on issues pertaining to a national register	24	32%
Comments unsure of need for a national register	5	6.7%
Total comments	75	

Comments in favour of a national register of training providers

The majority of favourable comments saw a register as a useful tool for client organisations and a means of establishing a degree of quality assurance if the registration process required a statement of trainer attributes similar to those mentioned in the discussion of an accreditation process.

- “I think that more services should access current cross-cultural trainers and their packages. The need has been so large.”
- “A register would allow people seeking CCT to see the broader picture of what’s available.”

Comments not in favour of a national register of training providers

The majority of negative comments saw a register as hard to establish, particularly in view of the complex issues surrounding accreditation and the diversity of the CCT field. They also thought that a register would be costly, difficult to maintain and keep current and that it would not be any guarantee of quality.

- “This can be fraught with dangers should CCT not provide bona fide credentials.”
- “The potential can be easily crushed because it is inflexible. Again, the best providers may sit outside the box – and they usually do.”
- “Hard to maintain and it is a power issue.”

Comments on issues pertaining to a national register of training providers

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.

- “The accreditation and register could work with the appropriate amount of groundwork and an organisation that actually understands what cross-cultural management is about. We haven’t met any government organisation which qualifies (sorry for this.)”
- “Rules for registration must be tight and take into account...professional skills and experience...be reviewed yearly or twice yearly and be dependant on proof of ongoing professional development.”

Comments unsure of need for a national register of training providers

A few respondents expressed uncertainty, particularly regarding the benefits, location and ownership of a register.

-
- “Who will maintain the list? Who will be the gatekeeper?”
 - “What would its purpose be...and how prohibitive would it be for people wishing to deliver CCT?”

5.4.5 Other Comments

The following additional comments were made. Several other comments related to items within the survey and have been included under those items.

- *“CCT is urgently needed in Australia for anyone in a position of power. It is urgently needed for teachers, middle managers, public service sector, etc”.*
- *“I believe it is essential that cross-cultural training becomes part of the key training elements of any successful business program.”*
- *“Need to think about future development of the CCT field in more strategic terms.”*
- *“Cross-cultural trainers need to have special expertise in anti-racism training, cross-cultural communication and the management of stress and strong emotions found in many multicultural workplaces, education and social situations”*

Part B: Survey of Cross–Cultural Trainers

This section of the survey focused on individual trainers and consultants with the objective of obtaining a demographic and professional profile of practitioners in the field, a description of training approaches and a sense of their development needs.

5.5 Profile of Cross–Cultural Trainers

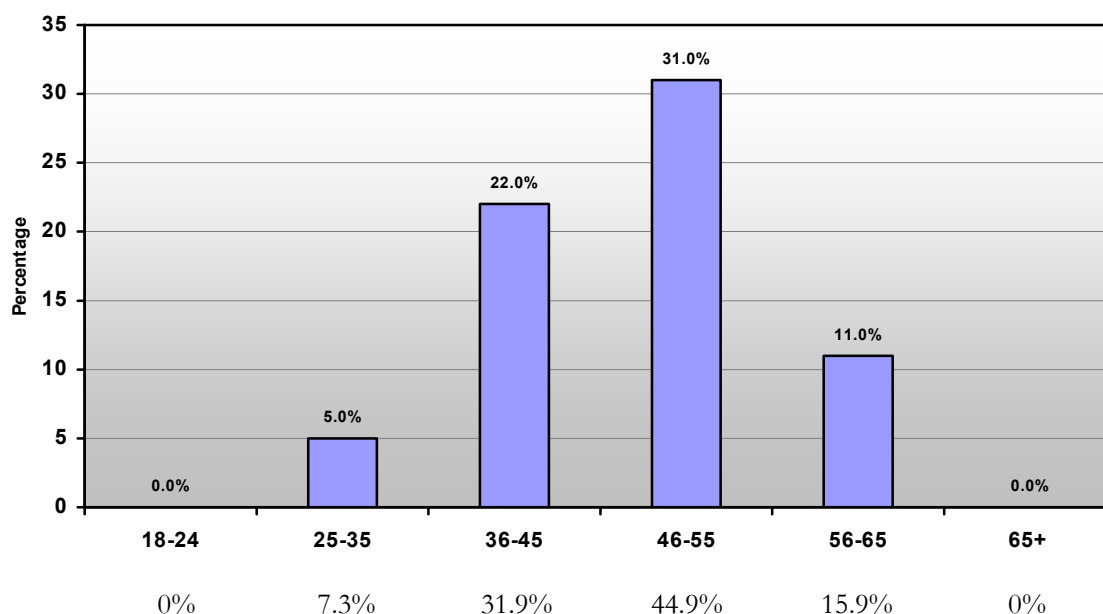
5.5.1 Gender

- 77.1% of respondents were female
- 22.9% of respondents were male

5.5.2 Age

The age profile of the field is relatively high, with 60.8% older than 46 years, of whom over one quarter are in the 56-65 years old bracket. The average age of practitioners (calculated using mid-point of the class) is 47.9 years.

(This profile is similar to that of the 2004 SIETAR international survey of over 230 trainers, which reported that approximately 57% were older than 46.)



The age profile of the CCT profession can be interpreted to reflect the roles that professional and life experience and maturity play in influencing individuals to become practitioners and the contribution these make to their effectiveness and credibility.

In view of the increased demand for CCT over the next five years reported in the Current Practice Survey (see 4.7.1, above), the relatively high age profile of the Australian CCT field may present problems in terms of capacity to meet this need. 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.

5.5.3 Citizenship

90%, of responding CCT trainers are Australian citizens, several of whom hold dual citizenship. Other citizenships include British, Canadian, Croatian, Dutch, EU, Israeli, Malaysian and USA.

5.5.4 Languages

The linguistic profile of CCT trainers is highly representative of the linguistic diversity of the Australian population. However, the high proportion of trainers who speak two or more languages is a prominent feature of the CCT field in Australia.

- 79.1% of cross-cultural trainers speak English as their first language.
- 20.8% of trainers speak a language other than English as their first language
Languages include: Arabic, Cantonese, Czech, Dutch, Flemish, Filipino, German, Greek, Italian, Polish, Portuguese and Spanish
- 68.7% of trainers speak two languages
- 38.8% of trainers speak three languages
- 14.9% of trainers speak more than four languages

5.6 Profile of Cross-Cultural Training Work

5.6.1 Areas of Expertise Related to Cross-cultural Competence

Cross-cultural trainers typically work across several areas of related expertise, many also carrying out duties in other disciplines and departments. The percentages of trainers reporting activity in the various areas quite closely reflect those reported by training organisations in Part A, with the exception of the area of indigenous cultural awareness training and consulting.

- 88.6% provide 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. This return reflects the focus of the research on multicultural rather than indigenous cultural training but also reflects the predominance in the indigenous cultural training area of trainers from indigenous cultural backgrounds.
- 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% provide training in Languages Other Than English .
- Other areas of training and consulting expertise included:
 - Planning, Policy and Research & Development (4)
 - Ethics, law, racism (3)
 - Professional development (2).

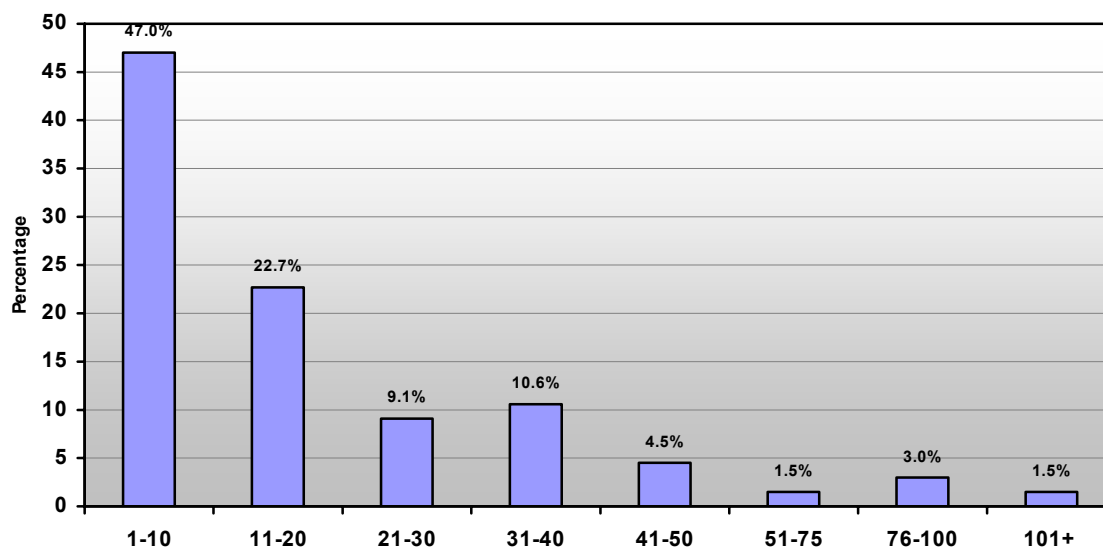
5.6.2 Cross-Cultural Work Activities

The respondents are engaged in a wide range of work activities related to cross-cultural competence, listed below in order of percentage of respondents engaged in those activities.

- 92.3% in training and facilitating
- 60% in resource development
- 58.5% in consulting
- 50.8% in public speaking
- 50.8% in research
- 36.9% in coaching or mentoring
- 36.9% in writing
- 6.2% in the performing arts
- 3% in other activities, which include:
 - education management
 - university lecturing.

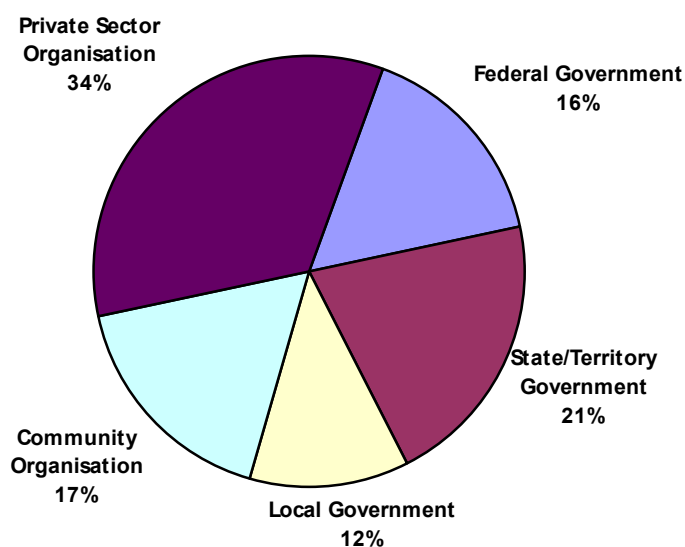
5.6.3 Average Number of Cross-cultural Training Programs per Year

The majority of trainers (69.7%) facilitate 20 or fewer CCT programs per year. The average number of training programs facilitated per year is 20, calculated using mid-points of classes.



5.6.4 Categories of Client Organisations

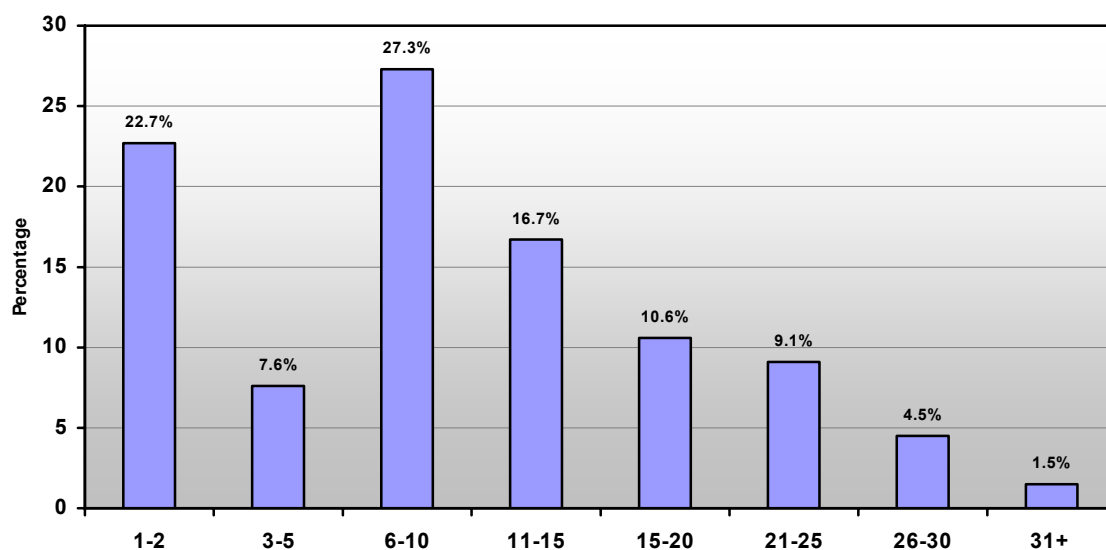
Trainers reported that their service provision was fairly evenly distributed among all sectors.



5.6.5 Locations of work

- 64.2% of trainers work in their home state or territory only
- 25.4% work Australia wide
- 10.4% work overseas.

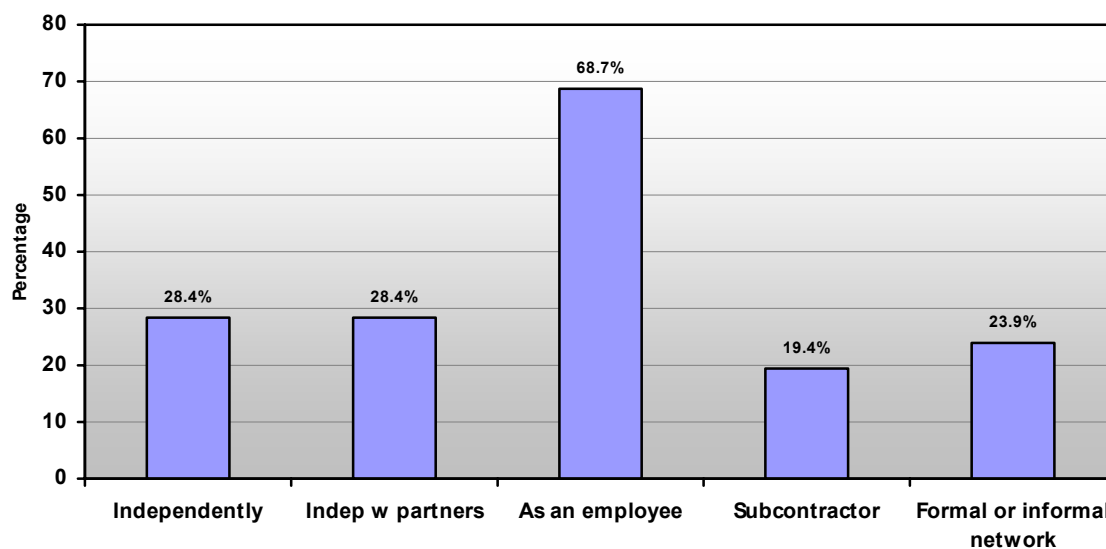
5.6.6 Years experience as a cross-cultural trainer



30.3% of responding cross cultural trainers has 5 or less years' experience, 44% has between 6 and 15 years' experience and 25.7% has between 15 and 30 years' experience. The average is 15.5 years' experience.

5.6.7 Work arrangements

While most trainers work as employees, many work independently and in a number of other arrangements, including as employees.

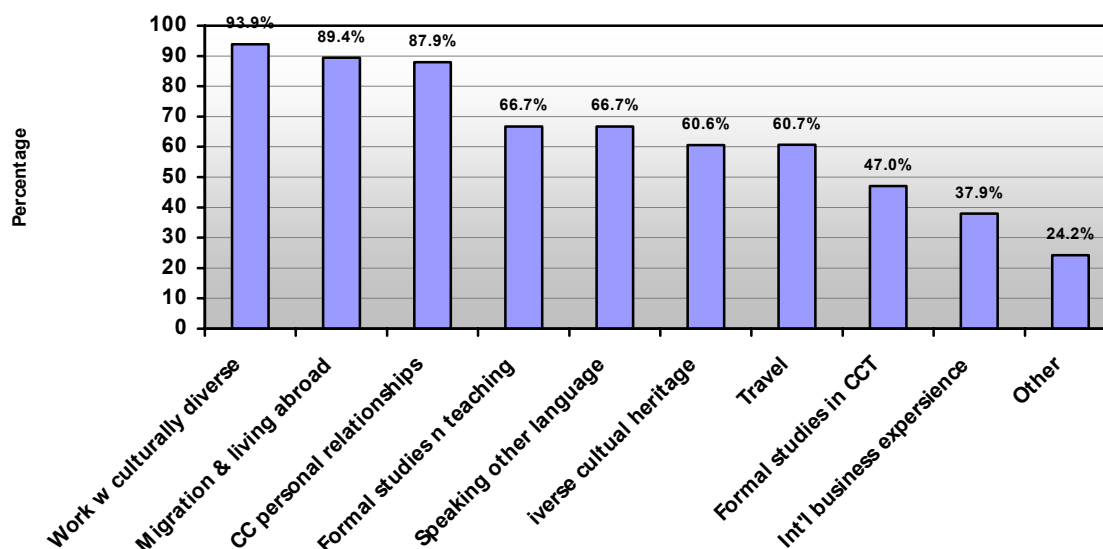


5.7 Professional Development

The experiences, education and training and future development needs of the responding cross-cultural trainers share many common features.

5.7.1 Experiences contributing to expertise

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.



“Other” experiences included working in research and development, academic studies and working as a psychologist or social worker.

5.7.2 Other Occupational Fields

Respondents reported having worked in a number of occupational fields other than cross-cultural training and consulting, all of which require tertiary qualifications.

There was considerable variety in the actual occupations, which fell into the following categories.

What fields have you worked in besides cross-cultural training and consulting ?	Response Percent	Response Total
Teaching, lecturing and education management	38.1%	24
Business and business management	36.5%	23
Government services	34.9%	22
Language teaching	19%	12
Community services and development	15.9%	10
Business development and consulting	11.1%	7
Total respondents		63

5.7.3 Training in Cross-Cultural Training

The majority (76.1%) of respondents have had formal and/or informal training in cross-cultural training:

- Formal 51%
- Informal 49%
- Both 19.6%
- No formal and/or informal training 23.9%

Formal training was typically within 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 number of 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.

5.7.4 Professional Development Activities

Respondents reported undertaking a range of activities to continue their professional development as cross-cultural trainers:

What activities do you undertake to continue your professional development as a cross-cultural trainer ?	Response Percent	Response Total
Reading	45.9%	28
Research and publishing	22.9%	14
Attending conferences, seminars and workshops	50.8%	31
Networking and professional associations	36.1%	22
Formal study	13.1%	8
Facilitating training	6.5%	4
Other: travel, community work, management research and consulting	14.7%	9
Total respondents		61

Over the last 25 years, networks of cross-cultural trainers have been established at state level and occasionally at national level. They tend, like informal networks in other professions, to arise from perceived need, to be supported initially by the majority of members, with the actual work of maintaining the network devolving onto small working parties or coordinating committees. Some respondents suggested establishing a formal professional association such as an Australian branch of the Society for Intercultural Education Training and Research (SIETAR).

5.7.5 Professional Development Needs

Respondents nominated the following areas, in rank order, in which they would like to further develop their knowledge and skills:

- Psychology and social dynamics of cross-cultural effectiveness 68%
- Developing training resources 48%
- Culture specific content, learning about cultures 43%
- Multicultural issues, diversity, discrimination, racism 38%
- Training program principles, theories and design 35%
- Learner-trainer dynamics, learner concerns 33%
- Training and facilitation skills 32%
- Ethical issues in training 24%
- Other, including: 11%
 - Access and equity, racism, ethics
 - Conflict resolution and mediation
 - Stress management in intercultural interaction

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.

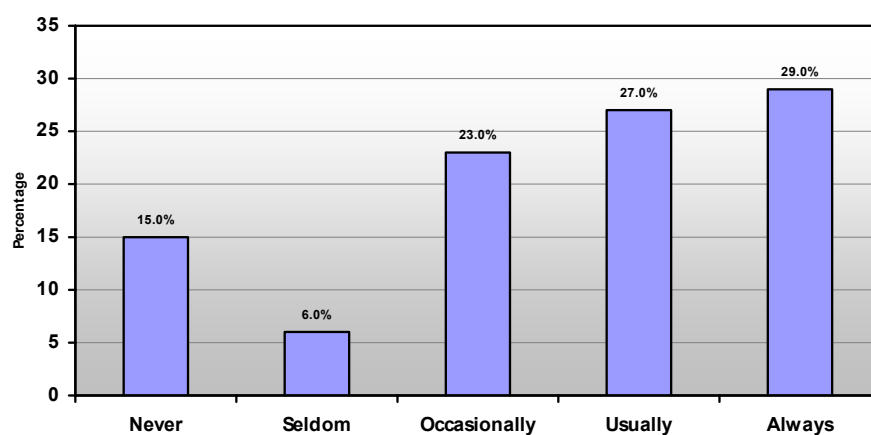
Many CCT practitioners express a similar concern relating to the fact that because they are rarely called upon to design and deliver CCT programs aimed above the general introductory level, their opportunities to delve into the complexities of cross-cultural interaction are very limited.

As the Stage 2 survey into individual training evaluations has already 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.

5.8 Training Methodology and Resources

5.8.1 Assessing participant cultural competence

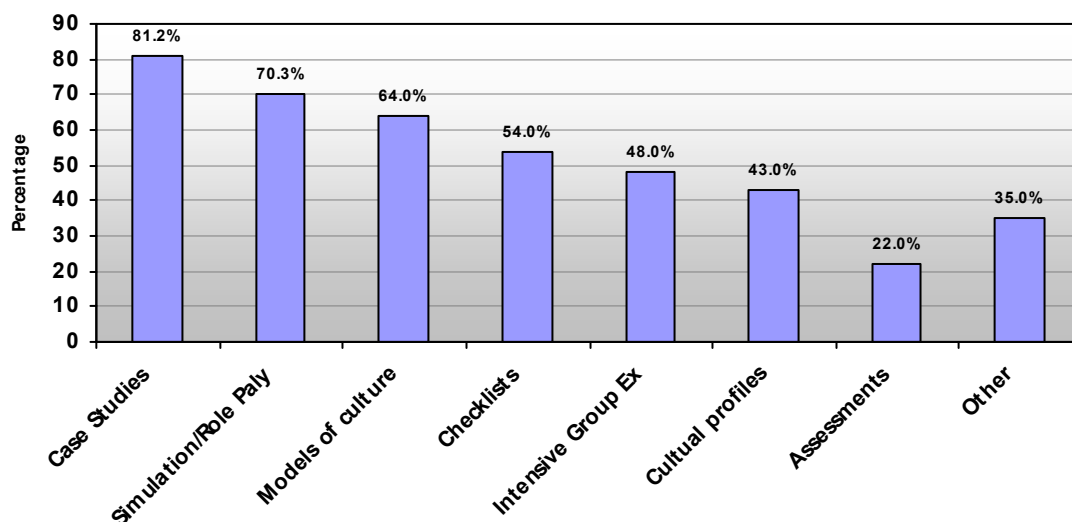
The majority (56%) of trainers usually or always survey or in other ways assess the cultural competence, objectives and motivations of their training groups before the training programs commence.



5.8.2 Training tools used

The training tools trainers commonly use, in rank order, are:

- Case Studies, e.g. critical incidents 81.2%
- Simulations, role plays and games, e.g. BafaBafa 70.3%
- Models for understanding culture, e.g. Hall, Hofstede 64%
- Checklists and tip sheets, e.g. do's and don'ts 54%
- Intensive group exercises, e.g. Blue Eyed, negotiations 48%
- Instruments giving cultural profile of groups, individuals 43%
- Assessments of cultural competence, e.g. CCAI, OAI 22%
- Other, including: 35%
Guest speakers, panels, Pre-training surveys, Discussion groups, Resources from CALD communities, Coaching, Cultural Planning & Brokerage, Texts and videos.



Respondents also commented on methodological and philosophical issues, critiquing established models and materials, or emphasising the importance of balance between theory and experience and of relationship.

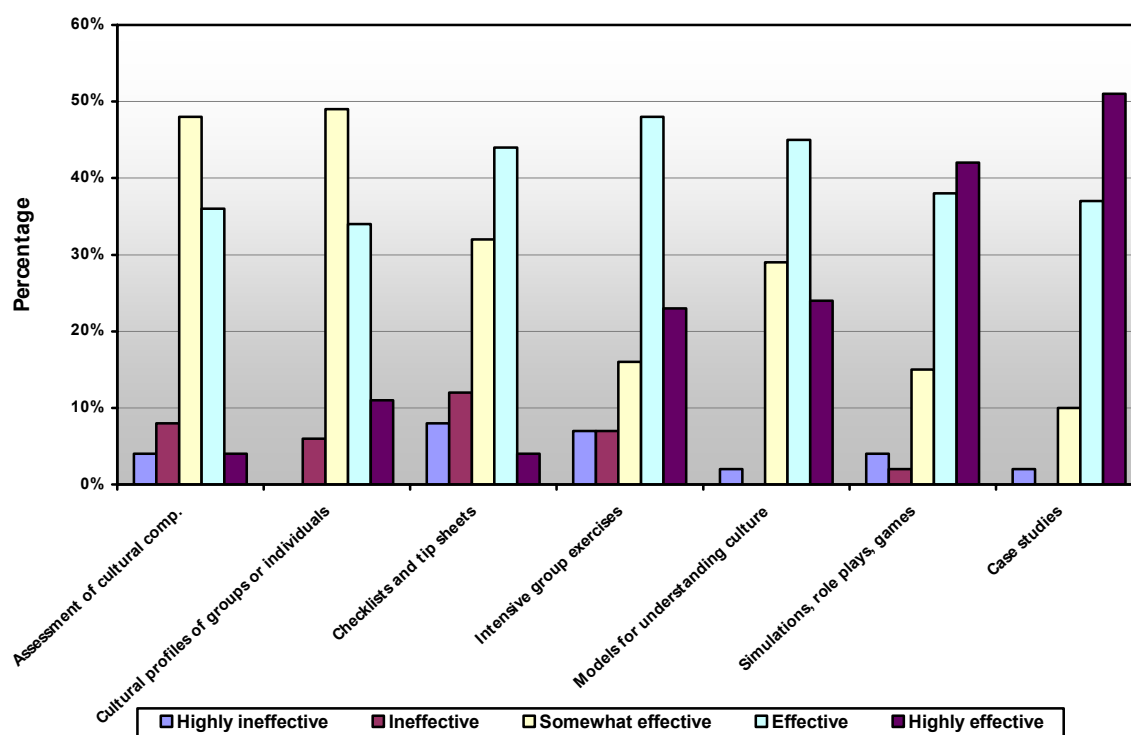
- “I do not encourage training in learning about specific cultures. I do not think that someone will understand a heterogeneous group of people through a training session.”
- “Checklists for effectiveness but NOT do’s and don’ts or etiquette!!!!!! Prefer other frameworks and models eg St James Ethics Centre and Prefer Gardner’s work on Multiple Intelligences and link to Goleman on Emotional Intelligence...would NEVER use Blue Eyed but do a highly charged interaction in Greek with participants which appears memorable ...its aim is to illustrate empowerment/disempowerment in a highly experiential way....so I am referencing these below rather than your exact categorisations which are a fraction limiting.”
- “For me, CCT is really about the relationship between people first - ahead of culture; it’s about identifying what we have in common with people from other cultural backgrounds - about the fundamental humanness we all share; once people start thinking about others in that way, the cultural differences become less overwhelming and often of secondary importance. By emphasising cultural difference, we see the difference ahead of the commonality - such training is only useful to those who are already open to others; to those who are not, such training can even be counter-productive.”

These and other comments throughout the survey highlight the complexity of issues in the CCT field and the range of strongly-held views among practitioners.

5.8.3 Effectiveness of training tools used

In general, all tools and activities were rated as effective or highly effective. Very few respondents considered the resources to be ineffective or highly ineffective. The tools 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.

	Highly ineffective	Ineffective	Somewhat effective	Effective	Highly effective
Assessment of cultural comp.	4%	8%	48%	36%	4%
Cultural profiles of groups or individuals	0%	6%	49%	34%	11%
Checklists and tip sheets	8%	12%	32%	44%	4%
Intensive group exercises	7%	7%	16%	48%	23%
Models for understanding culture	2%	0%	29%	45%	24%
Simulations, role plays, games	4%	2%	15%	38%	42%
Case studies	2%	0%	10%	37%	51%



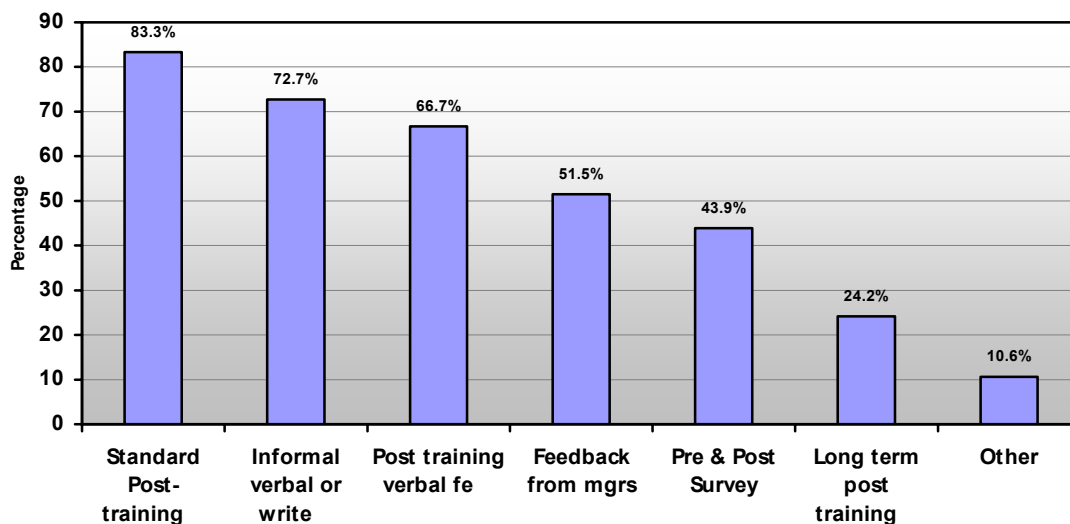
The fairly even spread of effectiveness ratings across all categories of training tools and activities appears to indicate that cross-cultural trainers draw widely on the range of available resources and approaches. This indicates awareness that CCT learning involves different approaches for different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

5.8.4 Training Effectiveness Evaluation Methods

The training evaluation methods reported by trainers closely reflect those reported by training provider organisations in Part A.

- 83.3% of training providers use a standard post-training questionnaire, the most common form of training evaluation
- 72.7% evaluate training programs through informal verbal or written feedback from participants during training programs
- 66.7% obtain post-training verbal feedback
- 51.5% obtain evaluation/ feedback from managers of participants

- 43.9% employ pre- and post-training questionnaires to evaluate training
- 24.2% conduct long-term (6 months or more) post training surveys
- Other forms of evaluation include:
 - Individual follow-up contacts
 - On the job assessments
 - Feedback from clients.



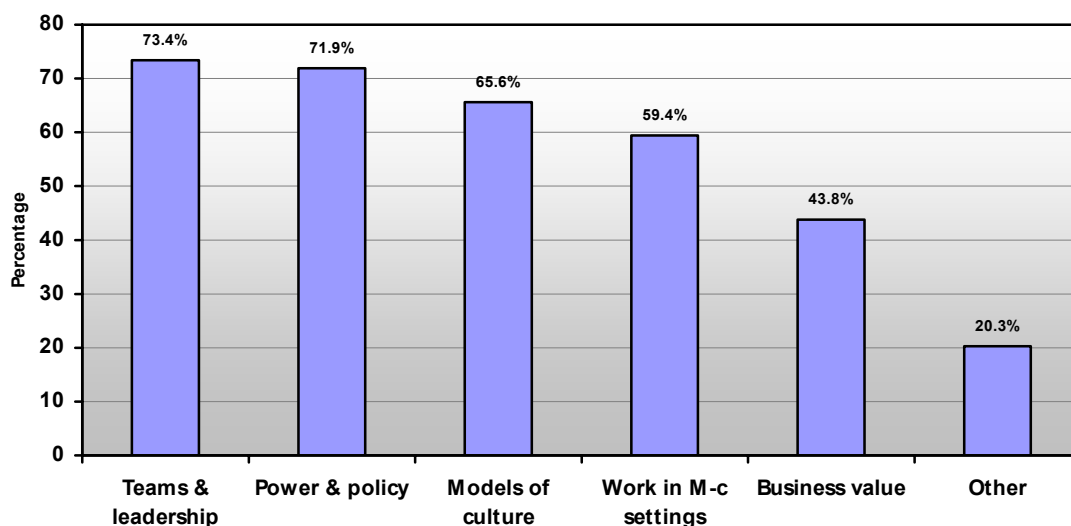
5.9 Future Industry Development, Challenges and Recommendations

This section of the survey sought to quantify levels of perceived need in development areas and to invite respondents to comment more broadly on the future of the cross-cultural training “industry”. The results reflect developments overseas, most recently reported in an international survey of trainers (SIETAR, 2004).

5.9.1 Future research needs

Respondents nominated the following areas, in rank order, in which they believe research is most needed in the cross-cultural training field:

- Cultural competence in team building and leadership 73.4%
- Cultural diversity in the contexts of power, politics & policy 71.9%
- Model for understanding culture in the Australian context 65.6%
- Working in multicultural settings 59.4%
- Business and organisational value of cross-cultural training 43.8%
- Other, including: 20.3%
 - Evaluation methodology for training effectiveness
 - Conflict resolution
 - Anti-racism training models for the Australian context
 - Terminology of cultural competence for specific contexts.



One respondent commented the research is already in existence:

- “It is the application that is lacking. We need more professionals who are out there assisting clients in a practical and workplace-oriented way in how to develop skills.”

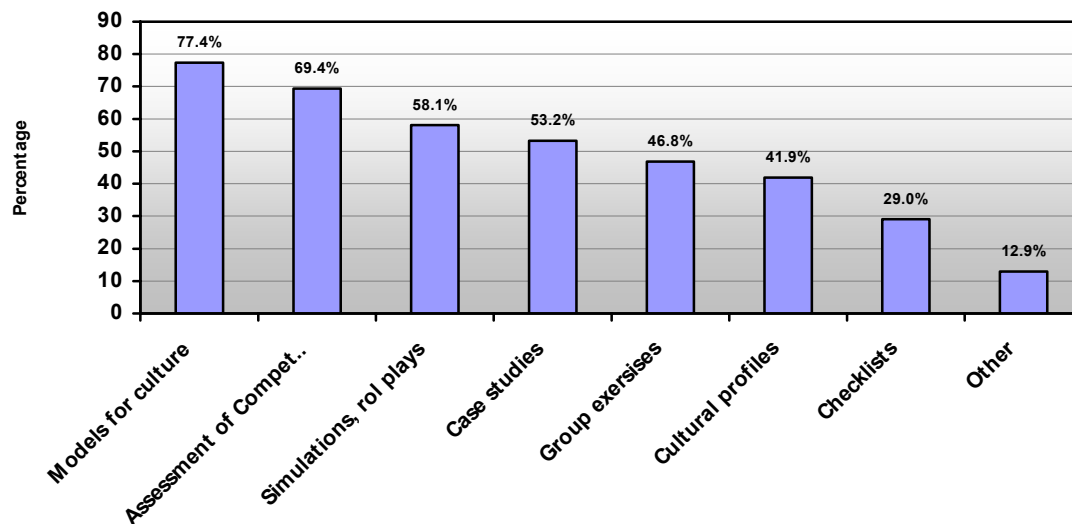
Another commented on the need to see:

- “Culture as a positive contemporary lived experience...and move beyond the models of culture as ethnic group stereotype and the notion of culture as conflict between hegemonic majority and resistant minority.”

5.9.2 Future resource development needs

Respondents nominated the following areas, in rank order, in which they believe cross-cultural training resources need to be developed:

- Models for understanding culture and cultural dynamics in multicultural society 77.4%
- Assessments of cultural competence or readiness 69.4%
- Simulations, role plays and games 58.1%
- Case studies 53.2%
- Intensive group exercises 46.8%
- Cultural profile and culture mapping instruments 41.9%
- Check lists and tip sheets 29%
- Other, including: 12.9%
 - Self-assessment tools for individual development
 - Anti-racism tools
 - Inspirational video on multicultural successes
 - Situational on-line learning
 - Cultural mapping and planning.



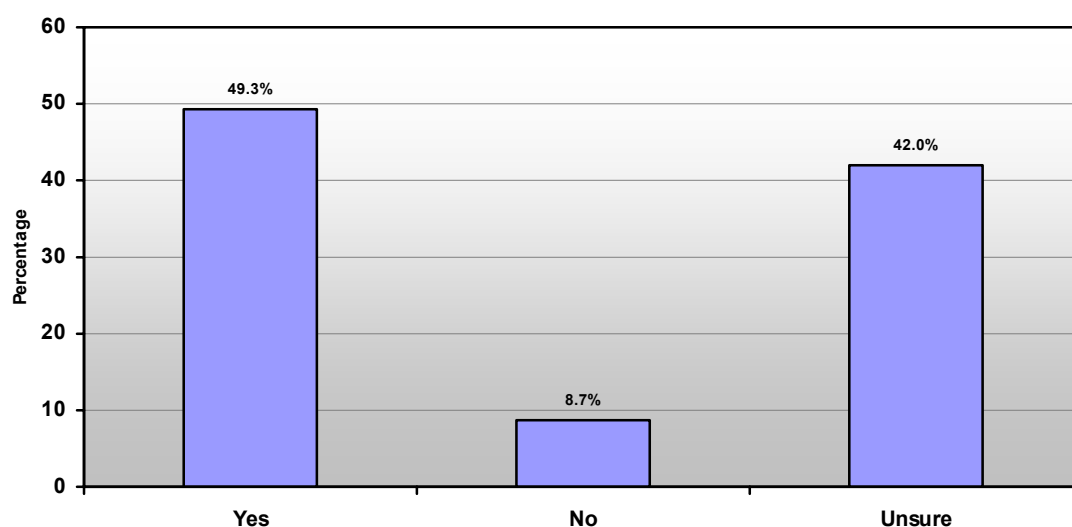
The respondent quoted above commented:

- “Again, I think the tools are there. People just aren’t getting exposed to them. Given most clients have limited exposure to cross-cultural training...may be one or two days...we have fantastic tools already to achieve results in these limited interactions. It’s getting more people/clients involved educating them of the benefits that’s necessary.”

This comment highlights the common phenomenon of resources being developed without sufficient efforts in promotion and support. Another factor is the widely reported experience of trainers of continually conducting introductory level, general awareness workshops. The tendency is for experienced trainers to continue using proven content and techniques, while recognising the limits of their own knowledge and looking out for new resources and insights.

5.9.3 Accreditation of Trainers

The responses to the question of whether there should be an accreditation process for cross-cultural trainers very closely reflects the responses from training providers in Part A, with 49.3% in favour but a significant 50.7% against or unsure.



5.9.4 Comments on accreditation of trainers

The question of accreditation generated more responses concerning the issues and processes or critical of the concept of accreditation than responses in favour. Even many of the positive comments included riders and caveats. Many respondents had already addressed this question in Part A.

Please discuss the reasons for your answer. If you answered yes, how should be an accreditation process be designed, what should be the standards? If no, what are your concerns?	Response Percent	Response Total
Comments in favour of accreditation process	29.5%	13
Comments not in favour of an accreditation process	20.4%	9
Comments on issues pertaining to accreditation	29.5%	13
Comments unsure of need for accreditation process	20.4%	9
Total responses		44

The responses are summarised under main categories below. Several respondents had already commented on this question in Part A and referred back to their previous responses.

Comments in favour of an accreditation process

The positive responses reflected the views of organisational respondents to the Current Practice Survey that an accreditation process would enhance the quality of CCT and provide consistency, standards and a “formalisation” of the field. Developing an accreditation process was seen as an opportunity to establish the high level of competence required of trainers and to foster a professional network for the CCT field’s ongoing development.

- “Accreditation can ascertain that trainers have the appropriate qualifications (e.g., in human services, such as psychology, social work, and education) and experience (especially in intercultural areas and group facilitation skills) needed for effective delivery of CCT, especially specialised types. On the other hand, delivery of general types of CCT should be no more restrictive than delivery of other general types of training programs.”
- “Need for minimal standards of skill in training provision and in experiential awareness and sensitivity. External accrediting agency and national register possibly attached to a tertiary institution. Accreditation standards should address formal and informal training, years and range of experience in delivering training and personal history of migration and/or displacement and/or cross cultural life experience”.

Comments not in favour of an accreditation process

Comments opposing the creating of an accreditation process mention several factors including the associated costs of attaining accreditation, the problem of keeping accreditation up to date and the danger of fostering homogeneity over diversity.

- “The danger of accreditation is that it will codify the good and or the bad rather than recognising the different. Further, the volume of administration in accreditation has turned the process and outcome into less than pragmatic. Market forces will sort out the utility of courses and facilitators.”
- “Accreditation often leads to a narrowing down of what is acceptable expertise. This is an area where a wide variety of personal experiences can lead to CC expertise. Measurement of expertise is often in itself a culturally biased process.”
- “Accreditation will not ensure high quality cross-cultural training, and accreditation systems are usually dominated by those with academic qualifications. There is already over regulation of just about everything in Australia. We need to keep this area of training as eclectic as possible.”

Comments on issues pertaining to accreditation

The range and nature of comments about the issues surrounding accreditation, in this and the survey of current practice in organisations, illustrates the complexity of the CCT field and the diversity of views present in the field.

- “Process should emanate from an eminent Persons group within the industry - i.e., those who are acknowledged leaders in the field Practical business experience in an international setting, some formal training in the field. Ideally a peer-reviewed performance check???”
- “Who would accredit the accreditors?”
- “Would like an organic process, that is not driven by bureaucracy, but driven by ethics and to some extent market forces.”

Comments unsure of need for an accreditation process

Those not sure expressed concerns similar to those above, including uncertainty about the value of such a process, quality control, transparency and design issues.

- “I am reluctant to say YES, as any such process needs extensive debate amongst frontline practitioners as well as senior decision makers. To impose such a process from top-down, without such discussion would be inviting reproduction of old hat approach to multiculturalism, diversity. A more power sensitive approach is needed in the deliberation of policy and practice in this area.”
- “Not sure about accreditation; it may stifle others who will not be accredited. It might be taken over by academic approach rather than practical approaches.”

5.9.5 Main challenges facing the cross-cultural training field and cross-cultural trainers in Australia

The 59 written responses to this question present a range of views and issues, with many respondents commenting in several categories, summarised below.

What in your opinion are the main challenges facing the CCT field and trainers in Australia ?	Response Percent	Response Total
Socio-Political Issues: Climate, policy, acceptance	38.5%	32
Credibility Issues: Demonstrating the value of CCT	26.5%	22
CCT Industry Development Issues: Professionalism, status	22.9%	19
Methodological Issues: Methods and approaches	12%	10
Total respondents		83

The following summary attempts to place the diversity comments within a category although many of the comments pertain to more than one category.

Socio-Political Issues

This 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 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 address issues of privilege, power and racism.

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.

Credibility Issues

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

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.”

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”.

Several comments referred to the quality of the trainers and the need for consistency, standards and resources. The comments on methods and industry development expanded on this theme.

5.9.6 Recommendations for future development

In response to an invitation to make recommendations about the future development of the CCT field, there were numerous comments about the state and status of the CCT field which relate to industry credibility and the socio-political climate. Quality and consistency of training delivery is a common theme, with several respondents commenting on the need for on-going resource and professional development. Many of the themes and issues arising in response to the previous question are reiterated and expanded on in the 28 written responses to this question, summarised below.

Do you have any recommendations, in addition to those you may have indicated above, for the future development of the CCT field in Australia?	Response Percent	Response Total
Socio-Political Related Recommendations	25.0%	7
Provision and Policy Related Recommendations	35.7%	10
CCT Industry Development Related Recommendations	32.1%	9
Resource Development Related Recommendations	17.9%	5
Total respondents		28

Socio–Political Related Recommendations

In this area, respondents recommended more attention to issues of whiteness and privilege, reconciliation, unacceptable behaviours, the need to address racism openly and raising the profile of the CCT field.

Provision and Policy Related Recommendations

Some respondents called for CCT to be mandatory in government departments and that it be extended to senior management. Other comments referred to the importance of linking CCT to organisational contexts in consultation with the stakeholders. One respondent warned that a lack of quality assurance could irreparably damage the reputation of CCT.

CCT Industry Development Related Recommendations

Recommendations included the establishment of a national association or peak body, an accreditation process, development pathways such as a graduate diploma or other formal award courses and a national centre to promote CCT, and support teaching, research and international collaboration. Isolation/networking.

Resource Development Related Recommendations

In addition to the earlier responses, there were recommendations to develop additional information on specific cultures, to link CCT with specific industries and organisational priorities, to develop more Australian content and to make more use of overseas research.

5.9.7 Personal motivation

The 62 responses to the final question of the survey - “Why do you do this work?” - present a field of education and training characterised by a high level of intensity of passion, commitment and engagement. This intensity and commitment is also revealed through many of the comments above regarding accreditation and related issues.

The written responses are summarised below according to the main motivating factor expressed. Some respondents also listed one or both of the other motivators although it was clear which was the principal motivator.

Why do you do this work?	Response Percent	Response Total
Passion and commitment	62%	39
Responsibility of employment position	20.6%	13
Interest, enjoyment and satisfaction	17.4%	11
Total respondents		63

Passion and commitment

The majority of respondents commonly described their motivation to do cross-cultural work in terms such as:

- “I have a passion to facilitate better understanding across cultures and to ensure Australia benefits from its diversity”
- “I really believe in it”
- “I am committed to ensuring all Australians get a fair deal”
- “I love it!”
- “It’s a passion that resulted from personal experience and living that experience in a very intense way. It seemed to naturally impact on my professional career choices.”

These and other comments including those regarding the importance of the work are reflective of the intense nature of cross-cultural issues and the facilitator’s vital role in enabling learning to take place. They also reflect the literature of the field which commonly lists enthusiasm and commitment among the personal attributes required of effective cross-cultural trainers.

Responsibility of employment position

The comments of those whose main motivation to engage in CCT work arose from their job specifications range from the minimalist “It’s only part of my job” or “Part of my duty statement” to comments illustrating the vital importance of CCT to achieving the goals of the respondents’ positions.

-
- “It is a matter of cross-cultural/multicultural principles being embedded solidly in institutional practice. We train to support the development of multiculturalism.”
 - “The ultimate result will be better service of clients from non-English background”
 - “Creation of a training environment where people feel safe to raise issues and concerns openly”
 - “It is part of my role as professional development officer, and being a migrant myself it is an issue close to my heart.”

Interest, enjoyment and satisfaction

Interest, enjoyment and satisfaction was cited by a minority of respondents as their main motivator, and by many of those mainly motivated by passion and commitment. The level of interest and enjoyment varied from mild to highly enthusiastic.

- “Very rewarding”
- “Always find it challenging, stimulating and interesting, professionally and personally.”
- “It is exciting and gratifying to see people achieve insight into others and themselves.”
- “Personal satisfaction. Interest. Sense that you can make a difference.”

Appendix B

Detailed Results: Evaluation of Cross-Cultural Training in the Australian Public Sector 2005–2006

Note

This Appendix presents the findings of the three surveys conducted in 2005 and 2006.

A pre-training survey, an immediate post-training survey and a longitudinal evaluation survey were conducted over an 11-month period from July 2005 to June 2006, involving 515 individual training participants in 39 groups from 31 government and community organisations. The Pre-Training Survey and Training Evaluation Survey were conducted at the time of the training programs, between July and December 2005. The Longitudinal Evaluation Survey was conducted between March and June 2006.

The Appendix consists of the responses to the three surveys as presented in Sections 2, 3 and 4 of the original Stage 2 Report, July 2006, as outlined below. The summary and discussion sections of that report have been incorporated into the final report, above.

2. Pre-Training Survey

- 2.1 Profile of Respondents and Training Programs
- 2.2 Pre-Training Self Assessments

3. Evaluation of 2005 Cross-Cultural Training Programs

- 3.1 Program and trainer effectiveness
- 3.2 Results of training program
- 3.3 Workplace applications and benefits

4. Longitudinal Cross-Cultural Training Evaluation Survey 2006

- 4.1 Profile of Training Programs
- 4.2 Comparative Evaluations: Program and trainer effectiveness
- 4.3 Comparative Evaluations: Results of training program
- 4.4 Comparative Evaluations: Workplace applications and benefits
- 4.5 Demand for Further Cross-Cultural Training
- Organisational Observations and Recommendations

2. Pre-Training Survey

2.1 Profile of Respondents and Training Programs

The profile of participants is fairly representative of the demographics of the Australian public sector and population as a whole. The geographical distribution of the sample is less representative in this respect.

2.1.1 Gender

Female	362	70.3%
<u>Male</u>	153	29.7%
<hr/>		
Total	515	100%

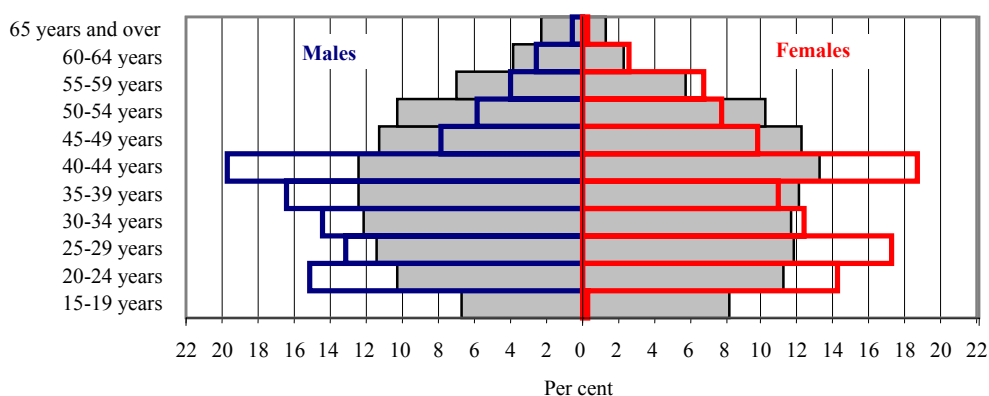
2.1.2 Age

Age of participants					Descriptive Statistics (cctpr515.sta)		
	Mean	Median	Minimum	Maximum	Lower Quartile	Upper Quartile	Range
Females	37.72	37.00	17.00	70.00	28.00	46.00	18.00
Males	37.09	37.50	20.00	70.00	28.00	43.00	15.00
Persons	37.51	37.00	17.00	70.00	28.00	45.00	17.00

The median age of cross-cultural training 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.

The age profile of the respondents is generally younger than that of the Australian workforce as a whole and the Australian public sector workforce and is representative of all but the youngest and oldest cohorts.

Figure 1: Population pyramid showing age and sex structure of Australia's labour force (grey shading) and survey respondents (bold outlines).



Source: Australian Bureau of Statistics 2001 Census of Population and Housing Table B25

2.1.3 Country of Birth

There is a higher representation of overseas-born among respondents. In the 2001 census 25% of Australian residents were reported as being born overseas.

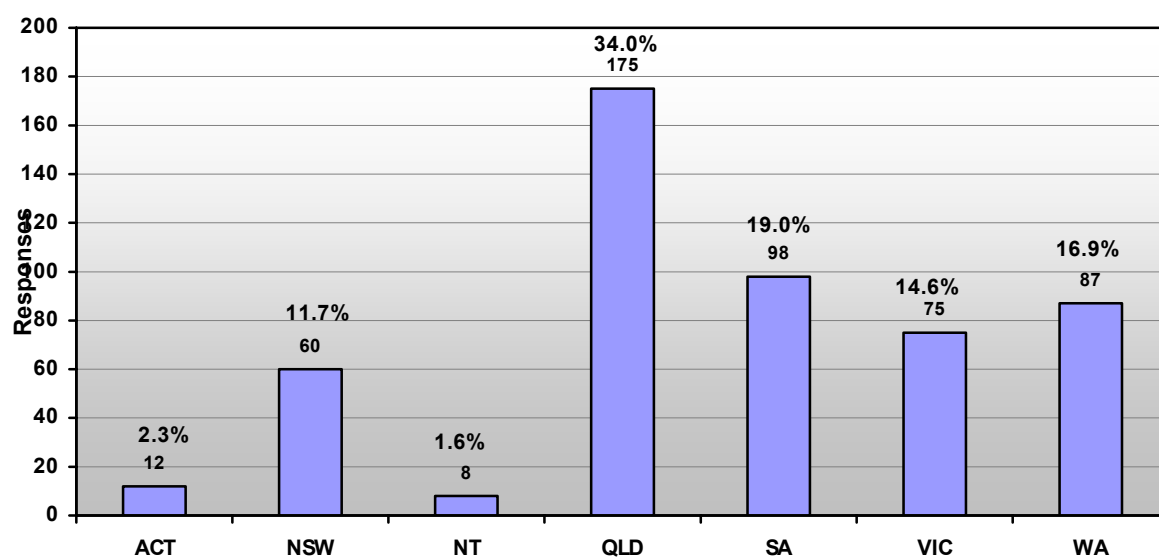
Australia	350	68%
Overseas	165	32%
Total	515	100%

2.1.4 First Language

English	452	87.8%
Languages Other Than English	63	12.2%
Total	515	100%

2.1.5 Location

Total responses: 515

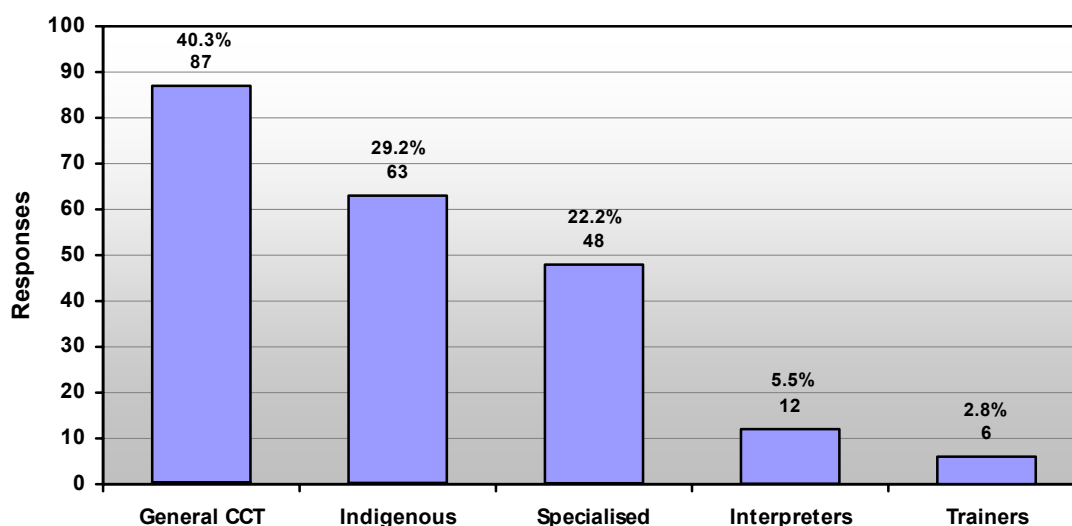


2.1.6 Previous Cross-Cultural Training

Number of respondents who had attended previous CCT programs:	225	43.7%
Number of respondents with no previous CCT:	290	56.3%
Total	515	100%

2.1.7 Types of Cross-Cultural Training Previously Attended

Reflecting the findings of the Stage 1 surveys, general cross-cultural training comprised the largest category. Several reported attending more than one training program with a cross-cultural component. Not all respondents who indicated that they had attended previous CCT answered the question describing their training. In total, 189 written responses were received, reporting 216 different training experiences.

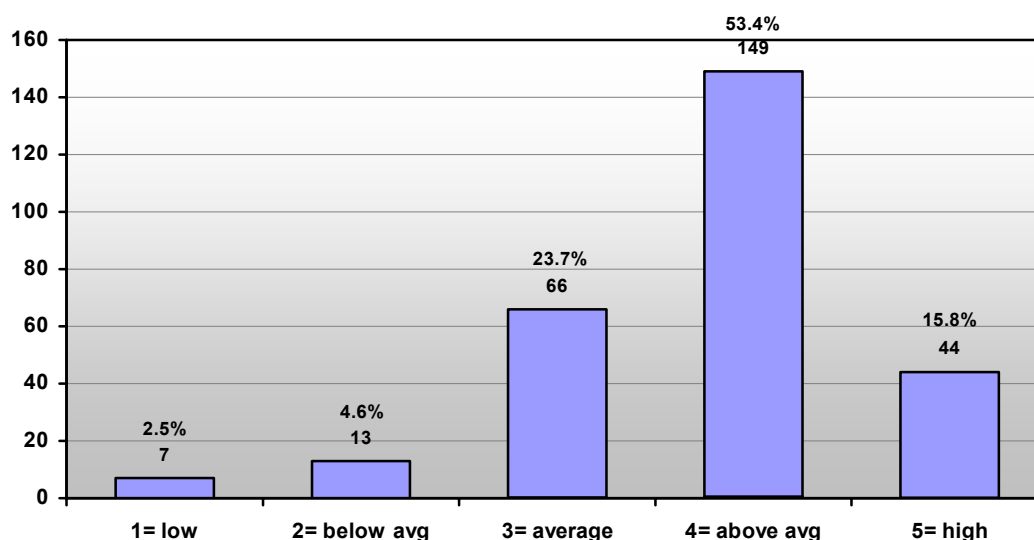


Specialised CCT included programs on specific cultures, working with survivors of torture and trauma, refugees, youth, the aged and offenders, and diversity programs with significant CCT components. The majority of programs were workplace or community based, with only 18% of respondents receiving CCT as part of university or TAFE courses. Several respondents also reported gaining cross-cultural skills through personal experiences such as working on overseas aid projects or teaching English as a second language.

2.1.8 Ratings of Cross-Cultural Training Previously Attended

Question 3: If you previously attended a CC program how much did the program contribute to your ability to perform your duties?

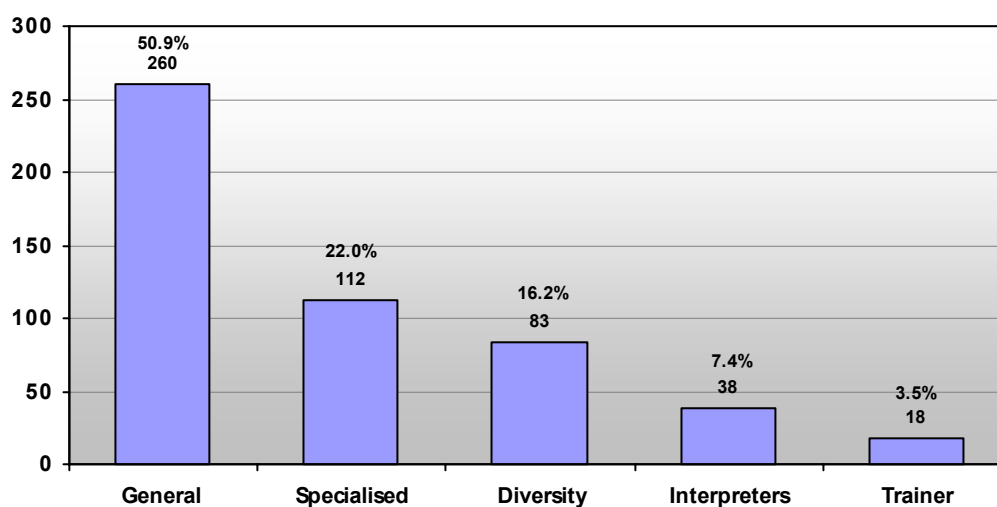
Average rating: 3.68 Average Rating %: 67.05% N = 279



2.1.9 Range of 2005 Program Types

The majority of training programs were in the general cross-cultural awareness and communication category, presented for different audiences with titles such as Introduction to Cross-Cultural Communication, Cultural Awareness and Cross-Cultural Competence. The duration of all of the programs was one day or less.

N = 511



The specialised courses were for tertiary education (32 participants), customer service (26), nursing (11), youth services (33) and working with refugees (10).

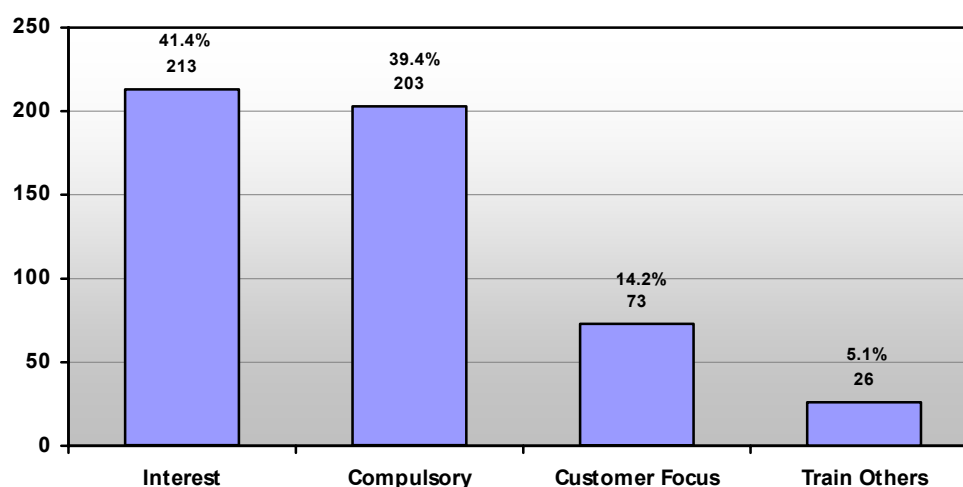
The diversity courses were those with a significant proportion of content related to cross-cultural communication, some of which were delivered as part of the Certificate III in Government (39 participants).

The courses on working with interpreters were provided for police officers (8) and immigration department staff (30). One train-the-trainer course was provided for 18 social services officers.

2.1.10 Reasons for Attending Training Program

Question 1. Why did you decide to attend this training program?

While 39.4% of participants attended because the training program was compulsory, the majority attended non-compulsory training out of personal interest and a range of perceived needs.



The reasons given for voluntary attendance included desire for general improvement in cross-cultural knowledge, awareness, skills and understanding of cultural diversity.

Compulsory training was generally part of a larger training program, a requirement of the job or part of induction.

Customer-focused training was in response to changing demographics, response to customer expectations, changes in customer needs or increased community focus.

Those stating that training others as the main reason to attend wanted to improve their ability to train others in cross-cultural communication or to improve their teaching practice in other subject areas.

2.2 Pre-Training Self-Assessments

Training program participants were asked 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.

The rating scale was from 1 to 5, with 1 being the lowest and 5 the highest rating.

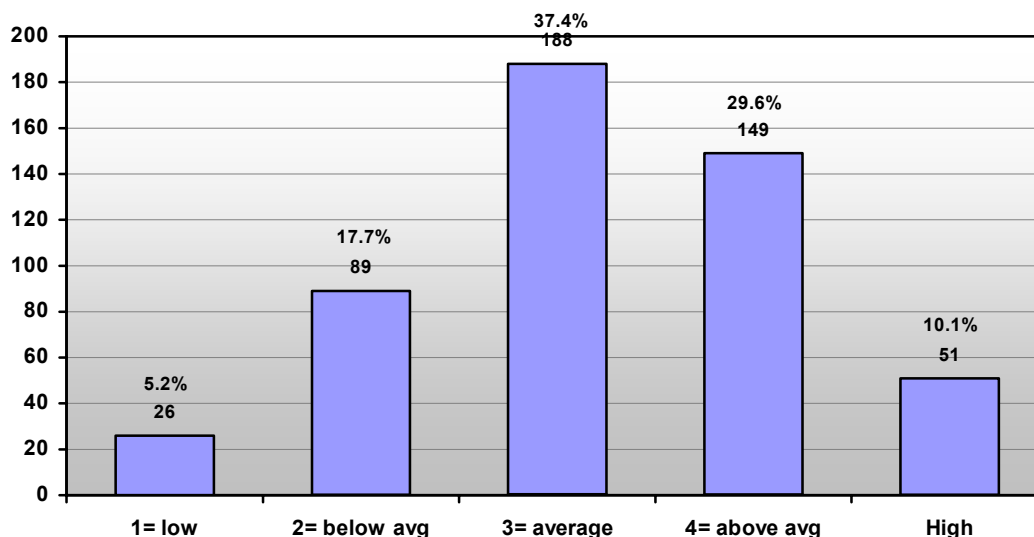
The average rating on the 1-5 scale for each question is shown. This rating is also shown, in brackets, as a percentage of 5. The charts present the number and percentage of participants selecting each rating.

Participants were asked the same questions at the conclusion of their training programs. Comparative responses are shown in Section 3: Evaluation of 2005 Training Programs.

2.2.1 Experience in Working with Diverse Cultures

Question 4: “How experienced are you in working with diverse cultures?”

Average Rating: 3.22 n = 503



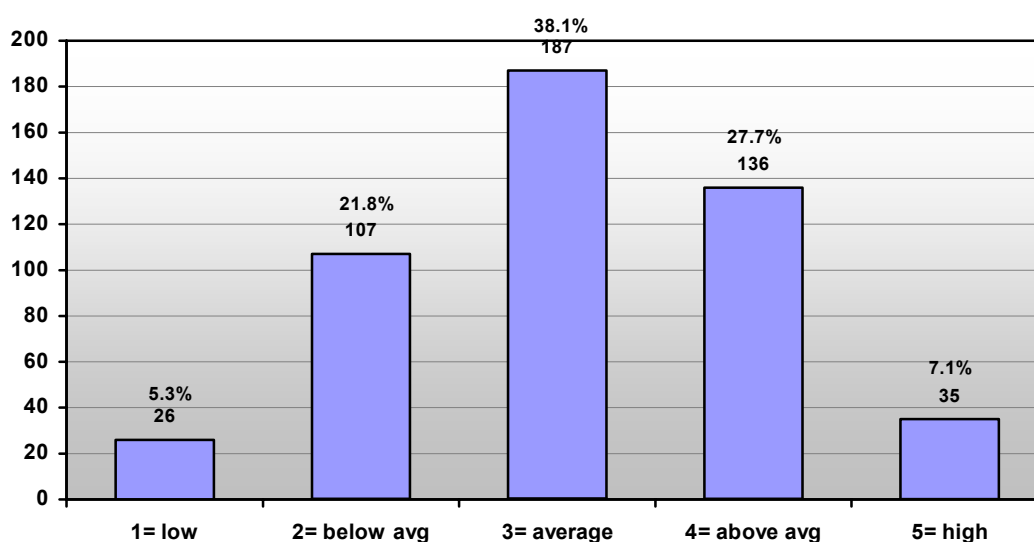
Comment

When considering the responses to the following questions and to parallel questions in the training evaluation survey and the longitudinal survey, the facts 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. Essentially, these characteristics of a significant proportion of the training participants involved in the surveys indicate that the responses are based on a certain level of experience.

2.2.2 Knowledge of Policies and Issues

Question 5a: “How would you rate your current level of knowledge about your organisation’s policies and issues regarding cultural diversity?”

Average Rating: 3.10 Average Rating %: 52.39% N = 491



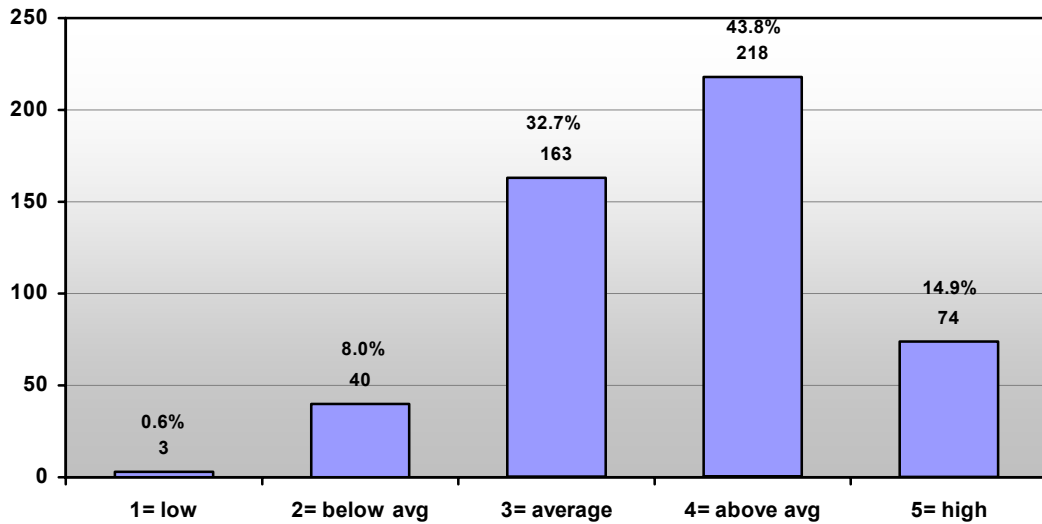
Comment

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

2.2.3 Awareness of Influence of Own Culture

Question 5b: “How would you rate your current level of knowledge about your own culture’s influences on your thoughts and behaviours?”

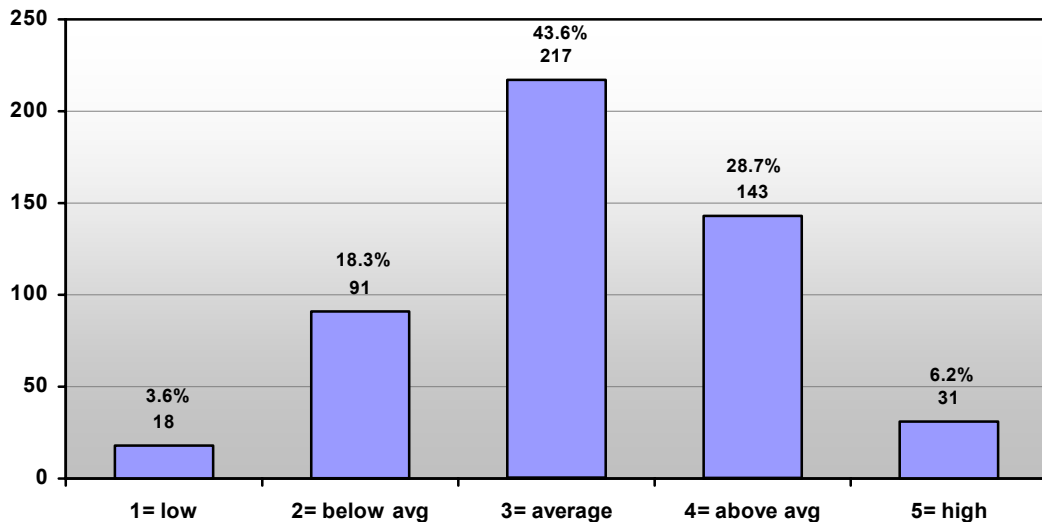
Average Rating: 3.64 Average Rating % 66.06% N = 491



2.2.4 Knowledge of Cross-Cultural Communication Skills

Question 5c: “How would you rate your current level of knowledge about cross-cultural communication skills?”

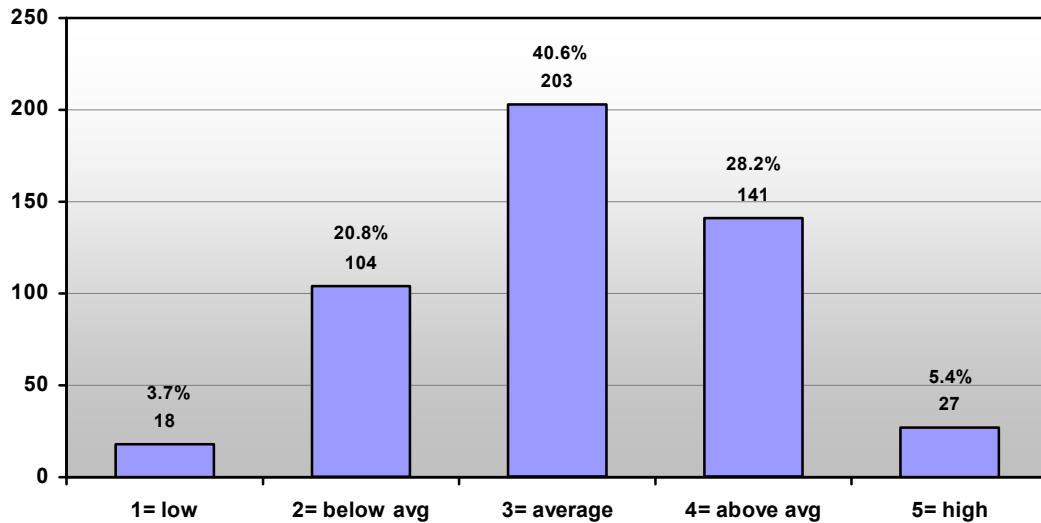
Average Rating: 3.16 Average Rating %: 53.90% N = 500



2.2.5 Knowledge of Other Cultures

Question 5d: “How would you rate your current level of knowledge about the customs, values and beliefs of other cultures?”

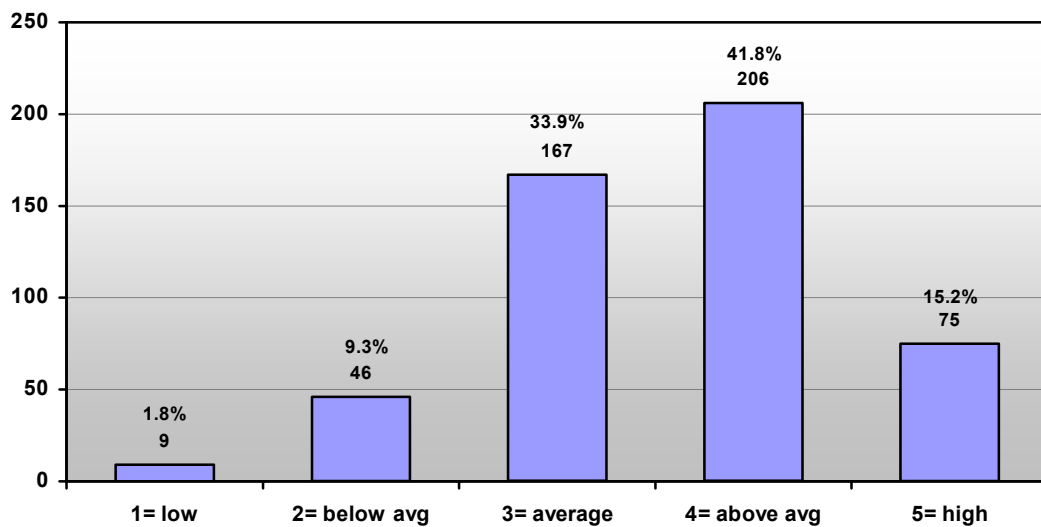
Average Rating: 3.11 Average Rating %: 52.79% N = 493



2.2.6 Confidence in Dealing with Different Cultures

Question Q6: “How confident are you in dealing with people from different cultures?”

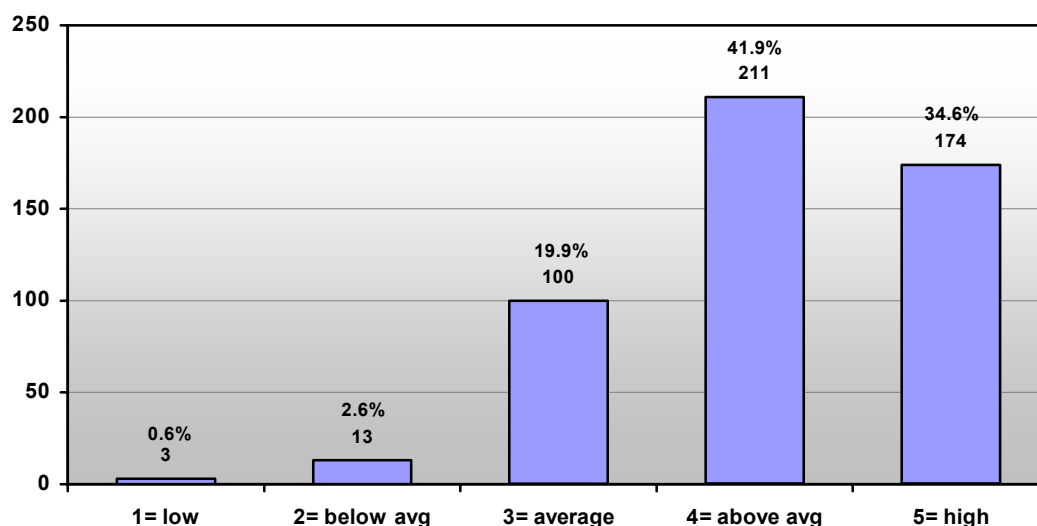
Average Rating: 3.58 Average Rating: 64.51% N = 503



2.2.7 Perceived effect of cultural diversity on interactions

Question 7: “How much do you think cultural differences affect interactions?”

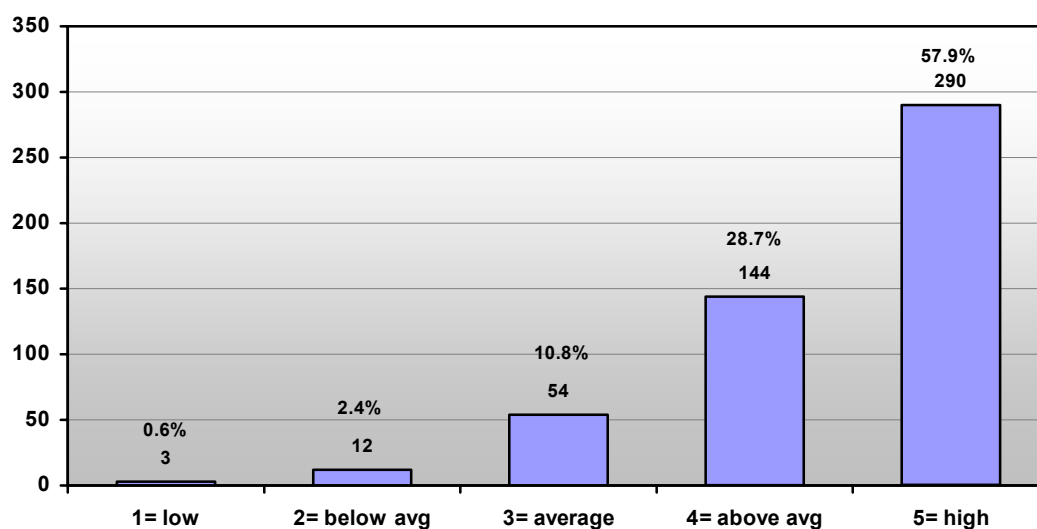
Average Rating: 4.08 Average Rating %: 76.95% N = 501



2.2.8 Perceived level of importance of cultural competence

Question 8: “How important is it in your work to be competent in dealing with people from different cultures?”

Average Rating: 4.4 Average Rating %: 85.09% N = 503



Comment

This rating compares closely to the responses given by respondents to the Current Practice survey, 91.7% and 83.5% respectively stating that cultural competence of employees to work with culturally diverse customers and coworkers was important, very important or extremely important.

2.2.9 Other Comments

Participants provided 26 additional comments.

Several comments related to the importance of cross-cultural skills and personal motivation.

- “Cultural awareness cannot be under-rated in Australian culture.”
- “Australia is a melting pot...we need to be aware and sensitive to other cultures.”

-
- “Really important to understand the cultural diversity that influences cross-cultural communication.”
 - “I want to make a difference.”
 - “Always useful to know different cultures. We deal with them every day.”

Others commented on the scope of the task of learning cross-cultural skills.

- “There is no limit to development and enhancement.”
- “In dealing with DCALB customers I am sometimes overwhelmed by how much I feel I need to know. However, I go forward and try to help people. Often I feel I am just stumbling in the dark.”
- “I will never have enough knowledge of other cultures.”
- “I live and breathe intercultural communication and cultural diversity.”

There were several comments relating to policy and practice regarding cultural diversity and cross-cultural skills.

- “Cultural differences are often underplayed or poorly managed.”
- “We live in a multicultural society; [cross-cultural communication] is common sense!”
- “[CCT] should be compulsory.”
- “Don’t agree with most government policies on refugees and indigenous. Australians could be more informed and open to refugees settling.”
- “Aware of [my] lack of knowledge re cultural issues. Interested.”
- “Not sure if we have specific policies and practices.”
- “A lot is common sense.”

3. Evaluation of 2005 Cross–Cultural Training Programs

At the conclusion of each of the 39 training programs conducted in 2005, 511 participants completed an 18-question evaluation survey (see Appendix N) comprising 15 quantitative questions rated on a 5-point Likert scale with 5 as the highest rating.

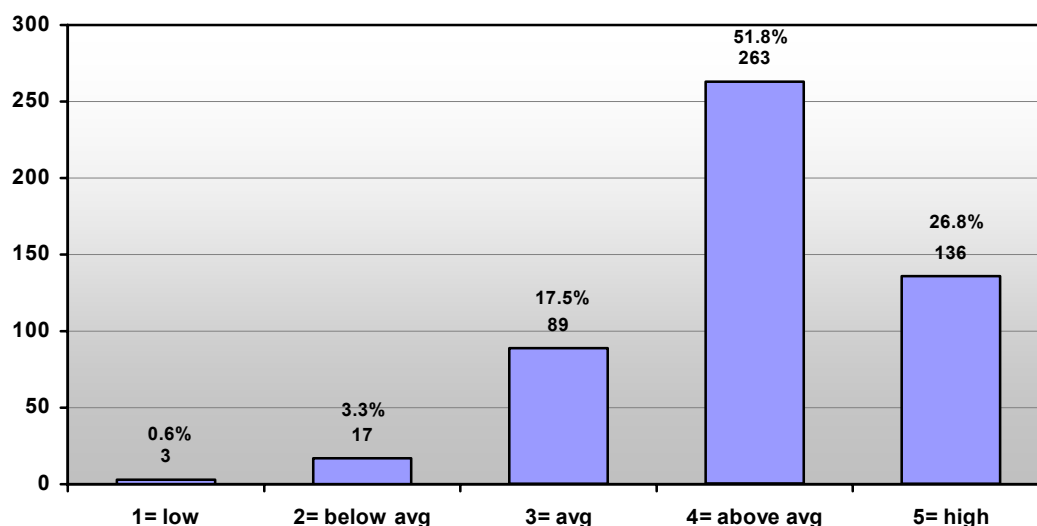
3.1 Program and Trainer Effectiveness

The average ratings on all questions concerning program and trainer effectiveness were above 4 (Above average) on the 1-5 scale. For all these questions, ratings of 3 averaged 11.6% and ratings of 1 or 2 averaged 2.2%.

3.1.1 Program Design

Question 1: “How effective was the design of the program?”

Average Rating: 4.01 Average Rating % 75.2% N = 508



Comment

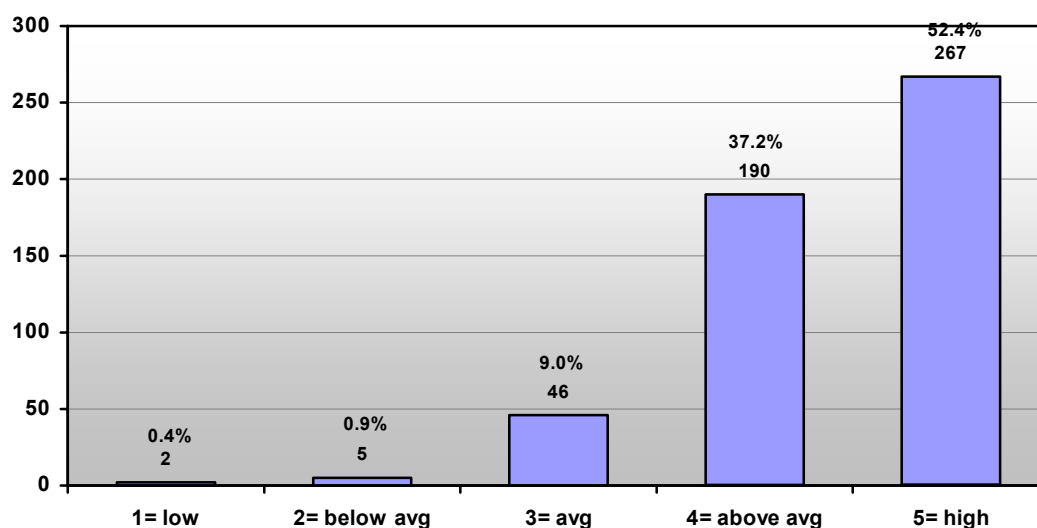
78.6% of respondents rated design effectiveness as above average or high.

As reported in the longitudinal evaluation (Question 5), the design of the CCT programs evaluated was based mainly on a balance of didactic and interactive approaches, which is the most common and apparently most acceptable CCT design approach.

3.1.2 Trainer Effectiveness

Question 2: “How effective was the trainer?”

Average Rating: 4.4 Average Rating %: 85.05% N = 510



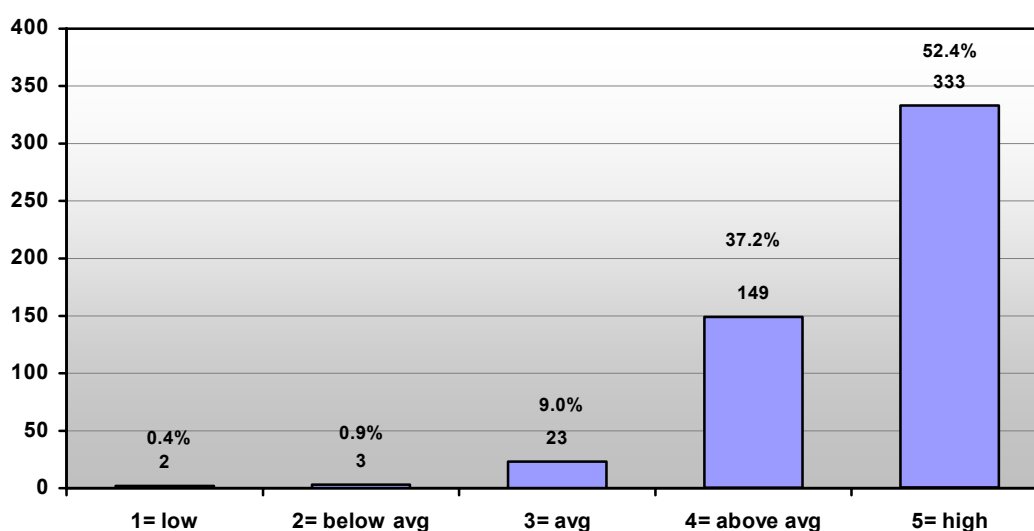
Comment

89.6% of respondents rated trainer effectiveness as above average or high.

3.1.3 Trainer Knowledge

Question 3: “How knowledgeable was the trainer?”

Average Rating: 4.58 Average Rating %: 89.61% N = 510



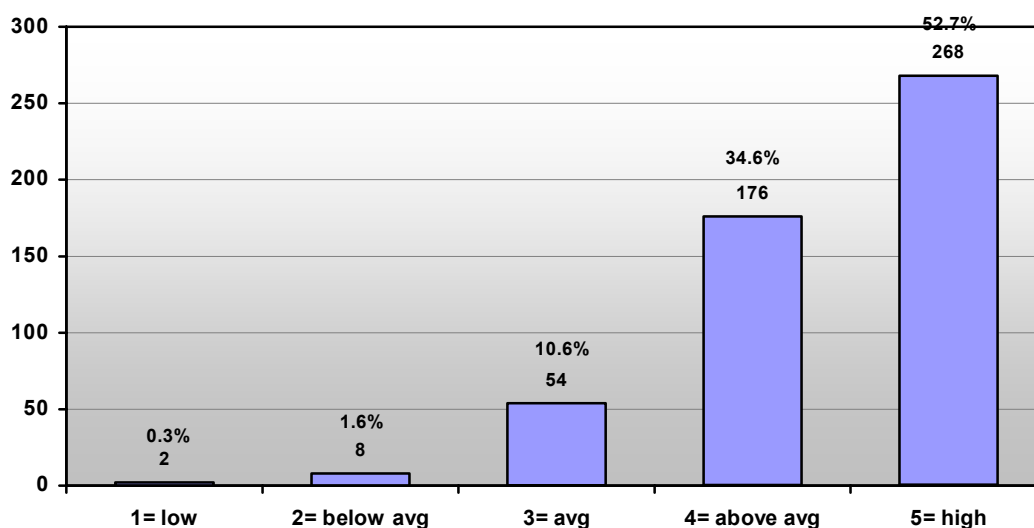
Comment

89.5% of respondents rated trainer level of knowledge as above average or high.

3.1.4 Encouragement of Interactivity

Question 4: “How well did the trainer encourage discussion and interaction?”

Average Rating: 4.38 Average Rating %: 84.45% N = 508



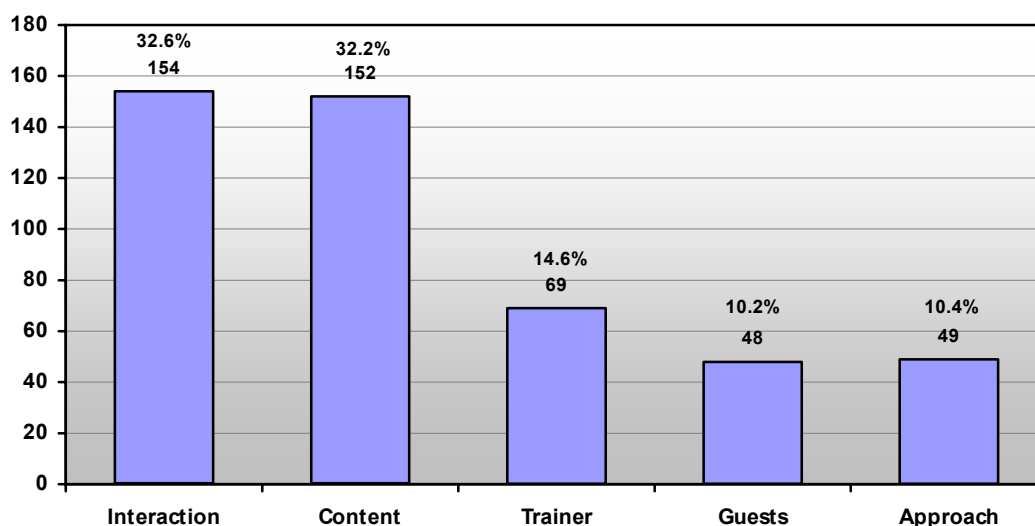
Comment

87.3% of respondents rated encouragement of interactivity as above average or high.

3.1.5 Best Aspects of Training Programs

Question 16. What were the best aspects of the program?

A total of 472 comments were received from 375 participants, categorised as follows:



Interaction

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 Part) 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.

Content

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.

Trainers

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.

Guest Speakers

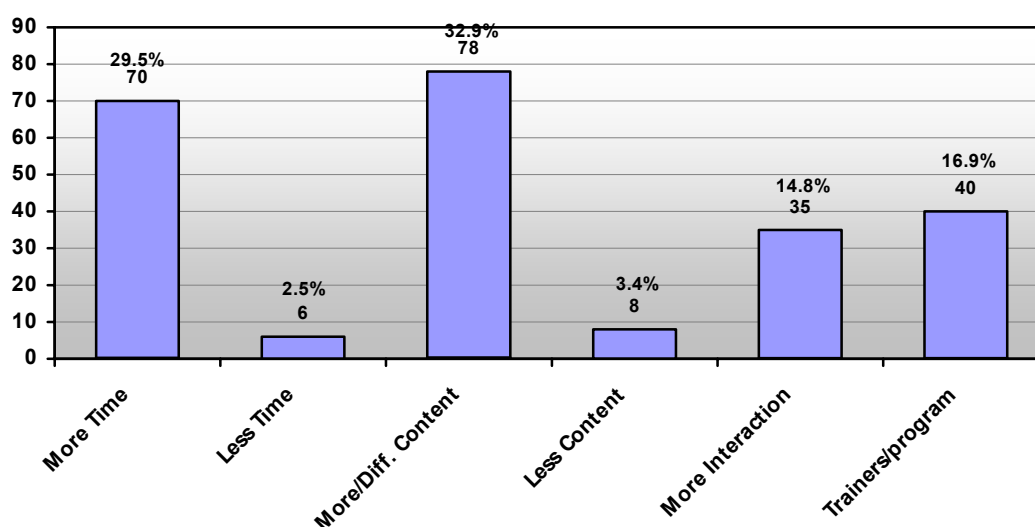
The contribution of guest speakers and panelists from culturally diverse communities and from multicultural service agencies was directly commented on by 48 participants, with several comments indicating that meeting and speaking with guest speakers was a highlight of the program. Others commented that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

Training Approach and Style

Several of the comments made in this category also relate to other aspects, such as 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.

3.1.6 Recommendations for Improvement of Training Programs

Question 17. How could the program be improved? (246 comments)



Time

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.

Content

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 there 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.

Interactivity

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 14.2% of those providing comments,

or 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.

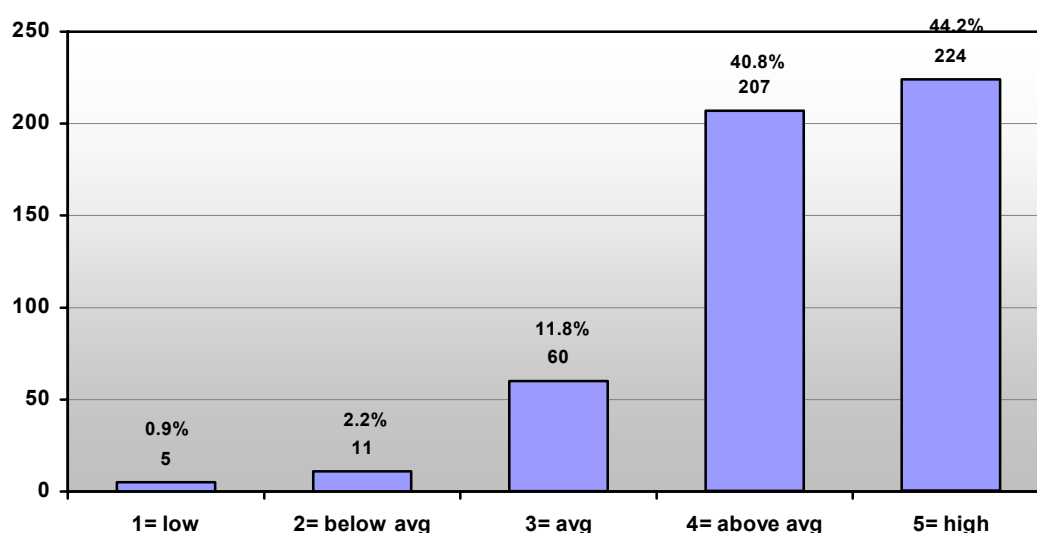
Trainers

Criticisms of trainers and their approaches were made by 9.3% of those providing comments, or 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 trainers' 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.

3.1.7 Overall Satisfaction with Training Program

Question 15. Overall, how satisfied are you with this training program?

Average Rating: 4.25 Average Rating %: 81.26% N = 507



Comment

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

3.2 Results of training program

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.

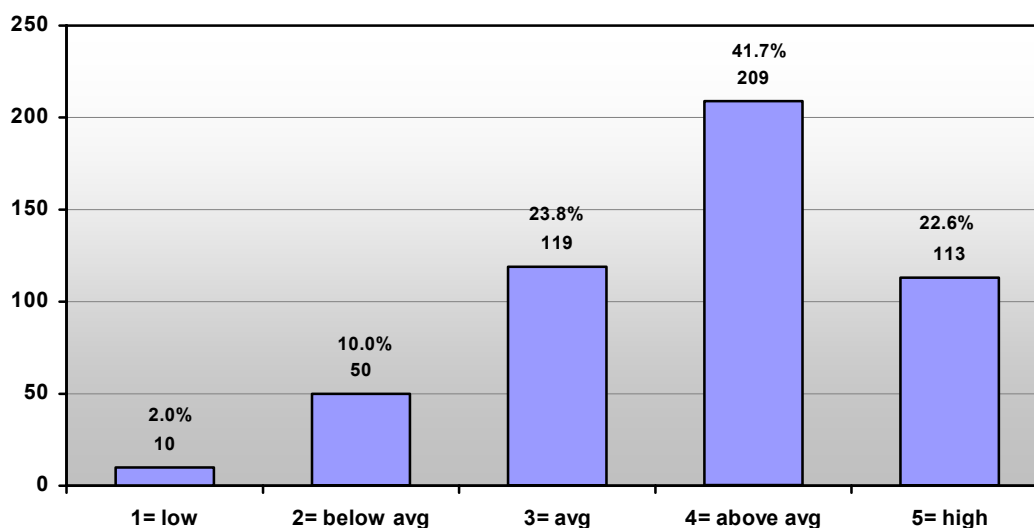
	Q5. U'stand org. policies & issues	Q6. U'stand how culture influences self	Q7. Increase knowledge of CC skills	Q8. Increase knowledge of other cultures	Q9. Increase confidence to work with cultures	Q10. Aware cultural diffs affect interaction	Q11. Importance of cultural competenc e for work
Training 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%

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.

3.2.1 Knowledge of Policies and Issues

Question 5. How much did the program improve your understanding of your organisation's policies and issues regarding cultural diversity?

Average Rating: 3.73 Average Rating %: 68.21% N = 501



Pre-Training Survey Question5a: "How would you rate your current level of knowledge about your organisation's policies and issues regarding cultural diversity?"

Pre-Survey Average Rating: 3.09

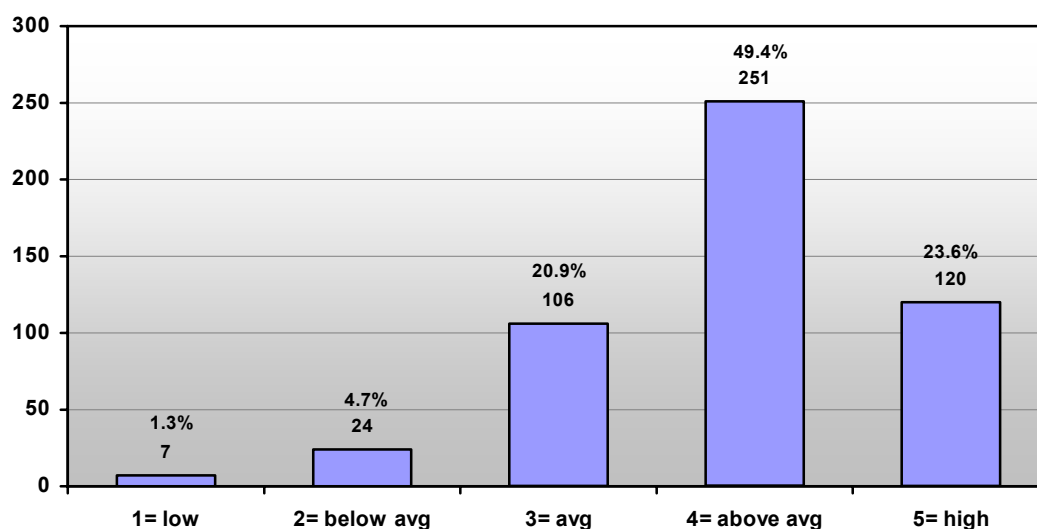
Comparison: Gain of +0.63

This represents a 20.9% increase on the pre-survey average rating of self-assessments of level of knowledge of policies and issues regarding cultural diversity and is the third highest reported gain from the training programs.

3.2.2 Awareness of Influence of Own Culture

Question 6. How much did the program increase your awareness of the influence your own culture has on your thoughts and behaviours?

Average Rating: 3.89 Average Rating %: 81.26% N = 503



Pre-Survey Question 5b: “How would you rate your current level of knowledge about your own culture’s influences on your thoughts and behaviours?”

Average Rating: 3.64

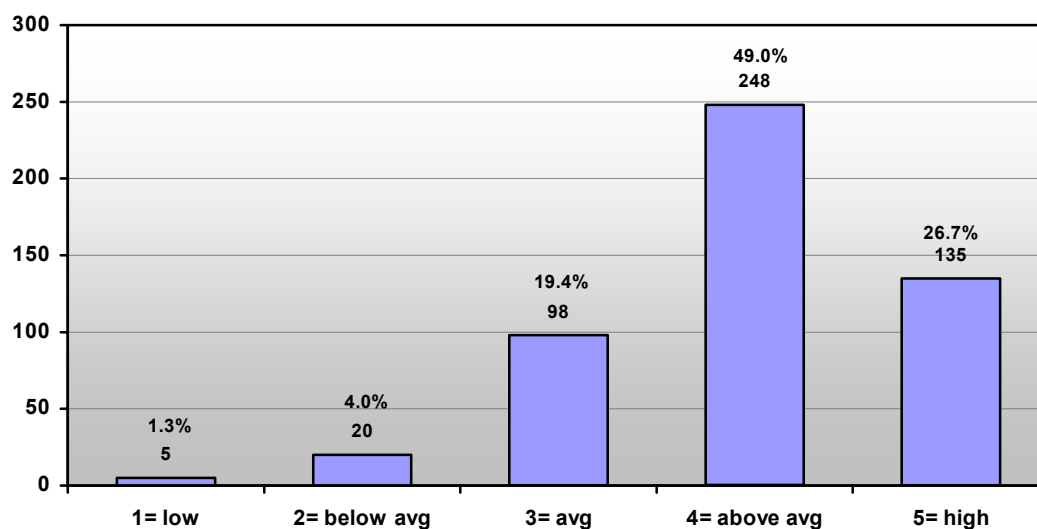
Comparison: Gain of + 0.25

This represents a 5.5% increase on the pre-survey average rating of level of knowledge about the influences of participants’ own cultures on thoughts and behaviours.

3.2.3 Knowledge of Cross-Cultural Communication Skills

Question 7. How much did the program increase your knowledge of cross-cultural communication skills?

Average Rating: 3.96 Average Rating %: 74.11% N = 506



Pre-Survey Question 5c: “How would you rate your current level of knowledge about cross-cultural communication skills?”

Average Rating: 3.15

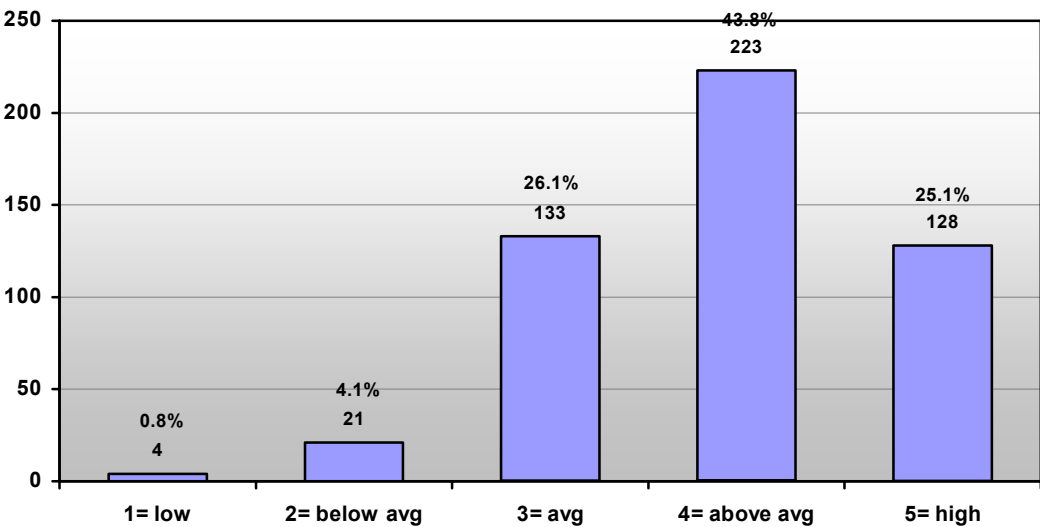
Comparison. Gain of + 0.81

This represents a 25.7% increase on the pre-survey average rating of level of knowledge about cross-cultural communication skills. This is the highest reported gain from the training programs.

3.2.4 Knowledge of Other Cultures

Question 8. How much did the program increase your knowledge and understanding of the customs, values and beliefs of other cultures?

Average Rating: 3.88 Average Rating %: 72.10% N = 509



Pre-Survey Question 5d: “How would you rate your current level of knowledge about the customs, values and beliefs of other cultures?”

Average Rating: 3.11

Comparison: Gain of + 0.77

This represents a 24.8% increase on the pre-survey average rating of level of knowledge about other cultures. This is the second highest reported gain from the training programs.

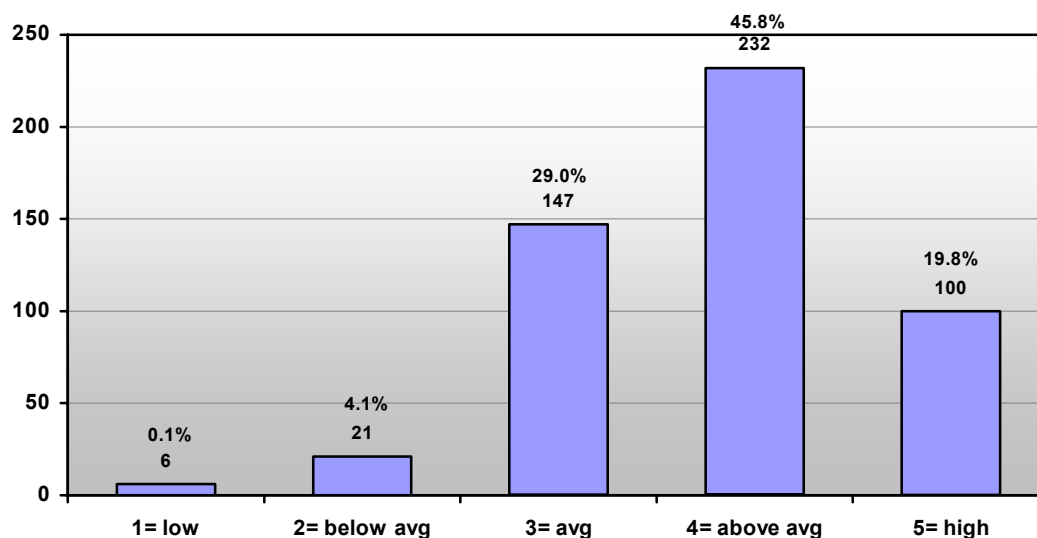
Comment

While the reported gains in awareness and knowledge are encouraging, lower ratings for application and transfer of knowledge to the workplace indicate a need for CCT programs to pay greater attention to skill formation, ideally through follow-up training and coaching.

3.2.5 Confidence in Dealing with Different Cultures

Question 9. How much did the program increase your confidence in dealing with people from different cultures?

Average Rating: 3.79 Average Rating %: 69.71% N = 506



Pre-Survey Question 6: “How confident are you in dealing with people from different cultures?”

Average Rating: 3.58

Comparison: Gain of + 0.21

This represents a 5.9% increase on the pre-survey average rating of level of confidence in dealing with people from different cultures. This is the fifth highest reported gain from the training programs.

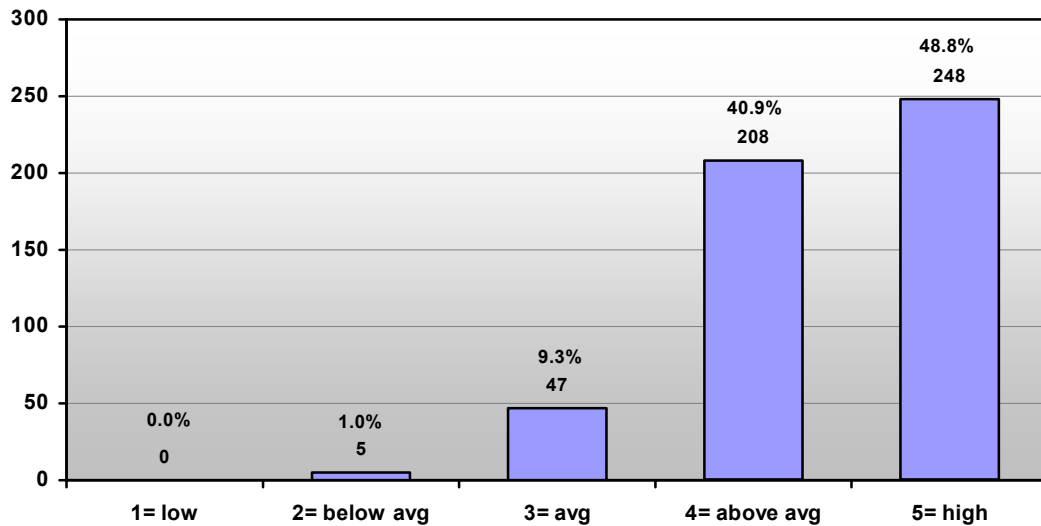
Comment

While training did increase participants' confidence in dealing with culturally diverse clients and colleagues, this rating is among the lower ratings for all variables.

3.2.6 Perceived effect of cultural diversity on interactions

Question 10. How much do you think cultural differences affect interactions?

Average Rating: 4.38 Average Rating %: 84.40% N = 508



Pre-Survey Question 7: “How much do you think cultural differences affect interactions?”

Average Rating: 4.07

Comparison: Gain of + 0.30

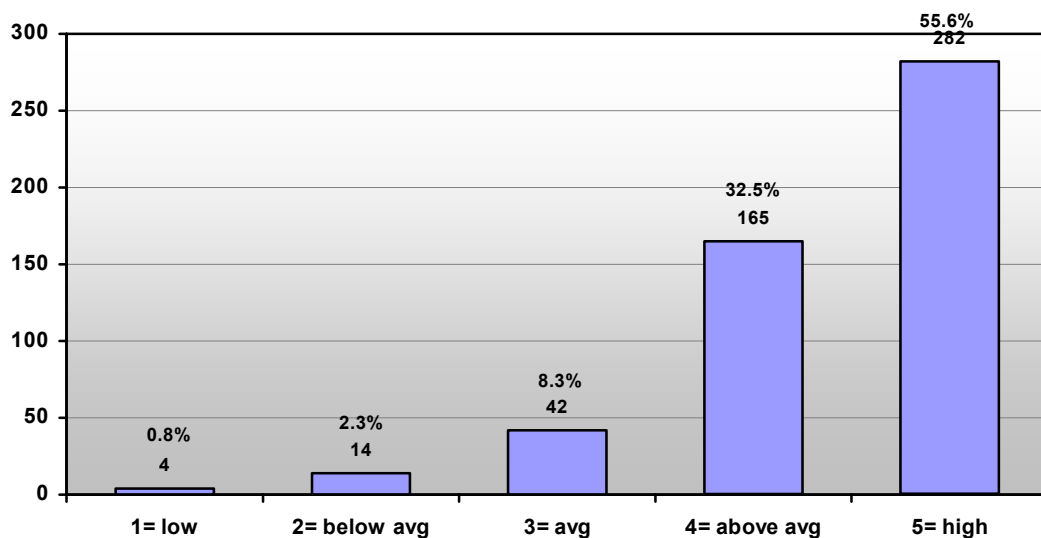
Comment

This represents a 7.4% increase on the pre-survey average rating of level of perceived effect of cultural differences on interactions. This is the fourth highest reported gain from the training programs.

3.2.7 Perceived level of importance of cultural competence

Question 11. How important is it in your work to be competent in dealing with people from different cultures?

Average Rating: 4.39 Average Rating %: 84.86% N = 507



Pre-Survey Question 8: “How important is it in your work to be competent in dealing with people from different cultures?”

Average Rating: 4.40

Comparison: Loss of -0.01

Comment:

This represents a 0.2% decrease on the pre-survey average rating of level perception of importance of cultural competence to work. The statistically insignificant difference between ratings of importance in the pre-survey and the training evaluations illustrates consistency of perceptions of importance.

88.1% of respondents rated the importance as above average or high.

Note: In Section 4, below, comparisons are made between trainees’ ratings and Current Practice Survey and Training Provider Survey findings regarding managers’ perceptions.

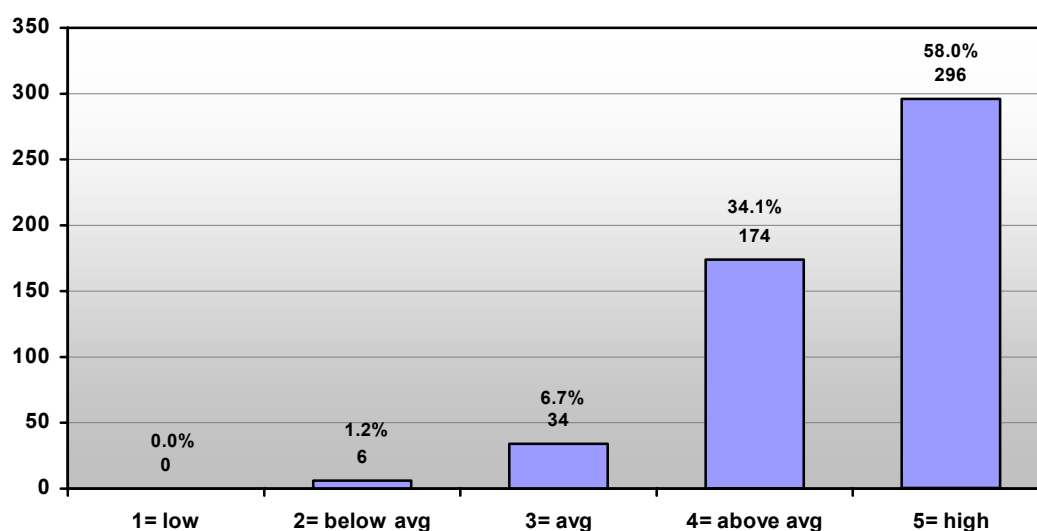
3.3 Workplace Applications and Benefits

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.

3.3.1 Interest in Applying Training

Question 12. How interested are you in applying what you have learned to your work?

Average Rating: 4.49 Average Rating %: 87.25% N = 510



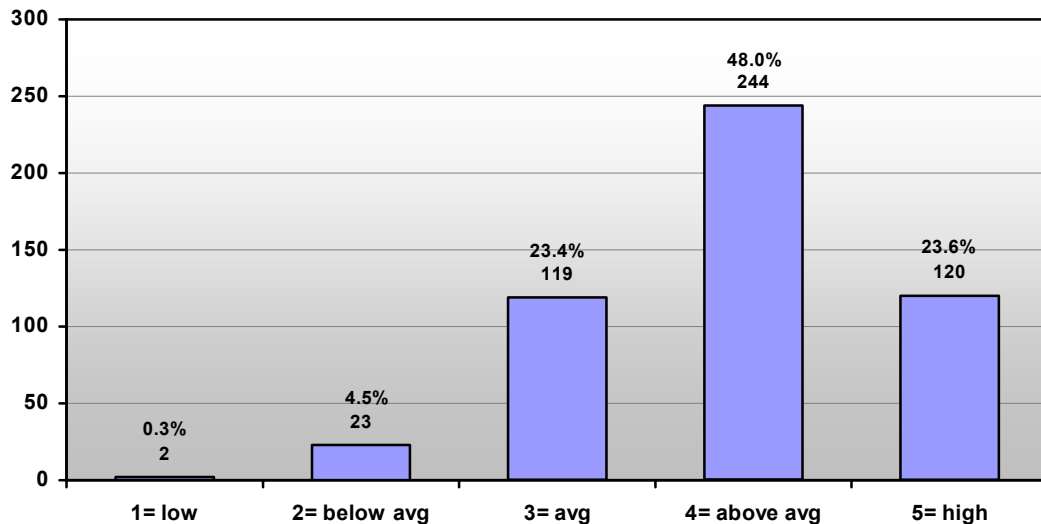
Comment:

A high proportion (92.1%) of participants indicated above average or high levels of interest in applying their learning to their work.

3.3.2 Transfer of Knowledge

Question 13. How confident are you that you will be able to transfer what you have learned to your co-workers?

Average Rating: 3.90 Average Rating %: 72.49% N = 508



Comment:

There was a relatively lower rating for level of confidence of ability to transfer learning to co-workers, 71.6% rating this as above average or high. The longitudinal evaluation will investigate reasons for this and degree to which transfer has occurred.

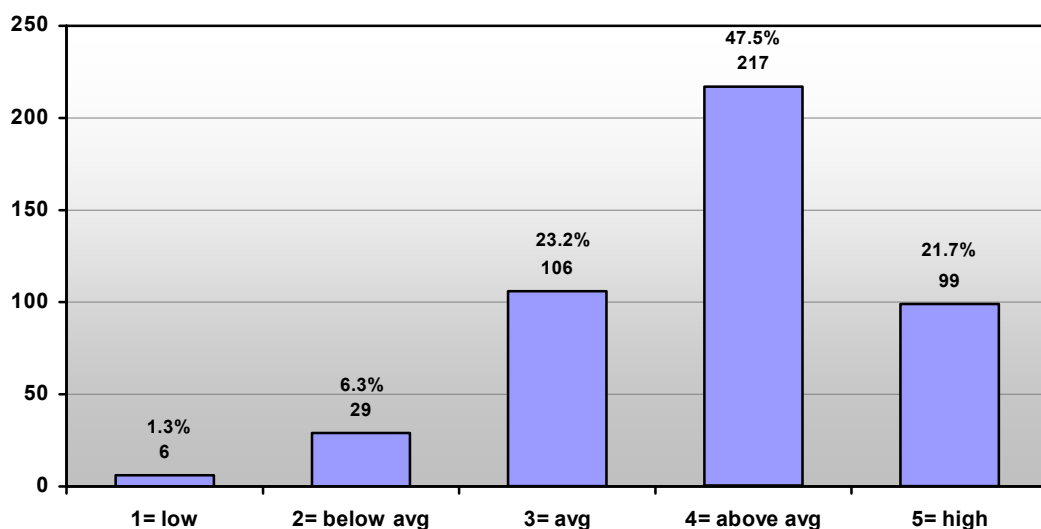
Findings may indicate level of need for follow-up support, degree to which training can be designed to encourage transfer of knowledge.

Comment on organisational cross-cultural competence re: degree of openness to and acceptance of knowledge gained from CCT.

3.3.3 Contribution to Job Effectiveness

Question 14. How much has the program contributed to your job effectiveness?

Average Rating: 3.82 Average Rating %: 70.46% N = 457



Comment:

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. The longitudinal evaluation investigated reasons for this and the degree to which improvements to job effectiveness have occurred.

Findings may indicate level of need for follow-up support, degree to which training can be designed to be more applicable to specific job functions and goals. Findings may also provide indicators of degree to which occupation or industry sector influences applicability of cross-cultural competence to work functions and contributes to effectiveness.

3.3.4 Benefit to the Organisation

Question 18. How will your organisation benefit from your participation in this training program (318 comments)

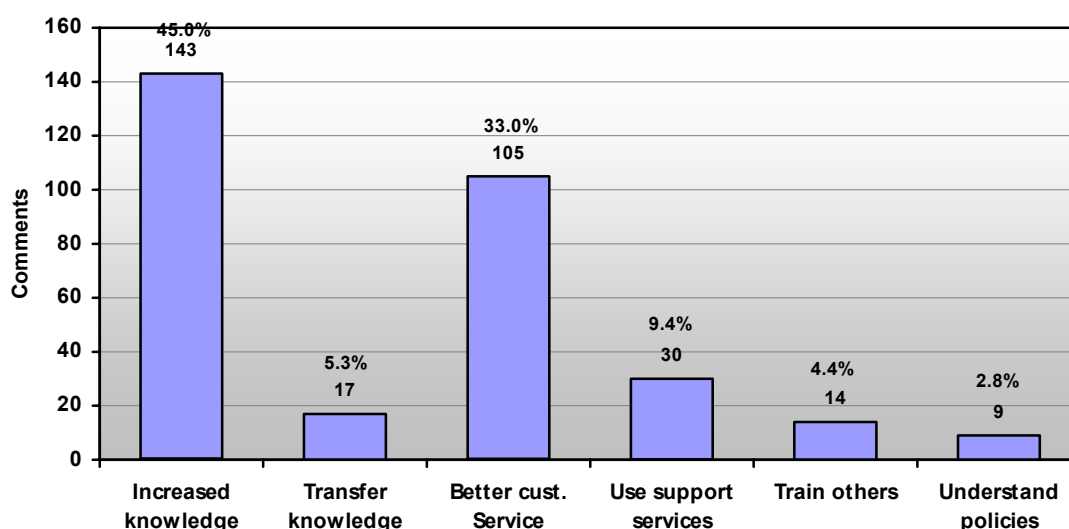
A total of 275 participants, 53.8% of the total, responded to this question, providing 318 comments. Several participants commented that this question is rarely asked in training program evaluations. The lower response rate to this question perhaps reflects the difficulty the question presented.

Twelve responded in very general terms, writing "greatly", "very much", "a great deal". One of these wrote "More than they think. Very valuable learning. Thanks. I learned a lot." Four respondents expressed uncertainty about the possible benefits of the training to the organisation, writing "Not sure", "In the long term", "Not known at this stage."

The majority of respondents were able to nominate general and specific 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

While many of the 318 comments could be interpreted as referring to more than one of these areas, the broad representation of the proportion of comments referring to each area presented below reveals the major emphasis to be on improved knowledge and awareness and improved customer service.



Knowledge, including transfer of knowledge to colleagues, awareness, understanding and respect

Most of the comments were general in nature, including phrases such as “better understanding”, “more knowledge”, “more tolerance” and “more understanding of issues”. Others referred 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.

Customer service, job skills and productivity

While many respondents simply wrote “customer service” or “better customer service”, there were numerous comments regarding improvements in specific situations and skills such as conducting interviews, using interpreters, engaging communities and greater efficiencies.

Understanding and implementation of policies and procedures

Comments in this category referred to improvements in planning and reviewing processes and improved knowledge of organisational functions and legal requirements.

Use of support services and community organisations

Comments included reference to interpreting and translating services, ethnic communities and community support organisations. Several participants identified increased networking with other participants and with support agencies as a result of meeting during training programs.

Training delivery

Participants engaged in cross-cultural training, language teaching and other forms of training identified improvements to their ability to train others.

4. 2006 Longitudinal Cross-Cultural Training Evaluation Survey

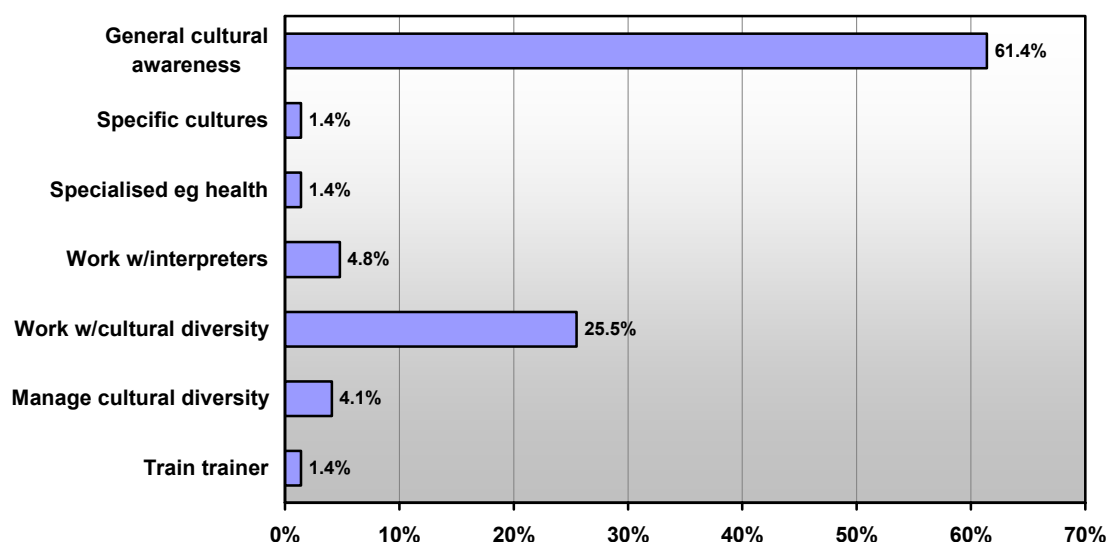
In mid-March 2006, invitations to complete an on-line, follow-up survey comprising 39 questions were sent to the 346 participants in the 2005 training programs who had volunteered their email addresses for this purpose on the pre-training survey. A total of 145 responses were received, representing 41.9% of the invited participants and 28.4% of the 511 original training program participants.

As illustrated above (see 1.2.2), 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.

4.1 Profile of Training Programs

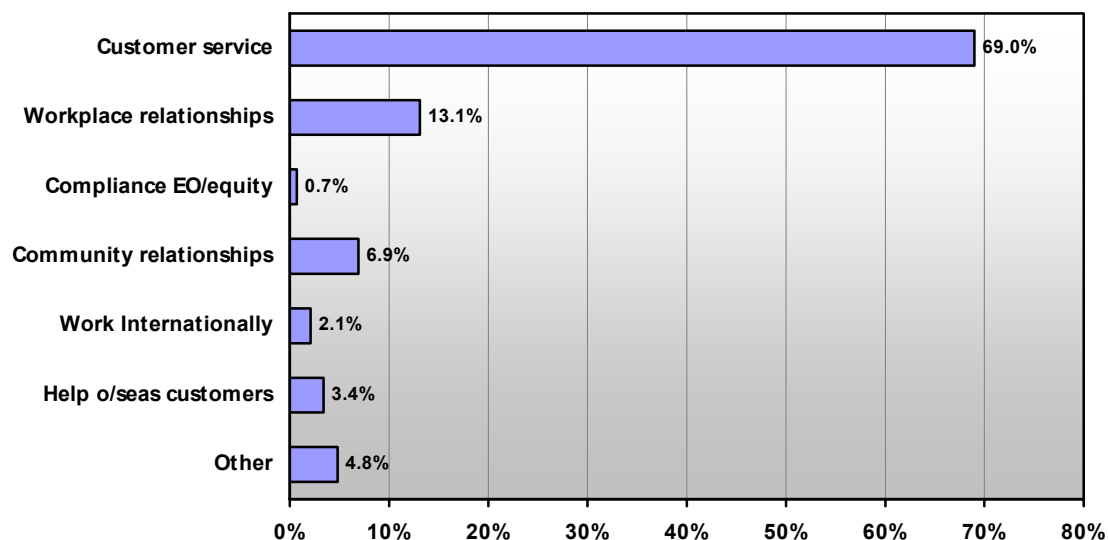
4.1.1 Type of Training Program

The most common type of training program attended by respondents 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 is usually concerned with workplace and customer service issues.



4.1.2 Participants' Training Objectives

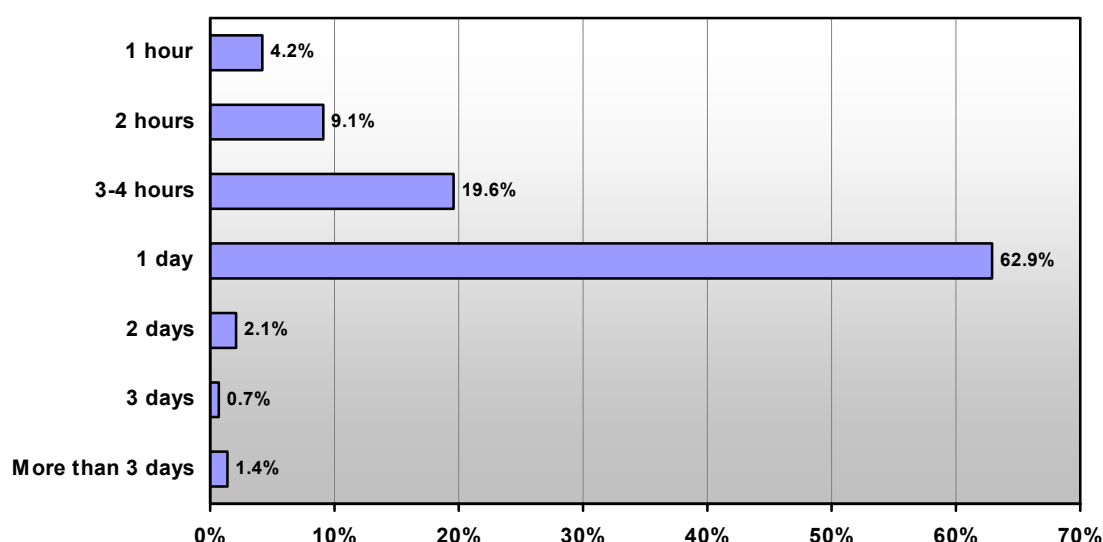
Reflecting the findings of the Stage 1 surveys, improving customer service to culturally diverse customers was the respondents' most commonly reported objective (69.0%). The objective of improving community relationships (6.9%) is closely related to customer service. The second most commonly reported 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.



4.1.3 Duration of Training Programs

The average duration of the training programs was 6.1 hours. 62.9% of training programs attended were one day long, 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.

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.



4.1.4 Satisfaction with Duration of Training Programs

- 77.6% of respondents to this question rated the duration of their training programs as satisfactory.
- 19.6% considered their programs to be too short. However, in a later question on how to improve the training (Q24), 41.6% recommended increased time.
- 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.

4.1.5 Evaluation Comparisons by Duration of Training Programs

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 as generally indicative data only.

4.1.6 Style of Training Programs

- 80.7% reported their training program 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.
- 12.4% said the style of their programs comprised mainly lecturing and presentation of information.
- 6.2% reported that the style was mainly interactive discussions and exercises.

4.1.7 Attendance Status of Training Programs

- 70.7% of respondents reported attending training programs voluntarily.
- 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.

Differences between the responses of the two groups are indicated below only where they are statistically significant.

4.1.8 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. As the 145 responses were sent fairly evenly over the 14-week survey period, the percentages at each interval shown are approximations only.

Period 2005	% of Responses	Approximate Interval Between Immediate Post-Training Evaluation and Longitudinal Evaluation
Jun - Aug	19.7%	8-10 months
Sept - Oct	34.1%	6-7 months
Nov	34.8%	4-5 months
Dec	11.4%	2.5-3 months
	100.0%	

The approximate median interval between training and longitudinal training evaluation is 5.4 months. (Estimated as the difference between the median month the training was received and the median date the participant completed the longitudinal evaluation survey.) This distribution shows that the interval for 53.8% of participants was six months or more.

4.2 Comparative Evaluations: Program and Trainer Effectiveness

All of the longitudinal evaluation comparative ratings of the 2005 corresponding variables were lower. This may be interpreted as an expected “sobering” effect as participants reflect on training programs they attended several months ago. 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.

For the eleven variables related to program effectiveness importance to work and knowledge acquired (Longitudinal Survey Q 8-18), the ratings were lower by an average of 5.6%.

For the three variables related to application and transfer of knowledge and contribution to job effectiveness, the longitudinal ratings were lower by an average of 19.8%. The results for these variables appear to reflect the commonly reported limitations of the applicability and value of short training programs in the areas of customer and workplace communication. It is also important to note that these three variables were not directly comparable. The 2005 survey asked respondents to predict the extent to which they felt confident in their ability to apply or transfer learning 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.

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.

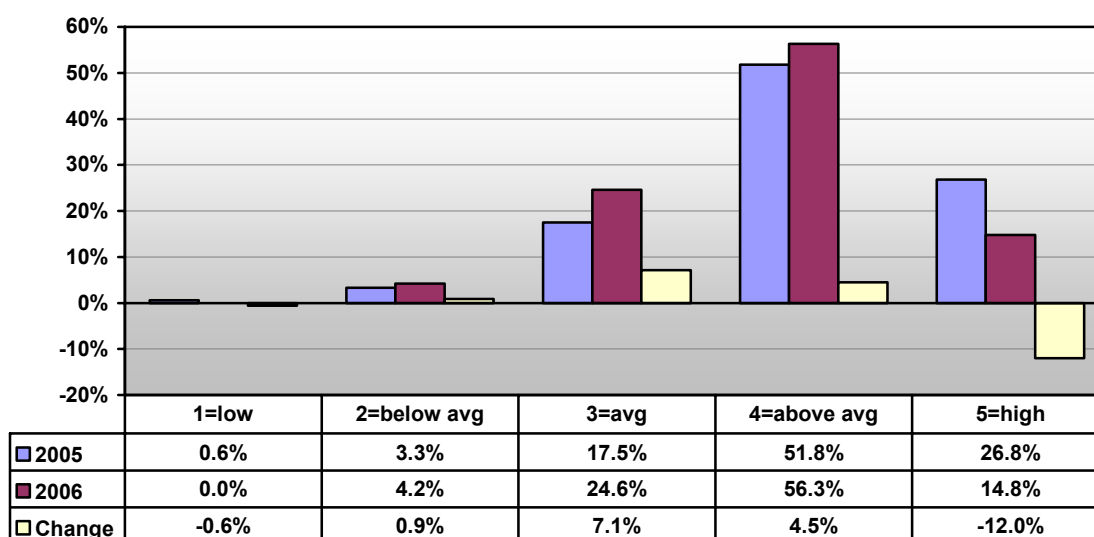
The longitudinal rating for overall training satisfaction was lower than the 2005 rating by 8.7%. This can be interpreted as a combination of the evaluations of training effectiveness and the subsequent workplace experiences reflected in the above three variables.

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.

4.2.1 Program Design

2005 Training Evaluation Question 1 compared with 2006 Longitudinal Evaluation Question 8: “How effective was the design of the program?”

Q1–8 Effectiveness of Design



2005 Q1 Average Rating: 4.01 Average Rating (%): 75.2%
 2006 Q8 Average Rating: 3.82 Average Rating (%): 70.4%
 Difference: -0.19
 % Change in Rating Score: -4.8%

Comment

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 (see 4.2.6) demonstrate that in retrospect, participants perceived a number of areas in which program design could have been improved.

Q28 Comparison by Program Duration

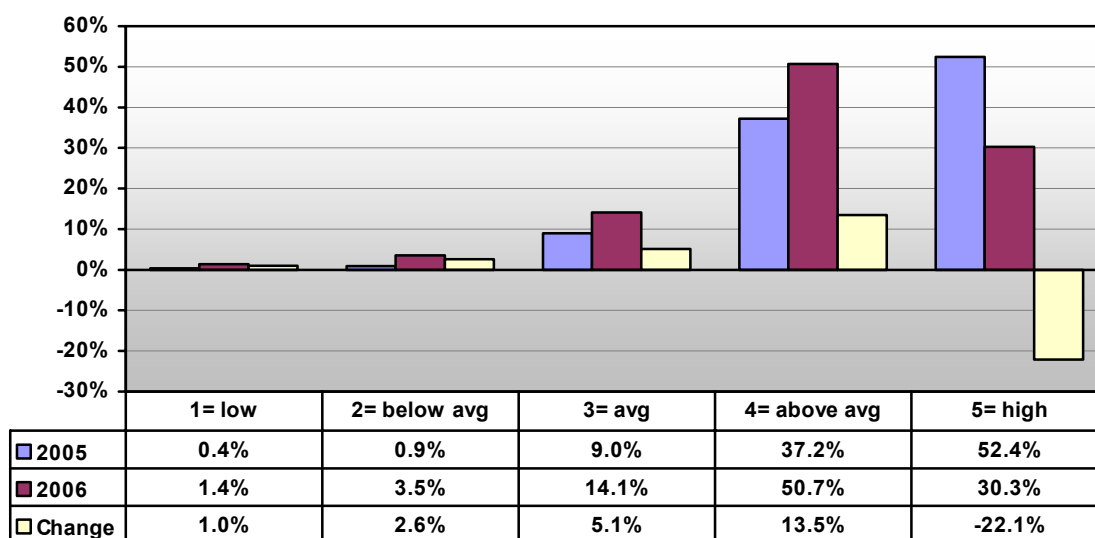
Percentage of respondents rating program design effectiveness as above average or high.

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	70%	82.2%	76.9%	16.7%

4.2.2 Trainer Effectiveness

2005 Training Evaluation Question 2 compared with 2006 Longitudinal Evaluation Question 9: “How effective was the trainer?”

Q2–9 Trainer Effectiveness



2005 Q2 Average Rating: 4.40 Average Rating (%): 85.05%

2006 Q9 Average Rating: 4.05 Average Rating (%): 76.2%

Difference: -0.35

% Change in Rating Score: -8.0 %

Comment

The most significant change in ratings is a reduction of 22.1 percentage points in the highest rating for trainer effectiveness, redistributed to the average and above average categories. The above average category had the highest increase of 13.5 percentage points in the comparison between the 2005 evaluation and the 2006 evaluation.

This change may be a reflection of at least two factors. Firstly, it may be explained by a reversal of the “halo effect”. 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.

Q9 Comparison by Program Duration

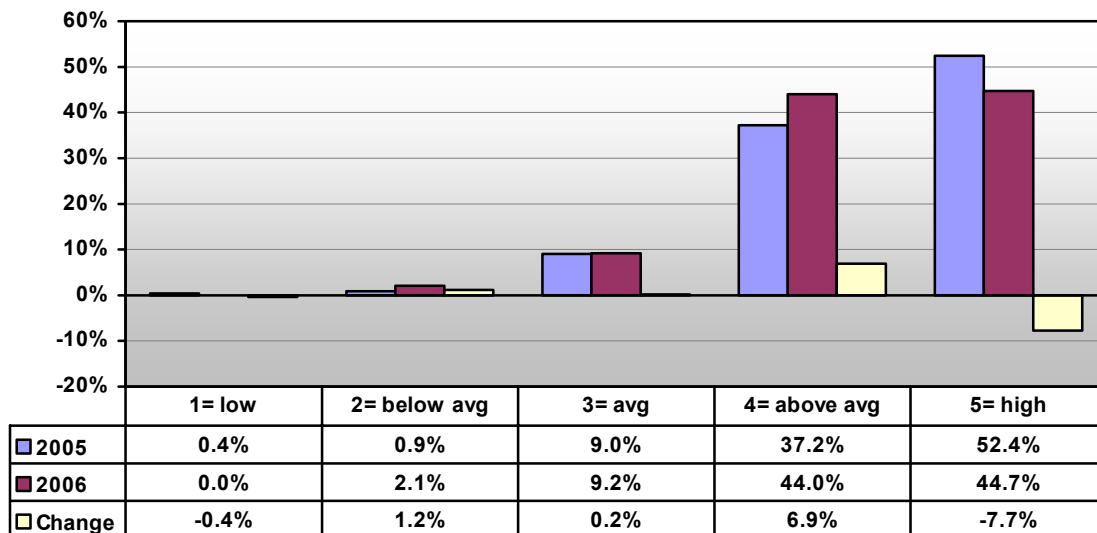
Percentage of respondents rating trainer effectiveness as above average or high

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	81.4%	85.2%	84.6%	33.3%

4.2.3 Trainer Knowledge

2005 Training Evaluation Question 3 compared with 2006 Longitudinal Evaluation Question 10: “How knowledgeable was the trainer?”

Q3–Q10 Trainer Knowledge



2005 Q3 Average Rating: 4.58 Average Rating (%): 89.61%

2006 Q10 Average Rating: 4.31 Average Rating (%): 82.8%

Difference: -0.27

% Change in Rating Score: -5.9%

Comment

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.

Q10 Comparison by Program Duration

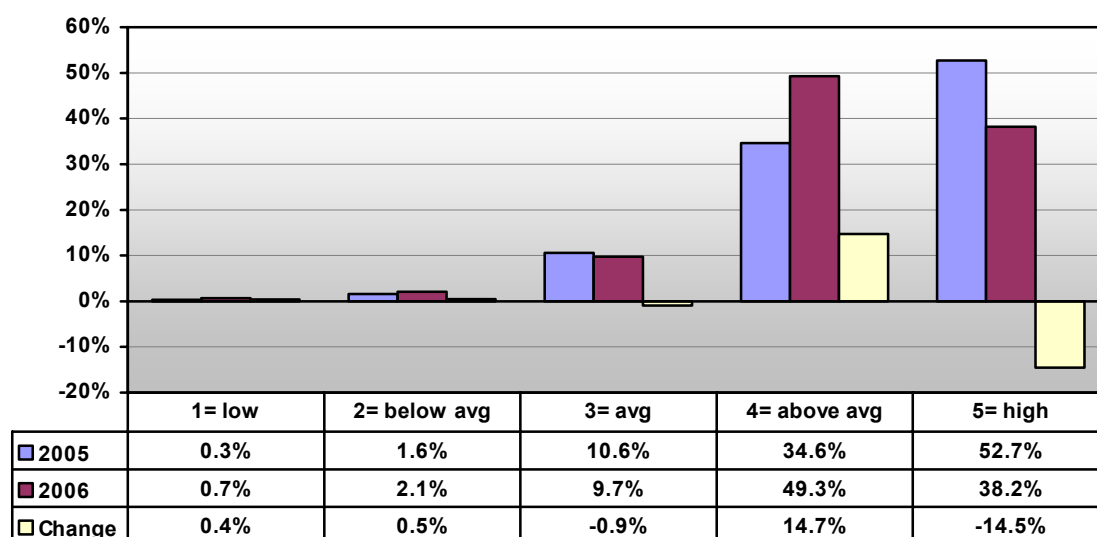
Percentage of respondents rating trainer knowledge as above average or high

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	88.7%	96.3%	84.6%	33.3%

4.2.4 Encouragement of Interactivity

2005 Training Evaluation Question 4 compared with 2006 Longitudinal Evaluation Question 11: “How well did the trainer encourage discussion and interaction?”

Q4–Q11 Interaction Encouraged



2005 Q4 Average Rating: 4.38 Average Rating (%): 84.45%

2006 Q11 Average Rating: 4.22 Average Rating (%): 80.6%

Difference: -0.16

% Change in Rating Score: -3.6%

Comment

The small change in these ratings indicates general satisfaction with the degree of interactivity in CCT programs. As can be seen in the responses to the questions on best aspects of programs (see 4.2.5), interactivity was the most highly rated aspect in both surveys. The reduction of 14.5 percentage points in the highest score rating 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%). (See 4.2.6)

Satisfaction with 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.

Q11 Comparison by Program Duration

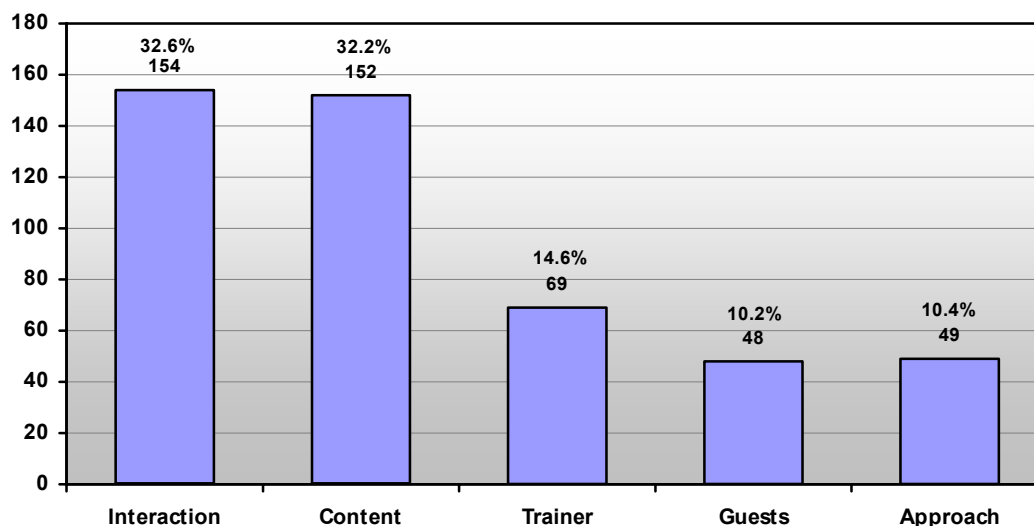
Percentage of respondents rating encouragement of interactivity as above average or high

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	87%	100%	84.6%	66.7%

4.2.5 Best Aspects of Training Programs

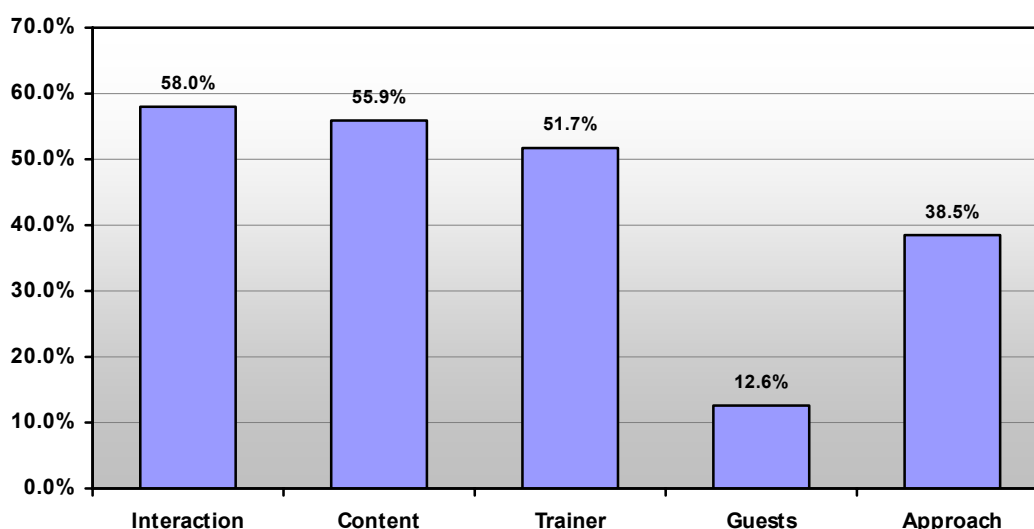
2005 Training Evaluation Question 16. What were the best aspects of the program?

A total of 472 comments were received from 375 participants, categorised as follows:



2006 Longitudinal Evaluation Question 23. What were the best aspects of the program?

Q23 Best Aspects 2006

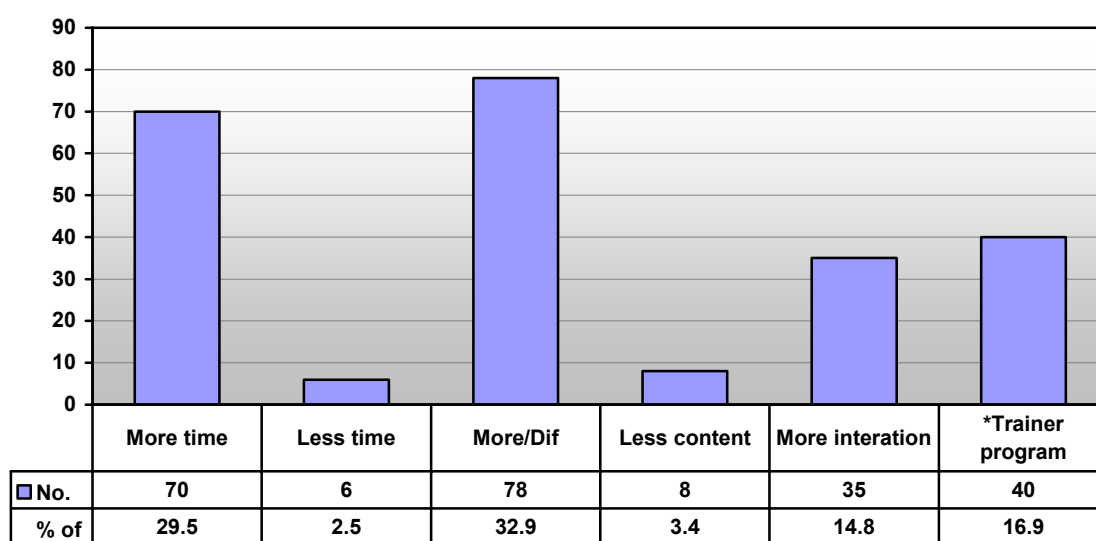


Comment

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. However, as can be seen in the following charts, the rank order of these aspects remains roughly unchanged, with the exception of the ratings for “Trainer” and “Overall approach”, which were more highly rated in the 2006 survey.

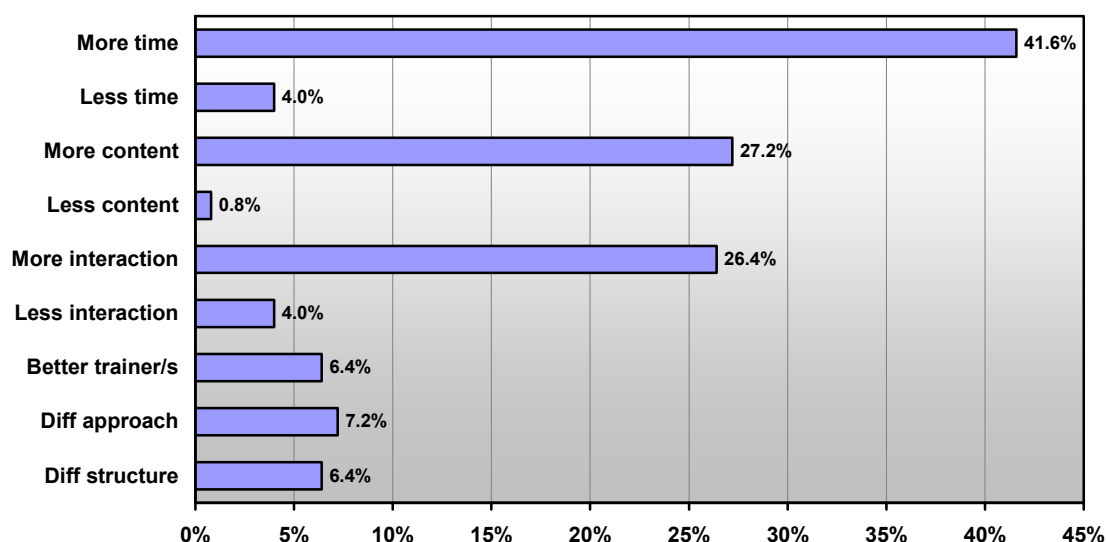
4.2.6 Recommendations for Improvement of Training Programs

2005 Training Evaluation Question 17. How could the program be improved? (237 comments)



* Combined "Better trainers/ Different program structure or approach"

2006 Longitudinal Evaluation Question 24. How could the program be improved? Select as many as appropriate.



Other Comments

There were 33 comments under "Other", seven of which were positive comments such as "I was very satisfied with the course" or "Could not be improved".

Ten of the comments concerned program content, most of them recommending more specific content on organisational policies, actual case studies, specific cultures and support services.

Four comments recommended that trainers be more knowledgeable or better prepared. Two comments recommended guest speakers.

Six other comments concerned organisational issues such as better venue, preparation of the venue, pre-surveys of participants, equipment and course notes.

Time

It is significant that 41.6% of recommendations for improvement were for increased time, an increase of 12.1% on the 2005 survey in which 29.5% of recommended more time.

Content

In 2005, 42.3% of written comments recommended more, or different content, compared with 27.2% suggesting more content in 2006. There was a reduction of calls for less content from 3% in 2005 to 0.8% in 2006.

Interactivity

There appears to be a significant difference in the level of recommendations for more interaction, 26.4% of longitudinal survey responses compared to 14.2% in 2005.

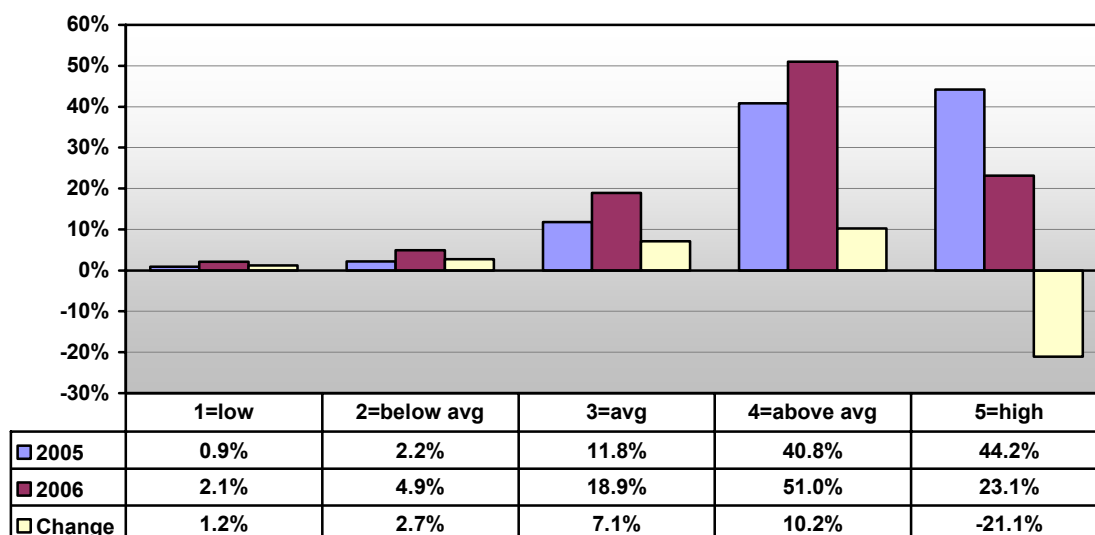
Trainers

The number of recommendations for better trainers was reduced from 9.3% in 2005 to 6.4% in 2006.

4.2.7 Overall Satisfaction with Training Program

2005 Training Evaluation Question 15 compared with 2006 Longitudinal Evaluation Question 22. Overall, how satisfied are you with this training program?

Q15-Q22 Overall Satisfaction



2005 Q15 Average Rating: 4.25 Average Rating (%): 81.26%

2006 Q22 Average Rating: 3.88 Average Rating (%): 72.0%

Difference: -0.37

% Change in Rating Score: -8.7%

Comment

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.

Q22 Comparison by Attendance Status

Question	Voluntary Attendees	Compulsory Attendees	% Diff. Compulsory
22. Overall satisfaction with training program	76%	69.8%	-6.2%

Q22 Comparison by Program Duration

Percentage of respondents rating satisfaction as above average or high

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	75%	81.4%	76.9%	16.7%

4.3 Comparative Evaluations: Results of training program

4.3.1 Statistical Comparisons of Pre-, Evaluation and Longitudinal Surveys

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 (Questions 12-18) in the 2006 Longitudinal Evaluation survey.

Comparative Results of 2005 Training Evaluation and 2006 Longitudinal Evaluation

	Q5 vs Q12 U'stand org.policies & issues	Q6 vs Q13 U'stand how culture influences self	Q7 vs Q14 Increase knowledge of CC skills	Q8 vs Q15 Increase knowledge of other cultures	Q9 vs Q16 Increase confidence to work with cultures	Q10 vs Q17 Aware cultural diffs affect interaction	Q11 vs 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%
	*	*	*	*	*	*	*

(* = significant difference at 95% conf. level)

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 (Questions 12-18) 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%
	*		*	*			

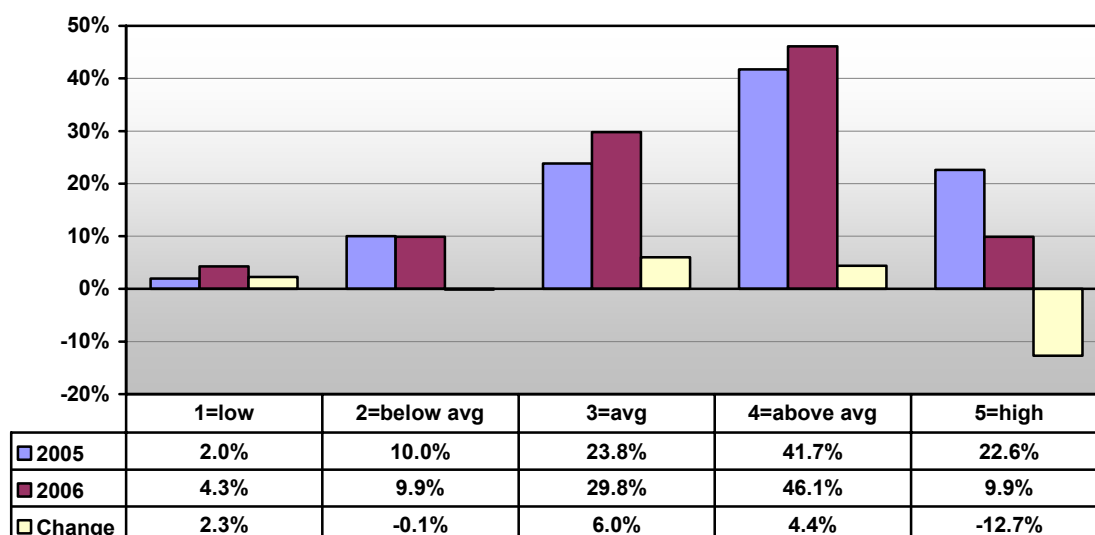
(* = significant difference at 95% conf. level)

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.

4.3.2 Knowledge of Policies and Issues

2005 Training Evaluation Question 5 compared with 2006 Longitudinal Evaluation Question 12. How much did the program improve your understanding of your organisation's policies and issues regarding cultural diversity?

Q5-Q12 Improved Understanding of Policies



2005 Q5 Average Rating: 3.73 Average Rating (%): 68.21%

2006 Q12 Average Rating: 3.48 Average Rating (%): 61.9%

Difference: -0.25

% Change in Rating Score: -6.8%

Comment

In the 2005 Training Evaluation Survey there was an increase of 20.9% on the Pre-Training Survey self-assessment of knowledge of policies and issues. The reduced longitudinal evaluation rating at the upper end of the scale, compared with increased ratings in the mid-ranges, may indicate that participants have 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.

Written comments indicate that participants gained factual knowledge of policies and issues including information on resources and external and internal sources of assistance.

Q12 Comparison by Program Duration

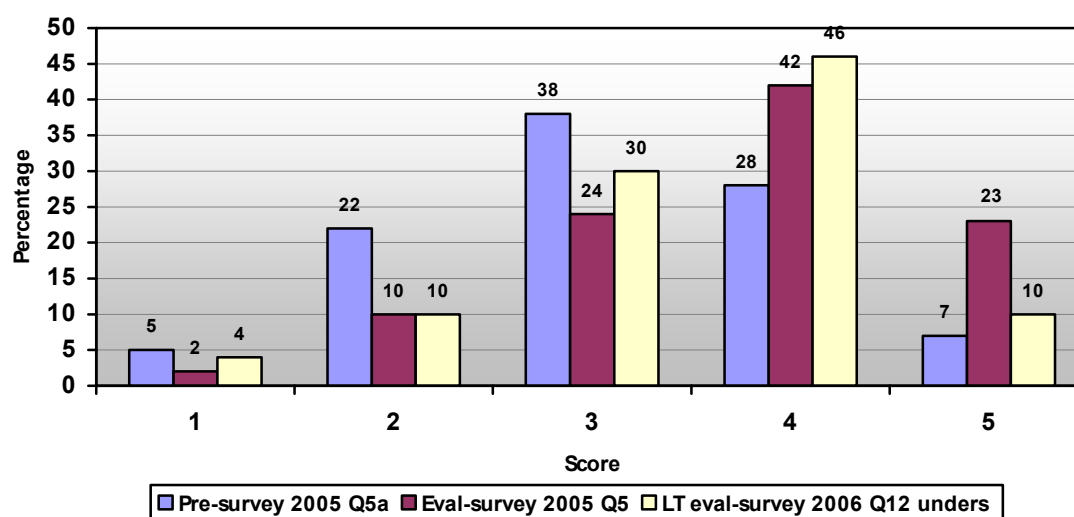
Percentage of respondents rating improved understanding of policies and issues as above average or high (2006 Survey average: 56%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	57.2%	55.5%	53.9%	33.3%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

Q5a Pre-Survey Average Rating:	3.09
Q12 Longitudinal Average Rating:	3.48
Difference:	+0.38
% Change in Rating Score:	12.3%

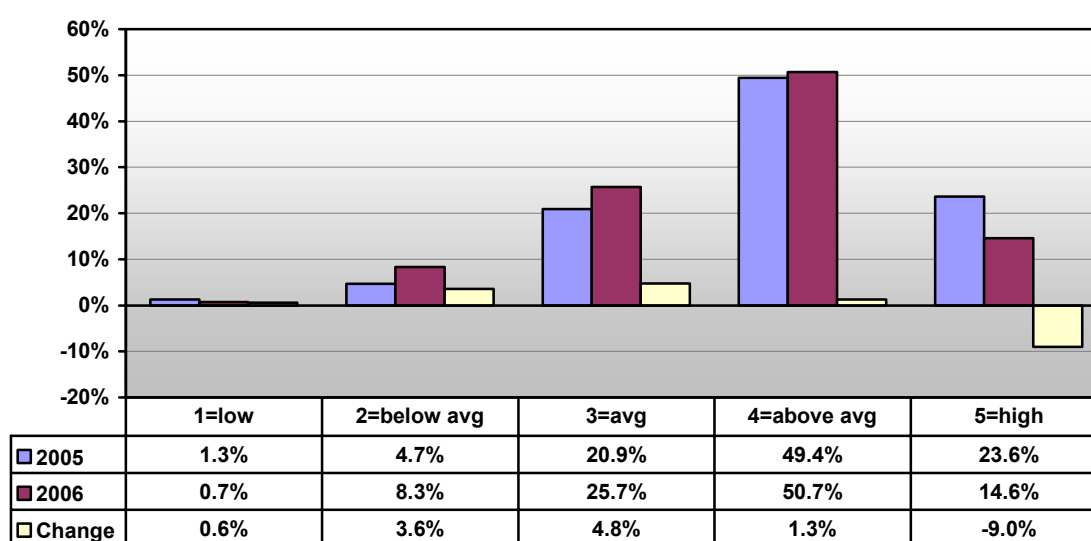
The following chart shows the changes in distribution of ratings for knowledge of policies and issues between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.3 Awareness of Influence of Own Culture

2005 Training Evaluation Question 6 compared with 2006 Longitudinal Evaluation Question 13. How much did the program increase your awareness of the influence your own culture has on your thoughts and behaviours?

Q6–Q13 Understanding Influence of Culture on Self



2005 Q6 Average Rating:	3.89	Average Rating (%):	72.29%
2006 Q13 Average Rating:	3.70	Average Rating (%):	67.5%

Difference: -0.19

% Change in Rating Score: -4.9%

Comment

These responses appear to 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. However, the increased ratings in the mid-range may illustrate a more considered view of the extent of their learning.

Q13 Comparison by Program Duration

Percentage of respondents rating increased understanding of influence of own culture as above average or high

(2006 Survey average: 65.3%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	57.2%	55.5%	53.9%	33.3%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

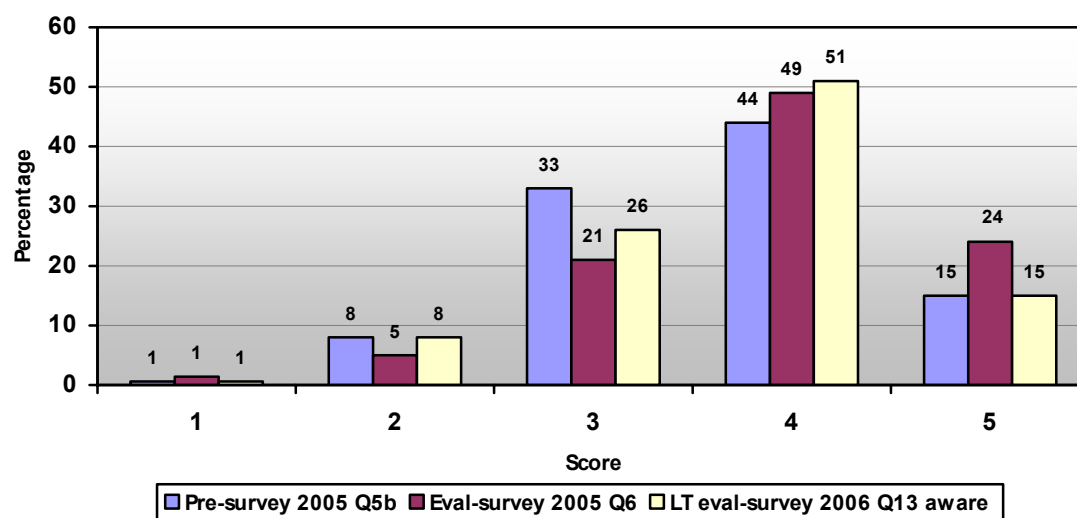
Q5b Pre-Survey Average Rating: 3.64

Q13 Longitudinal Average Rating: 3.70

Difference: +0.06

% Change in Rating Score: 1.6%

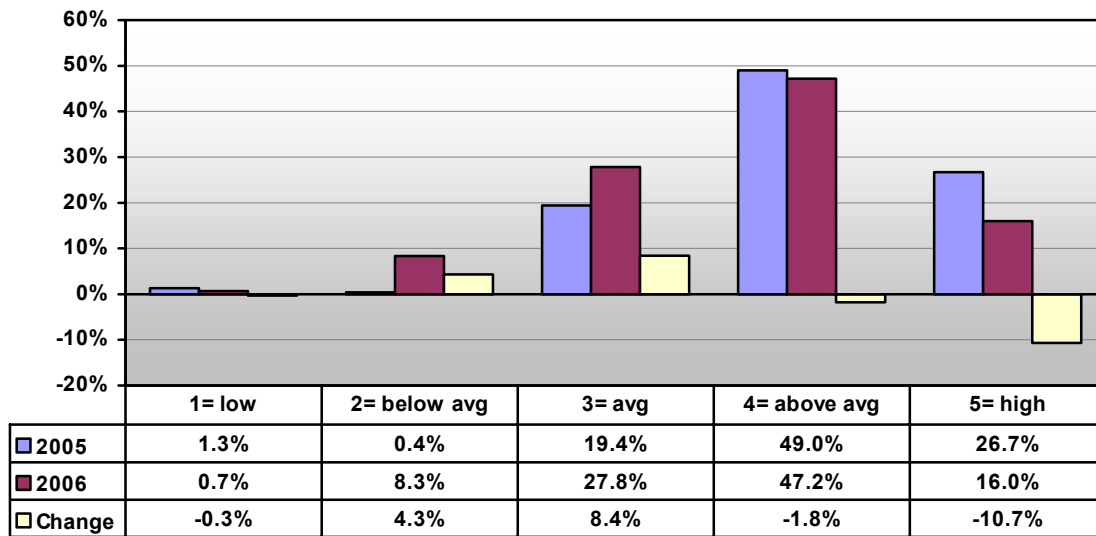
The following chart shows the changes in distribution of ratings of awareness of the influence of own culture between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.4 Knowledge of Cross-Cultural Communication Skills

2005 Training Evaluation Question 7 compared with 2006 Longitudinal Evaluation Question 14: How much did the program increase your knowledge of cross-cultural communication skills?

Q7–Q14 Increase Knowledge of CC Skills



2005 Q7 Average Rating: 3.96 Average Rating (%): 74.11%

2006 Q14 Average Rating: 3.69 Average Rating (%): 67.4%

Difference: -0.27

% Change in Rating Score: -6.7%

Comment

There was a reported 25.7% increase in knowledge of cross-cultural skills after the 2005 training programs, the highest gain on pre-survey ratings. In the interval, this rating fell by 6.7%. Since knowledge does not directly equate to skills, these responses may indicate that participants were better able to understand the nature of cross-cultural communication skills at the time of training but, considering that most of the training was basic, general and introductory in nature, have become aware of the gap between knowledge of and use of skills. This is reflected in other findings regarding the demand for and the focus of further CCT.

Q14 Comparison by Program Duration

Percentage of respondents rating increased understanding of cross-cultural communication skills as above average or high

(2006 Survey average: 63.2%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	67.2%	53.6%	69.2%	33.3%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

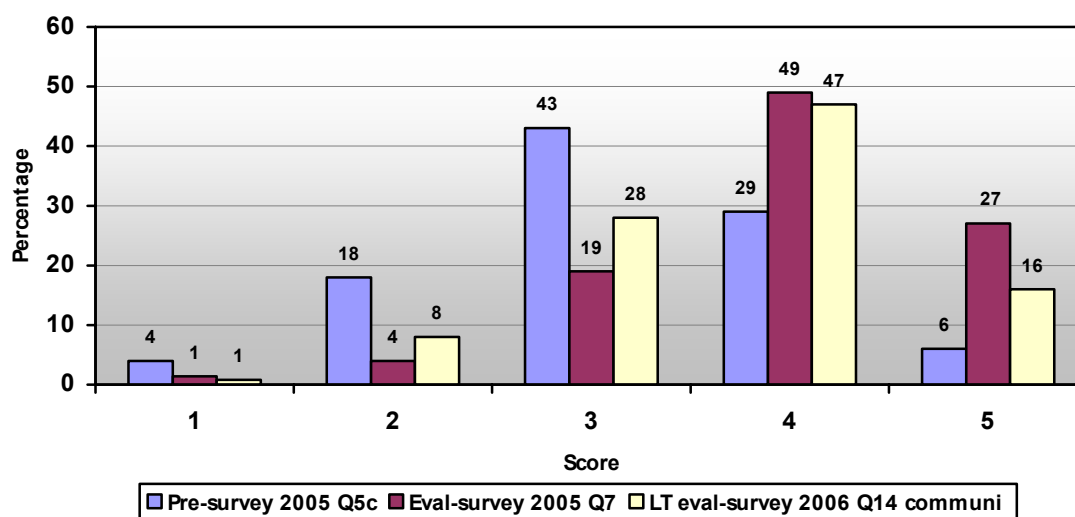
Q5c Pre-Survey Average Rating: 3.15

Q14 Longitudinal Average Rating: 3.69

Difference: +0.54

% Change in Rating Score: 17.1%

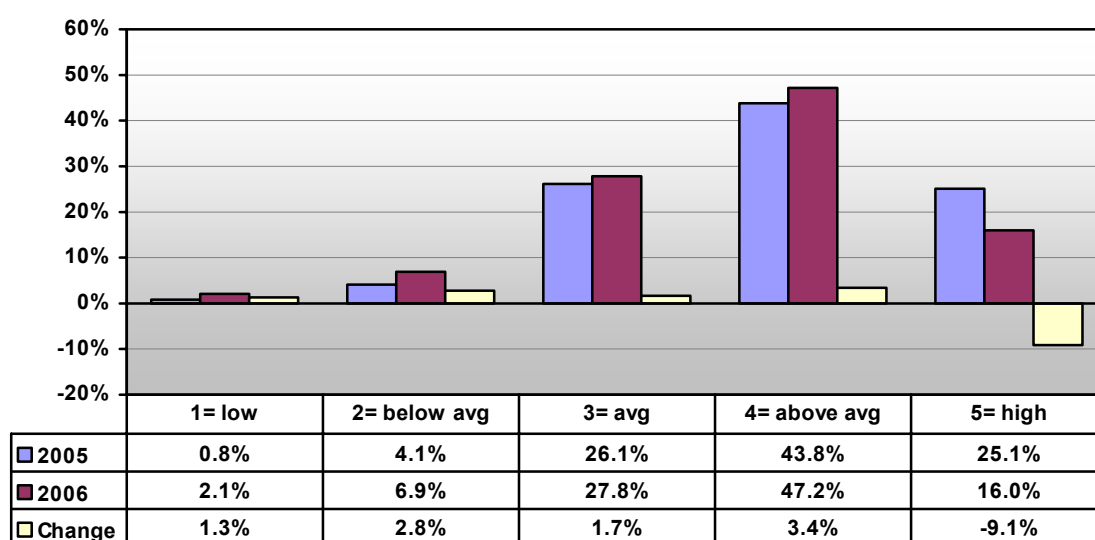
The following chart shows the changes in distribution of ratings of knowledge of cross-cultural skills between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.5 Knowledge of Other Cultures

2005 Training Evaluation Question 8 compared with 2006 Longitudinal Evaluation Question 15. How much did the program increase your knowledge and understanding of the customs, values and beliefs of other cultures?

Q8-Q15 Increase Knowledge of Other Cultures



2005 Q8 Average Rating: 3.88 Average Rating (%): 72.1%

2006 Q15 Average Rating: 3.63 Average Rating (%): 65.8%

Difference: -0.25

% Change in Rating Score: -6.5%

Comment

The reduced rating at the high end of the scale may indicate a greater awareness of the complexity of culture. While there was a 24.8% increase in this area between the pre-survey and the 2005 training evaluation, it may be that participants were commenting from the perspective of a low base of prior

knowledge. The greater awareness of cultural complexity may have occurred in the intervening months, leading to this reduced rating of this effect of the training. The comparatively high number of respondents indicating a desire for further training on specific cultures could be a reflection of this raised awareness.

Q15 Comparison by Program Duration

Percentage of respondents rating increased knowledge of other cultures as above average or high

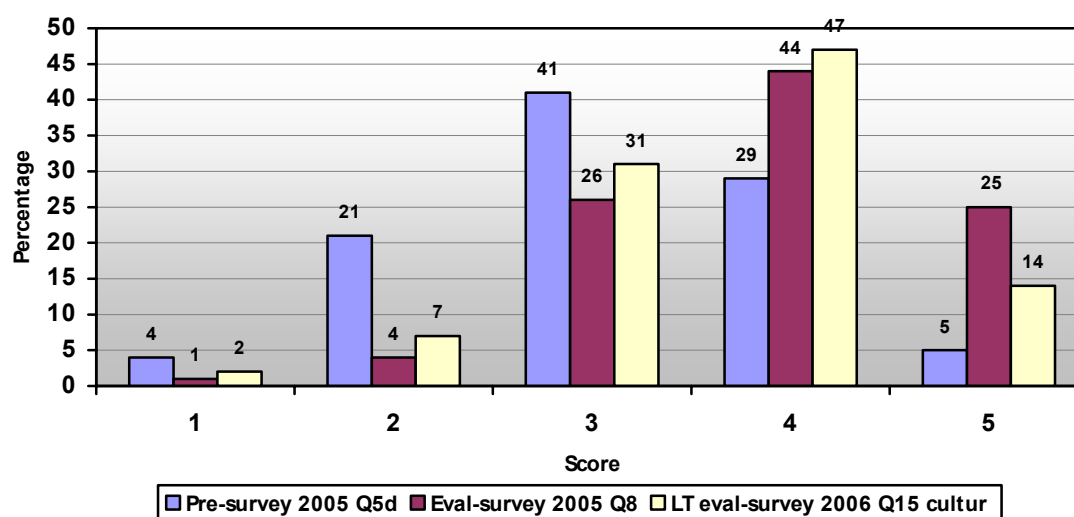
(2006 Survey average: 63.2%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	60.8%	67.8%	53.8%	16.7%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

Q5d Pre-Survey Average Rating:	3.11
Q15 Longitudinal Average Rating:	3.63
Difference:	+0.52
% Change in Rating Score:	16.7%

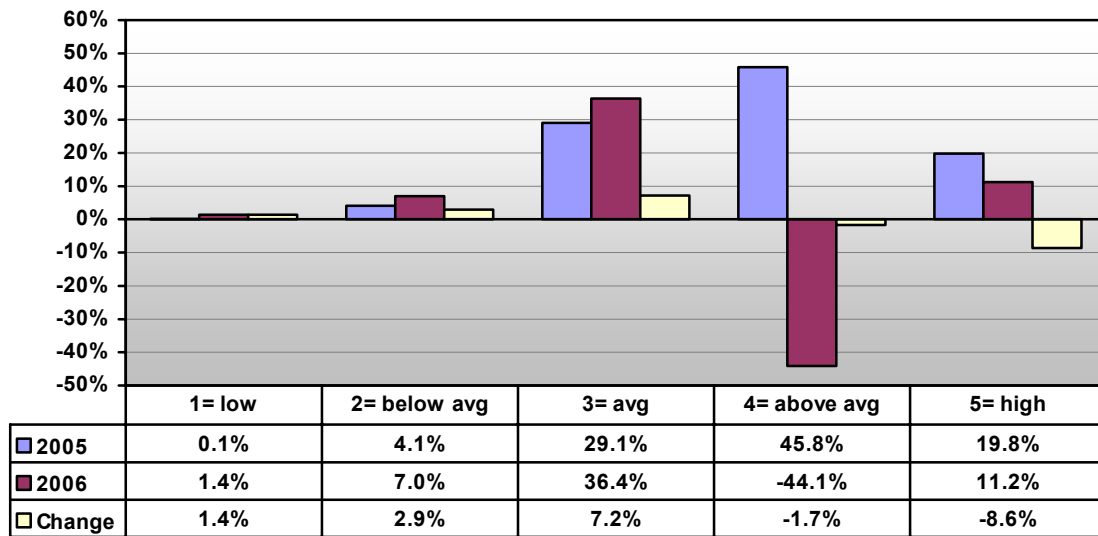
The following chart shows the changes in distribution of ratings of knowledge of other cultures between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.6 Confidence in Dealing with Different Cultures

2005 Training Evaluation Question 9 compared with 2006 Longitudinal Evaluation Question 16: How much did the program increase your confidence in dealing with people from different cultures?

Q9–Q16 Increase Confidence with Other Cultures



2005 Q9 Average Rating: 3.79 Average Rating (%): 69.71%
 2006 Q16 Average Rating: 3.57 Average Rating (%): 64.2%
 Difference: -0.22
 % Change in Rating Score: -5.9%

Comment

After the 2005 training program gain of 5.9% in confidence in dealing with other cultures, the change of -5.9% in the longitudinal study necessitates some speculation and possibly further investigation. The 2005 result could be interpreted to reflect the fact that the majority of public sector employees, who choose to attend or are made to attend CCT programs work in multicultural settings, 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 indicates 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. Such employees tend not to be present in voluntary CCT programs but do tend to be present - and often vocal - in compulsory CCT programs.)

In terms of evaluating CCT, the combined reduction of 10.3 percentage points in the above average and high ratings for levels of confidence may indicate that on reflection, participants are slightly less confident than they initially thought at the conclusion of their training program. 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. This may be a valuable outcome of CCT, which generally cautions trainees against making assumptions or reacting too swiftly to unexpected behaviours.

Q16 Comparison by Program Duration

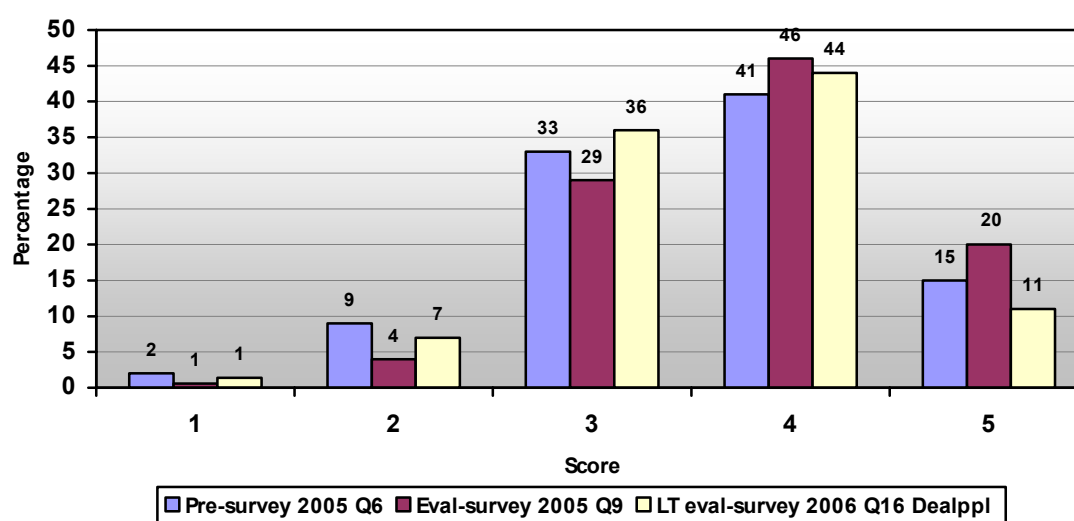
Percentage of respondents rating increased confidence as above average or high. (2006 Survey average 55.3%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	56.8%	51.8%	53.8%	16.7%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

Q6 Pre-Survey Average Rating:	3.58
Q16 Longitudinal Average Rating:	3.57
Difference:	-0.01
% Change in Rating Score:	-0.4%

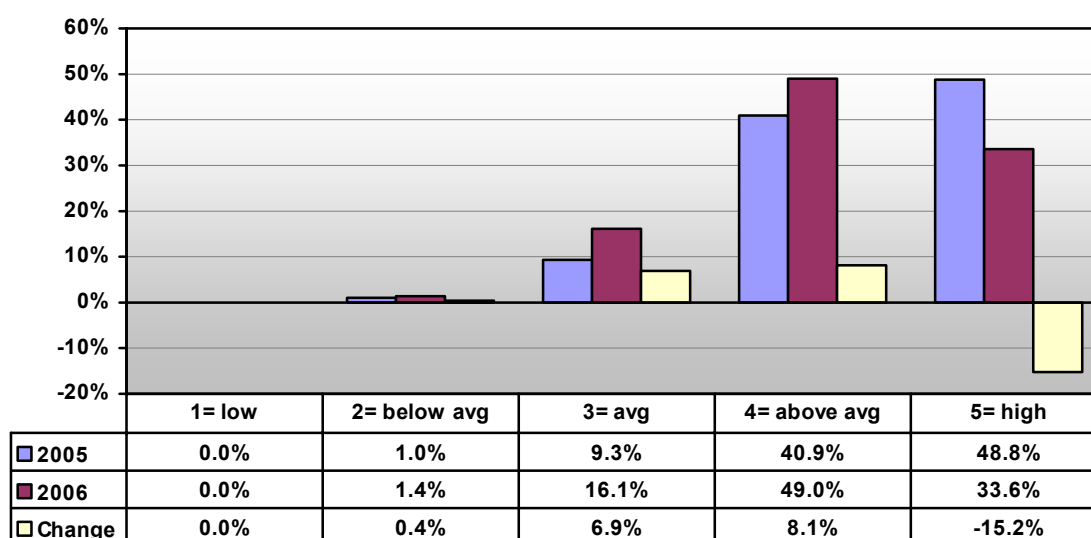
The average score was practically unchanged between the 2005 pre-survey and the 2006 longitudinal evaluation. The following chart shows the changes in distribution of ratings of levels of confidence between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.7 Perceived effect of cultural diversity on interactions

2005 Training Evaluation Question 10 compared with 2006 Longitudinal Evaluation Question 17. How much do you think cultural differences affect interactions?

Q10-Q17 Awareness Culture affects interactions



2005 Q10 Average Rating:	4.38	Average Rating (%):	84.4%
2006 Q17 Average Rating:	4.15	Average Rating (%):	78.7%
Difference:	-0.23		
% Change in Rating Score:	-5.2%		

Comment

There was a 7.4% increase in awareness of the affects of cultural diversity after the 2005 training programs. This relatively small change indicates that the participants, due to the nature of their work, were well aware that cultural diversity affected interactions. The small decrease 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.

Q17 Comparison by Program Duration

Percentage of respondents rating perceived affect of cultural diversity on interactions as above average or high

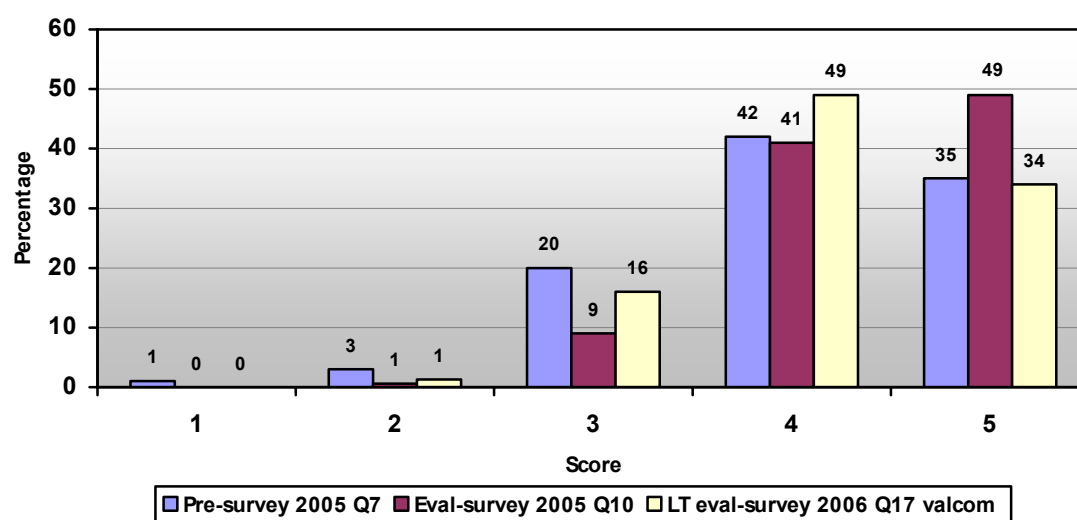
(2006 Survey average: 82.6%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	82.6%	85.7%	78.8%	50%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

Q7 Pre-Survey Average Rating:	4.07
Q17 Longitudinal Average Rating:	4.15
Difference:	+0.08
% Change in Rating Score:	1.7%

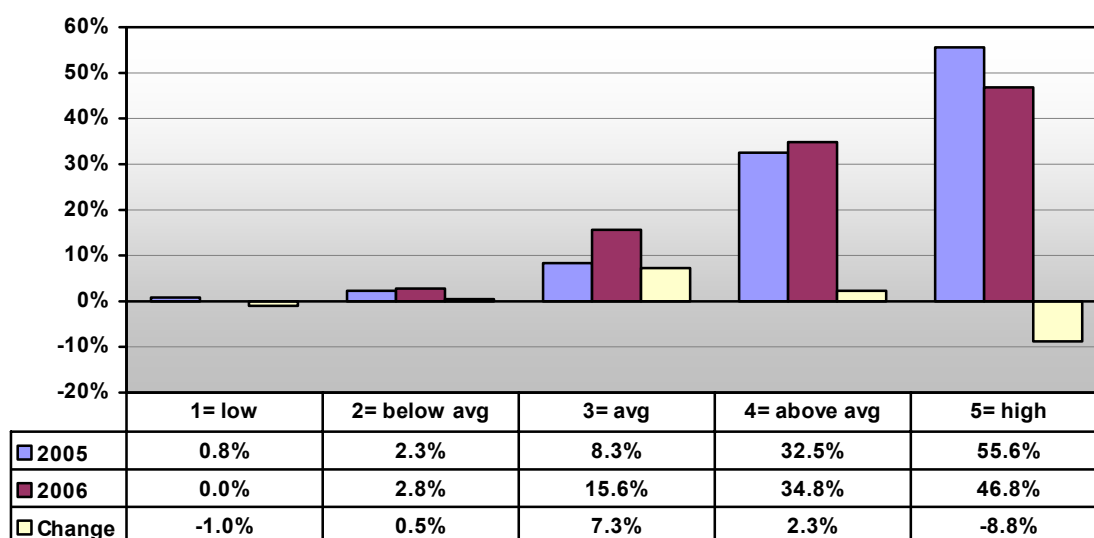
The following chart shows the changes in distribution of ratings of levels of awareness of the affect of cultural differences on interactions between the pre-survey, the training evaluation and the longitudinal evaluation.



4.3.8 Perceived level of importance of cultural competence

2005 Training Evaluation Question 11 compared with 2006 Longitudinal Evaluation Question 18. How important is it in your work to be competent in dealing with people from different cultures?

Q11–Q18 Importance of Cultural Competence to Work



2005 Q11 Average Rating: 4.39 Average Rating (%): 84.86%

2006 Q18 Average Rating: 4.26 Average Rating (%): 81.4%

Difference: -0.14

% Change in Rating Score: -3.2%

Comment

This represents a 0.2% decrease on the pre-survey average rating of level perception of importance of cultural competence to work and as such is a statistically insignificant difference. The similarity of ratings of importance in all of the evaluations illustrates consistency of perceptions of importance across the sample

Comparison by Attendance Status

Voluntary trainees	Compulsory trainees	% Diff. Compulsory
79.6%	86.1%	+6.5%

Q18 Comparison by Program Duration

Percentage of respondents rating perceived level of importance of cultural competence to work as above average or high.

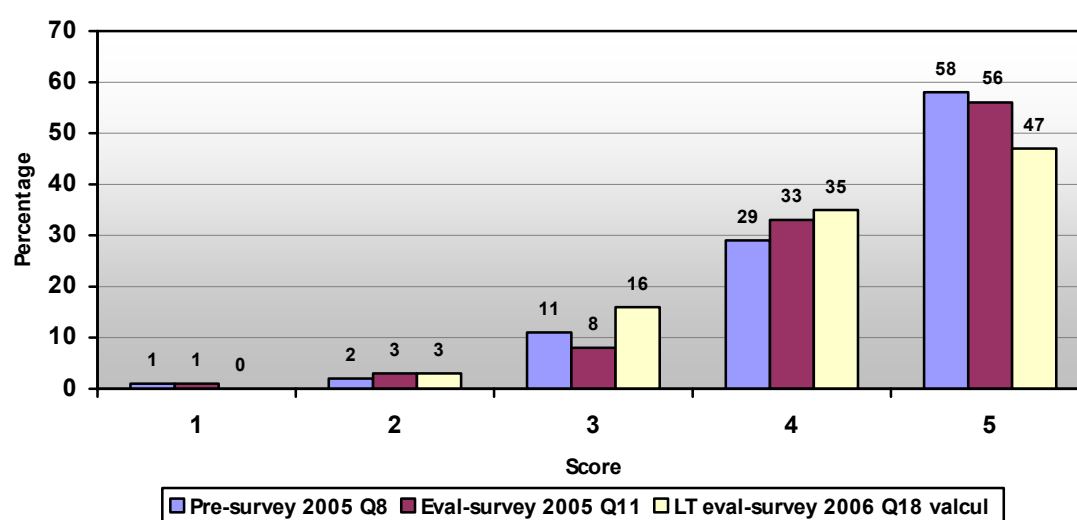
(2006 Survey average: 81.6%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	79.2%	92.6%	84.6%	66.7%

Differences between Pre-Survey Self Assessment and Longitudinal Evaluation

Q8 Pre-Survey Average Rating:	4.40
Q18 Longitudinal Average Rating:	4.26
Difference:	-0.14
% Change in Rating Score:	-0.2%

The following chart shows the changes in distribution of ratings of levels of importance of cultural competence to work between the pre-survey, the training evaluation and the longitudinal evaluation.



4.4 Comparative Evaluations: Workplace Applications and Benefits

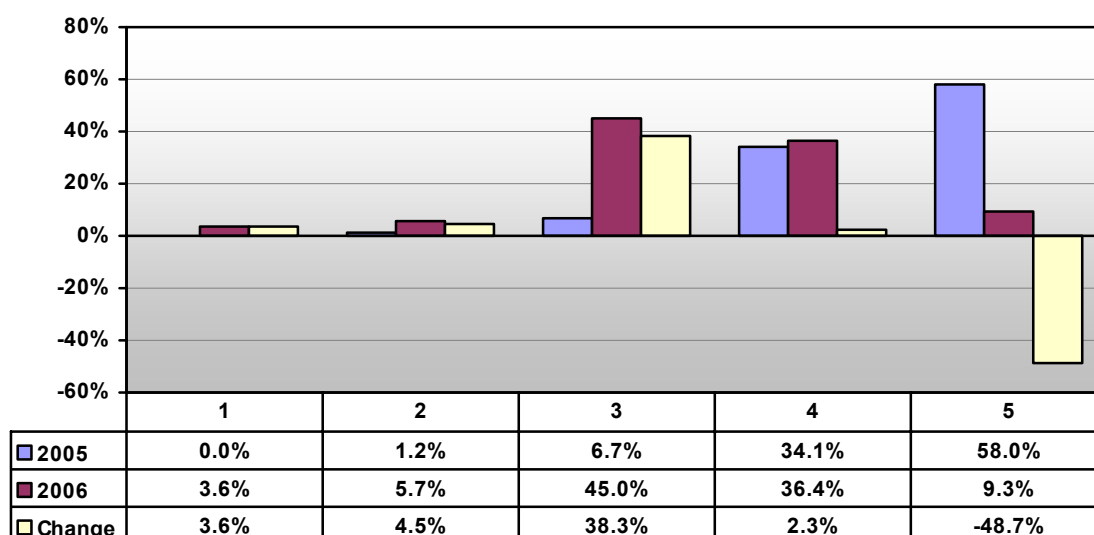
Four quantitative questions addressed participants' interest in applying knowledge gained to their work, their confidence in transferring this knowledge to their colleagues, the degree to which they believed the training would increase their effectiveness at work and ways in which their organisation would benefit from their participation in the training program.

4.4.1 Interest in and Actual Extent of Applying Training to Workplace

2005 Training Evaluation Question 12. How interested are you in applying what you have learned to your work?

Compared with

2006 Longitudinal Evaluation Question 19. To what extent have you been able to apply what you learned in the training program to your work?



2005 Q12 Average Rating: 4.49 Average Rating (%): 87.25%

2006 Q19 Average Rating: 3.42 Average Rating (%): 60.5%

Difference: -1.07

% Change in Rating Score: -23.8%

Comment

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 trainees - 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.

Q19 Comparison by Attendance Status

Voluntary Trainees	Compulsory trainees	% Diff. Compulsory
43.4%	51.2%	+7.8%

There is no obvious explanation for the fact that compulsory trainees rated this result more highly than did voluntary trainees.

Q19 Comparison by Program Duration

Percentage of respondents rating ability to transfer learning to work as above average or high (2006 Survey average: 45.7%).

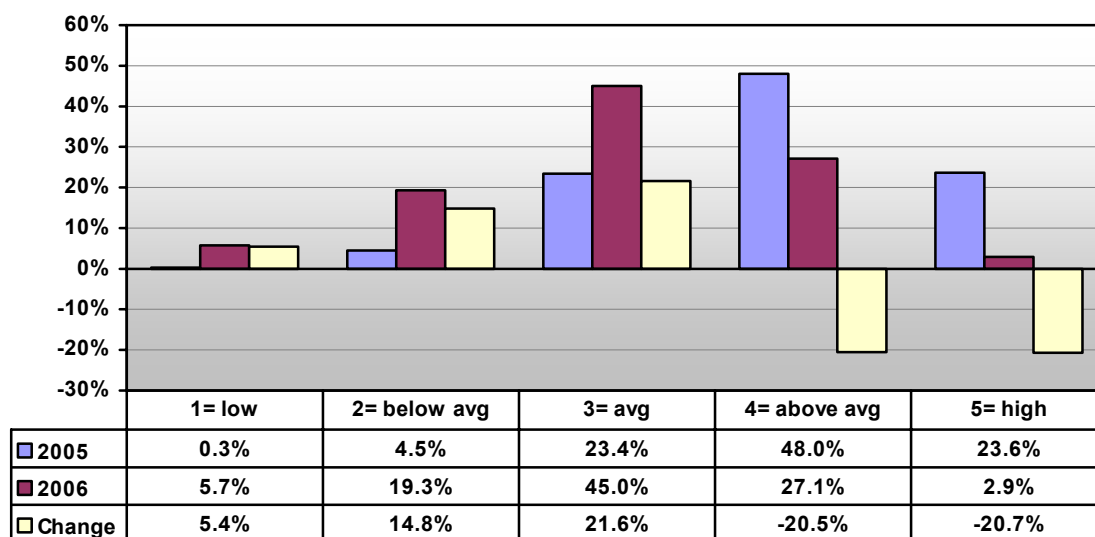
Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	33.3%	37.4%	69.2%	61.6%	33.3%

4.4.2 Confidence in and Experience of Transferring Knowledge

2005 Training Evaluation Question 13. How confident are you that you will be able to transfer what you have learned to your co-workers?

Compared with

2006 Longitudinal Evaluation Question 20. How much have you been able to transfer what you have learned to your co-workers?



2005 Q13 Average Rating: 3.90 Average Rating (%): 72.49%

2006 Q20 Average Rating: 3.02 Average Rating (%): 50.5%

Difference: -0.88

% Change in Rating Score: -22.5%

Comment:

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

These and the above 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 cross-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.

Q20 Comparison by Attendance Status

Voluntary trainees	Compulsory trainees	% Diff. Compulsory
28.9%	32.5%	+3.6%

Q20 Comparison by Program Duration

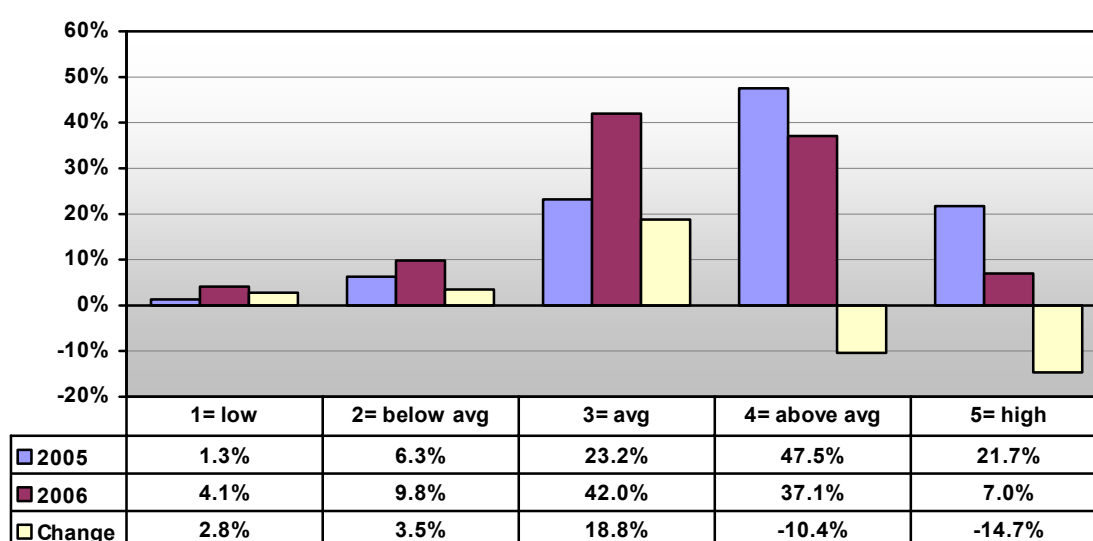
Percentage of respondents rating ability to transfer learning to colleagues as above average or high
(2006 Survey average: 30%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	33.3%	23.6%	50%	39.5%	0%

4.4.3 Anticipated and Actual Contribution of Training to Job Effectiveness

2005 Training Evaluation Question 14 compared with 2006 Longitudinal Evaluation Question 21: How much has the program contributed to your job effectiveness?

Q14–Q21 Training Contribution to Job Effectiveness



2005 Q14 Average Rating: 3.82 Average Rating (%): 70.46%

2006 Q21 Average Rating: 3.32 Average Rating (%): 58%

Difference: -0.50

% Change in Rating Score: -13.1%

Comment

The significant reduction of the participants' perceived contribution of CCT to their job effectiveness can be related to the responses to the previous questions on applicability and transfer of knowledge and possibly to the degree of organisational openness and 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 level of need for follow-up support, degree to which training can be designed to be more applicable to specific job functions and goals and the degree to which occupational or industry sector influences applicability of cross-cultural competence to work functions and contribution to performance effectiveness.

Q21 Comparison by Attendance Status

Voluntary Trainees	Compulsory trainees	% Diff. Compulsory
38.4%	54.8%	+16.4%

Q22 Comparison by Program Duration

Percentage of respondents rating contribution to job performance as above average or high (2006 Survey average: 44.1%)

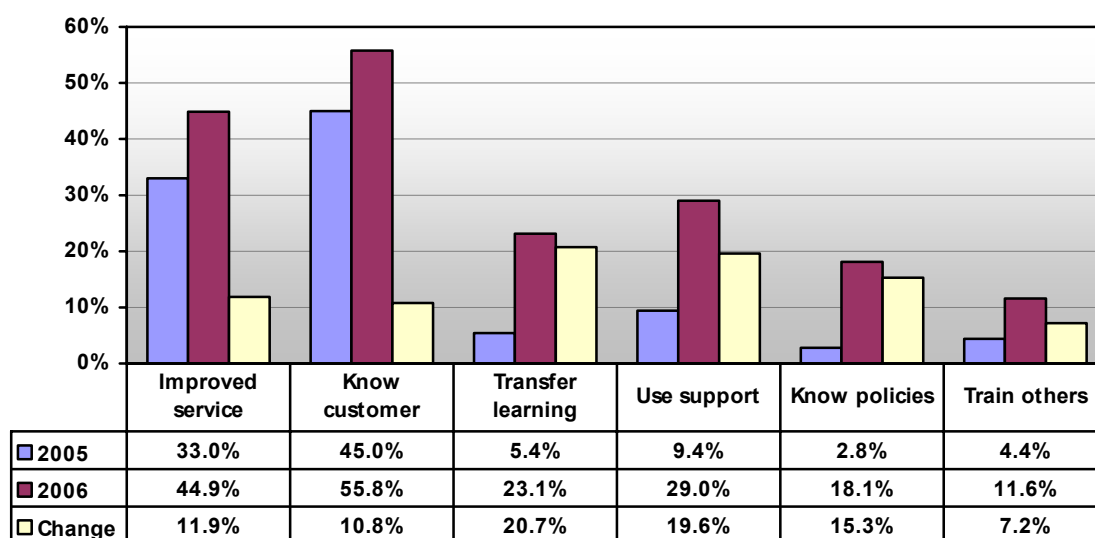
Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	66.7%	39.6%	60.7%	50%	16.7%

4.4.4 Anticipated and Actual Benefit to the Organisation

The responses to the 2005 Training Evaluation Survey Question 18. How will your organisation benefit from your participation in this training program?” are discussed in Section 3. In the following chart these responses are compared to the responses to the 2006 Longitudinal Evaluation Survey Question 25. How has your organisation benefited from your participation in this training program?

The categories were:

- Improved customer service
- Increased knowledge of customers and issues
- Transfer of my learning to colleagues
- Improved knowledge and use of support services
- Increased knowledge of policies, issues and procedures
- Improved ability to train others.



Comment

In contrast to the reduced ratings given to training contribution to job effectiveness above (4.4.3), 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.

In combination with the written responses to the following question regarding views and responses to cultural diversity and the improved ratings for related results of CCT (see 4.3), and taking into account any effects of the survey process itself such as the so-called Hawthorne and Halo effects*, these results 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.

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

Longitudinal Evaluation Question 26. Has the training program influenced the way you think about or respond to cultural diversity in your working life?

There were 64 written responses to this question, several of which addressed more than one of the following categories of responses. Ten respondents wrote that the training had not influenced them or not influenced them much as they were already familiar with the issues. Two of these respondents commented that the training program had not furthered their knowledge.

More aware/sensitive/sympathetic (28 comments)

- "It has made me more aware of the problems faced by different cultures and how to respond appropriately to them."
- "It has increased my awareness of the need to step back and think about the subtle differences between culturally diverse groups before jumping in and perhaps taking personally comments made or attitudes presented."
- "It has made me aware of how many little things we do every day that are culturally affected, from family expectations to...morals."
- "I feel my customer service was always courteous and understanding of customers but it has opened my awareness to their cultural beliefs and how they may feel not being able to speak English very well."

More open minded/patient/considerate (17 comments)

- "I personally feel that I'm a lot more patient with these customers now after attending the cross-cultural training day."
- "I have more of an open mind [regarding] others actions."

More confident and competent/knowledgeable of support services (10 comments)

- "I now feel more confident to work with clients who are culturally diverse from myself."
- "It has made me aware of some more appropriate language to use when dealing with migrants and refugees."
- "Aware of interpreter services. Aware that people of different cultures do not access services provided by the organisation in which I am employed."
- "After this course I was able to offer one customer superior service as the first officer who attended the course left me a note advising me to use the interpreter service and what was covered. This was much better for me to follow up."
- "I work in the operating theatre and I applied the cross-cultural program in the context of dealing with my colleagues."

Supported/reinforced existing views (28 comments)

- “I was pretty aware already but it did prompt my sensitivity to it.”
- “Yes, it reinforced my beliefs and understanding of the importance of cultural awareness.”
- “As a patient person, I have become even more patient while they try to get their words out.”

Comment

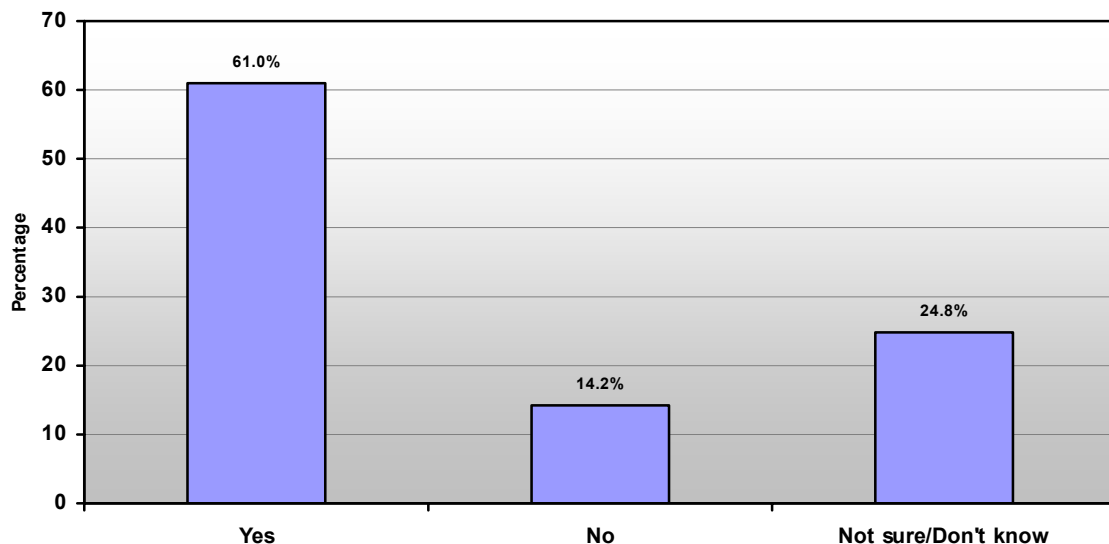
These comments, as well as others offered in the final open question (see 4.6.9) and elsewhere in the survey, reinforce the quantitative ratings for many of the previous questions and provide insights into the type and degree of attitudinal and behavioural changes resulting from CCT. While international 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.

4.5 Demand for Further Cross-Cultural Training

A range of questions sought to gather information on the extent to which respondents had identified a need for further training and the type and focus of training desired.

4.5.1 Demand for Further Cross-Cultural Training

Longitudinal Evaluation Question 27. Would you like to have further cross-cultural training?



Comment

The high percentage of participants desiring further cross-cultural training suggests that their 2005 training experiences were effective in stimulating motivation to continue learning. It also reflects the high ratings given to the importance of cross-cultural competence in dealing with culturally diverse clients and colleagues (see 4.3.7) and the relatively high degree of perceived management and peer support for CCT. (see 4.6) This high level of demand, coupled with the high percentage 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.

Q27 Comparison by Attendance Status

Voluntary Trainees	Compulsory Trainees	% Diff. Compulsory
63.6%	54.8%	-8.8%

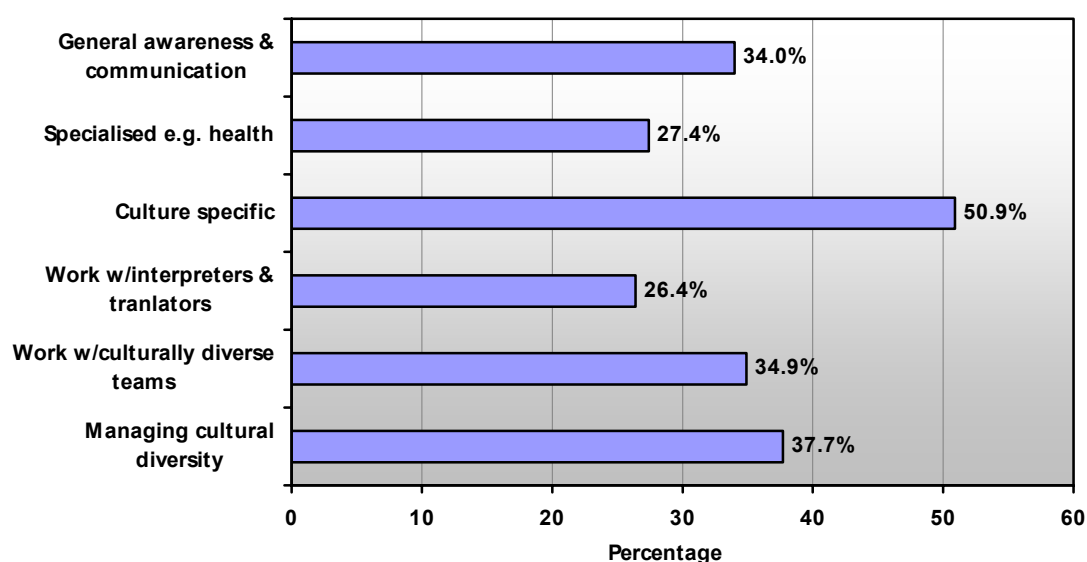
Q27 Comparison by Program Duration

Percentage of respondents who would like to have further CCT. (2006 survey average 61%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	33.3%	61.4%	64.3%	69.2%	33.3%

4.5.2 Type of Further Training Required

Longitudinal Evaluation Question 28. If you would like further training, what type of training would you like? (Select as many types of training as appropriate.)



Comment

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 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, as illustrated below, also occurs among participants in the longer programs.

Q28 Comparison by Program Duration

Percentage of respondents who would like to have further general awareness and communication CCT.
(2006 Survey average 34%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	50%	39.3%	26.1%	45.5%	50%

4.5.3 Training Objectives

Longitudinal Evaluation Question 29. What would you want to gain from this training?

There were 60 written responses to this question, categorised under the following headings which closely reflect the range of participants' stated objectives for attending a program.

Gain Further Knowledge (16 comments)

- "Better understanding of cultural mores."
- "Greater understanding of specific issues."
- "Further general knowledge to build on the initial introduction. Ability to know who to contact in case of need."
- "Some specific application of the knowledge. How to use the information."

Learn More About Specific Cultures (16 comments)

- "I would like to deepen my knowledge and understanding of other cultures to apply this to my everyday life and work."
- "I would love to learn more about all different nationalities that reside within Australia and more about their customs, traditions, beliefs, mannerisms, ways of life, etc."
- "A greater understanding of cultural practices of particular groups."

Improve Customer Service (13 comments)

- "More assistance in specific tasks we need to do in our roles and how we should target/assist multicultural societies."
- "Improved service to our culturally diverse customers in relation to our methods of communication verbal/written/body language etc. The session I attended felt like it was the tip of the iceberg, there is so much more to learn and share with others."
- "Ideas and information to support families with young children."
- "Managing culture in health settings and when working with the aged."
- "Understanding the different needs, especially when grief and loss situations arise."

Manage Culturally Diverse Teams (7 comments)

- "Ability to manage a culturally diverse team situation and to be able to generate ideas collectively and be able to respond to the ideas in a culturally appropriate manner."
- "Applying organisational policy and managing culture in leading a diverse team."
- "Improved work culture."

Train Others (4 comments)

- "How to incorporate into existing training program for volunteers."
- "Increased ability to work with and train staff in regard to cultural awareness."

Learn About and Use Resources (4 comments)

- “A working knowledge of how to deal with interpreters and translators.”

Learn About Indigenous Cultures (2 comments)

- “More depth of knowledge of cultural differences between indigenous and non-indigenous Australians and relationships with present day indigenous issues.”
- “More information and specifics on providing service to indigenous customers.”

4.6 Organisational Observations and Recommendations

The 2005 Survey of Current Practice and the Survey of Training Providers sought to assess 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 reported (see Part 1, Section 5, 5.3.8) the assessments by organisational and training provider respondents were almost identical.

These questions were matched in the 2006 Longitudinal Evaluation survey with similar questions to ascertain trainees’ perceptions of the organisational climate and compare them with the organisational responses. In both the degree of importance placed on cultural competence and the level of support given to CCT at the management and organisational levels, the trainees’ ratings were significantly higher than those given by organisations and training providers. Regarding the degree of support for CCT among colleagues, the trainees rated the support slightly higher than did the organisational survey respondents.

Participants were also asked questions regarding the future of CCT in their organisations. There were very high percentages of responses recommending compulsory CCT and accreditation of CCT programs.

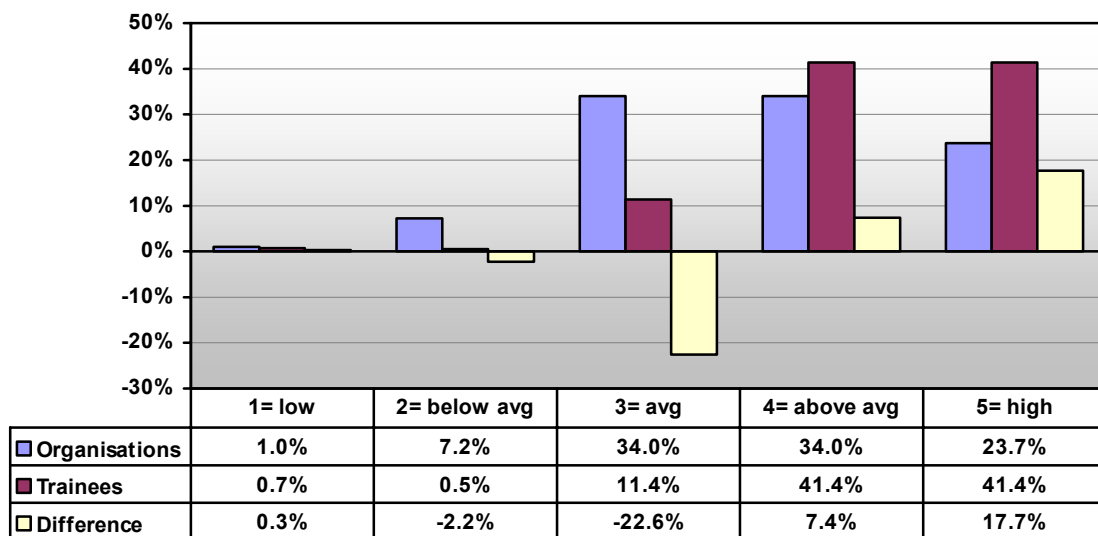
4.6.1 Importance of Cross-cultural Competence for Working With Culturally Diverse Customers

2005 Current Practice Question 16. How important to most managers in your organisation is the cross-cultural competence (awareness & effectiveness) of staff to work with culturally diverse customers?

Compared with

2006 Longitudinal Evaluation Question 30. How important do you think it is to your manager /s that you have the cross-cultural competence to work with culturally diverse clients/customers?

Q30 Importance to managers of cultural competence w/customers



2005 Q16 Average Rating: 3.72 Average Rating (%): 67.97%

2006 Q30 Average Rating: 4.18 Average Rating (%): 79.5%

Difference: +0.46

% Change in Rating Score: +12.4%

Comment

Training participants rated their manager's perception of the importance of CCT to customer service significantly higher than did the management respondents to the Current Practice Survey. The difference is even more pronounced at the above average and high ratings. Ratings of 4 or 5 constituted 57.7% of the organisational scores and 82.8% of the training participant scores, 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 4.6.3-4). It may be that the trainees, 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.

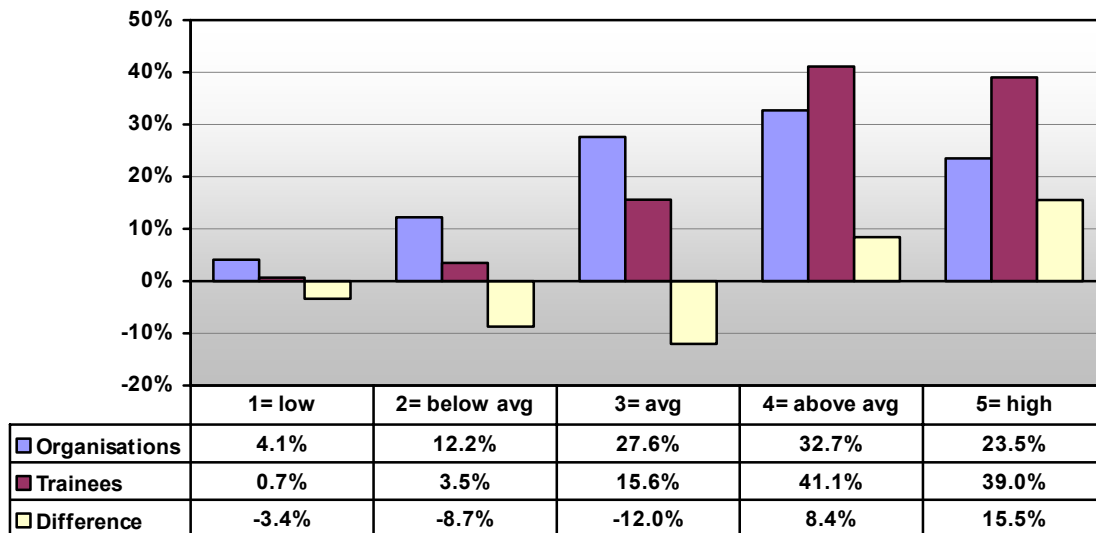
4.6.2 Importance of Cross-cultural Competence for Working with Culturally Diverse Co-Workers

2005 Current Practice Question 17. How important to most managers in your organisation is the cross-cultural competence (awareness & effectiveness) of staff to work with culturally diverse co-workers?

Compared with

2006 Longitudinal Evaluation Question 31. How important do you think it is to your manager/s that you have the cross-cultural competence to work with culturally diverse colleagues/co-workers?

Q31 Importance to managers of cultural competence w/co-workers



2005 Q17 Average Rating: 3.59 Average Rating (%): 64.69%

2006 Q31 Average Rating: 4.14 Average Rating (%): 78.5%

Difference: +0.55

% Change in Rating Score: +15.4%

Comment

Training participants rated their managers' perception of the importance of CCT to workplace relationships significantly higher than did the management respondents to the Current Practice Survey. As with the previous question, the difference at the upper end of the rating scale is pronounced, with participant ratings 23.9% higher than organisational ratings. Interpretive comments for the previous question apply here as well.

It should also be noted that organisational and individual responses to this and other related questions throughout the Stage 1 and Stage 2 surveys show that greater importance is placed on cultural competence for customer service than for workplace relations.

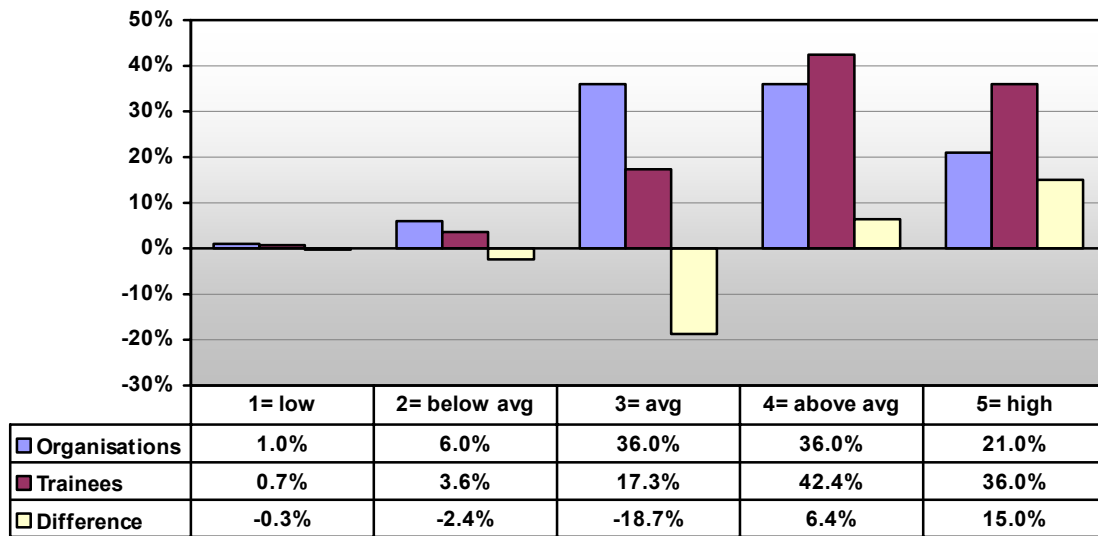
4.6.3 Frontline Manager Support for CCT

2005 Current Practice Question 18c. How strongly was the cross-cultural training supported by front line management?

Compared with

2006 Longitudinal Evaluation Question 32. How strongly does your immediate manager appear to support cross-cultural training?

Q32 Managers support for CCT



2005 Q18a Average Rating: 3.70 Average Rating (%): 67.5%

2006 Q32 Average Rating: 4.09 Average Rating (%): 77.3%

Difference: +0.39

% Change in Rating Score: +10.6%

Comment

Training participants rated their immediate or line manager's support for CCT somewhat higher than did the management respondents to the Current Practice Survey.

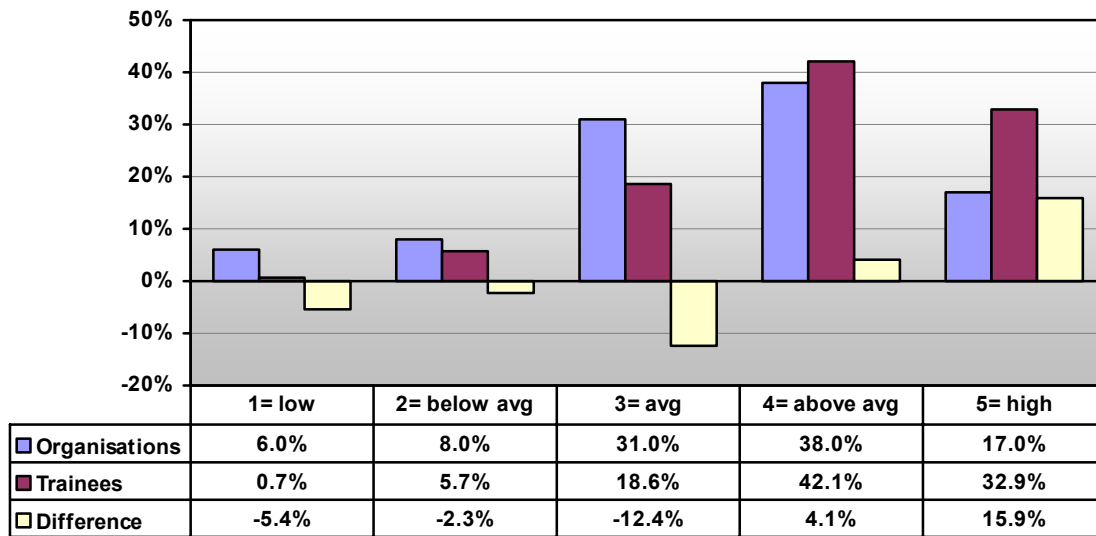
4.6.4 Senior Management Support for CCT

2005 Current Practice Question 18a. How strongly was the cross-cultural training supported by senior management?

Compared with

2006 Longitudinal Evaluation Question 33. How strongly does your senior management team appear to support cross-cultural training?

Q33 Senior Management Support for CCT



2005 Q18a Average Rating: 3.52

Average Rating (%): 67.5%

2006 Q33 Average Rating: 4.01

Average Rating (%): 75.2%

Difference: +0.49

% Change in Rating Score: 13.9%

Comment

Training participants rated their senior managers' perception of the importance of CCT to workplace relationships significantly higher than did the management respondents to the Current Practice Survey.

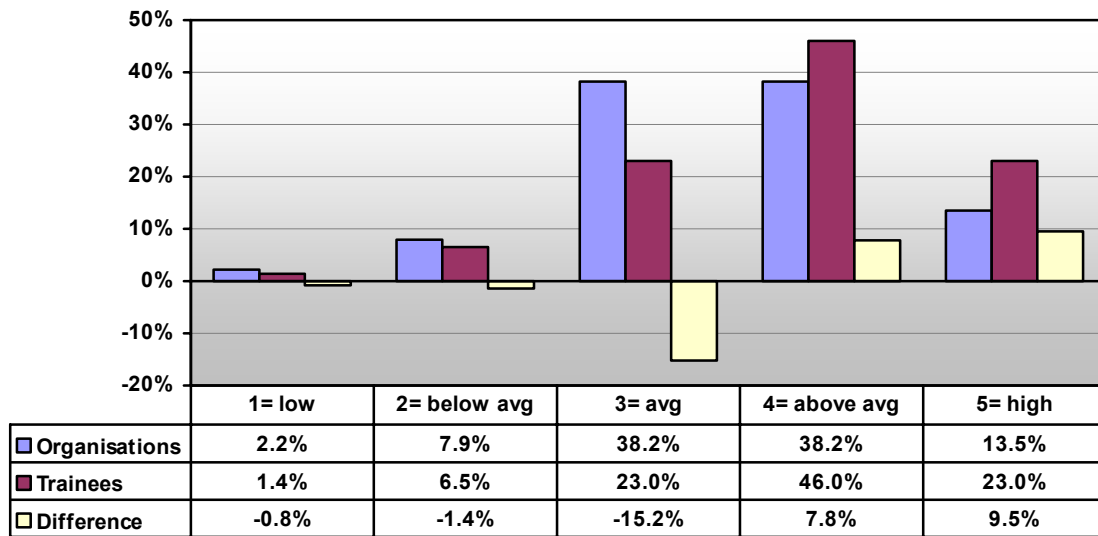
4.6.5 Staff Support for CCT

2005 Current Practice Question 19. How strongly was the cross-cultural training supported among staff?

Compared with

2006 Longitudinal Evaluation Question 34. How strongly do your colleagues/co-workers appear to support cross-cultural training?

Q34 Co-workers Support for CCT



2005 Q19 Average Rating: 3.53 Average Rating (%): 63.35%

2006 Q34 Average Rating: 3.83 Average Rating (%): 70.7%

Difference: +0.29

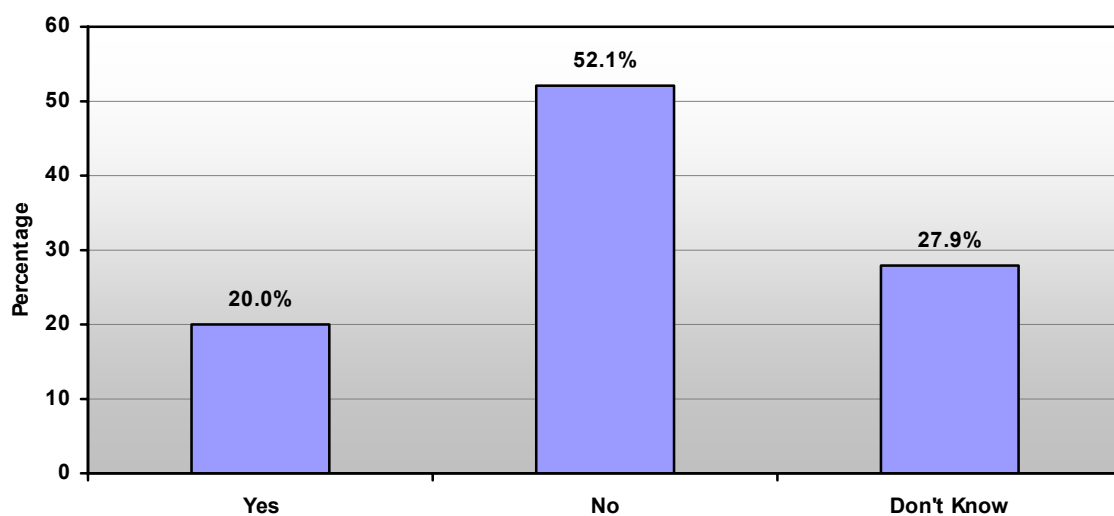
% Change in Rating Score: 8.3%

Comment

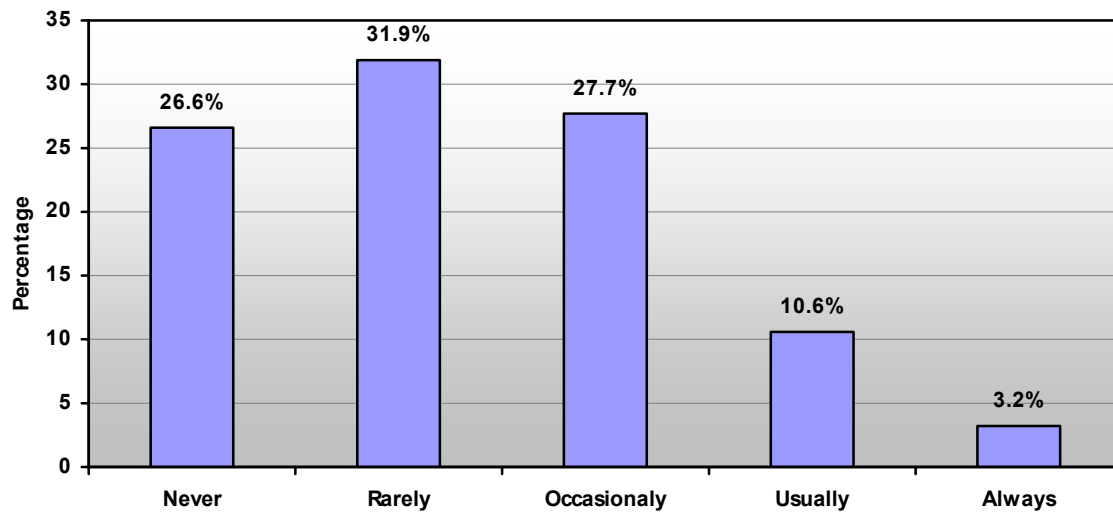
Training participants rated their co-workers' support for CCT slightly higher than did the management respondents to the Current Practice Survey.

4.6.6 Cross-cultural Competence in Performance Appraisal

Longitudinal Evaluation Question 35. Is cross-cultural competence included in your duty statement and performance appraisal?



2005 Current Practice Question 20. Was cross-cultural competence included in job performance appraisals?

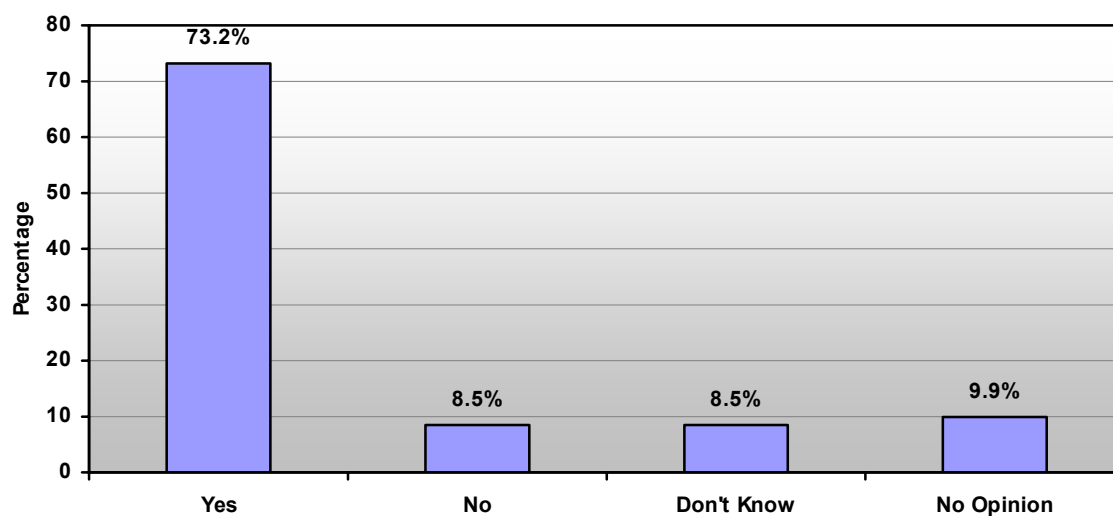


Comment

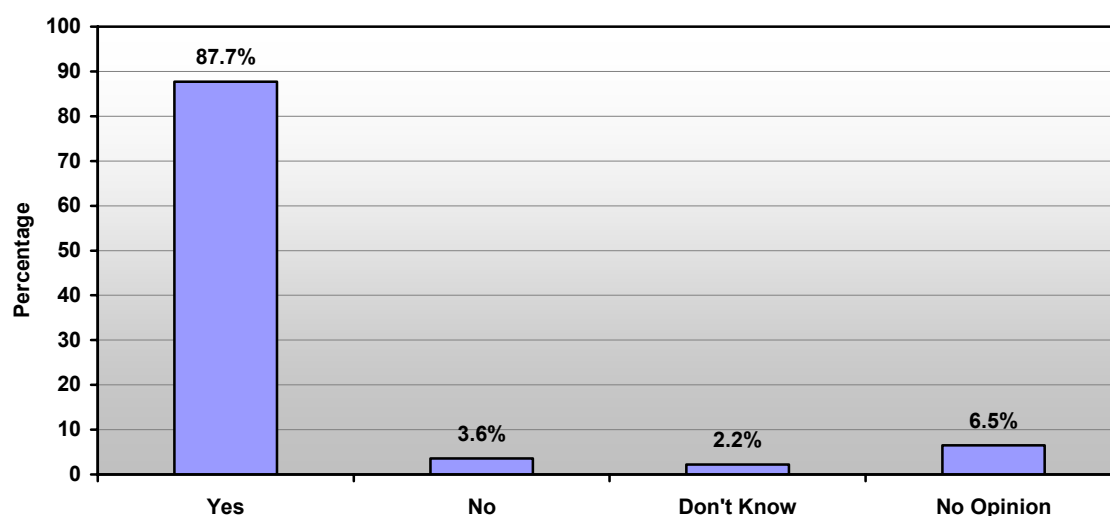
The findings of the 2006 Longitudinal Evaluation Survey reflect to a certain extent those of the 2005 Current Practice Survey. Inclusion of cultural competence in performance appraisal appears to be rare, occurring in approximately 20-25% of organisations or business units. It is significant in terms of the organisational climate for CCT that almost one third of trainees 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.

4.6.7 Recommendations for Future Cross-Cultural Training

Longitudinal Evaluation Question 36. Should cross-cultural training be compulsory for all staff?



Longitudinal Evaluation Question 37. Should cross-cultural training be compulsory for all staff in customer service positions?



Comment

A high percentage of trainees recommended that CCT should be compulsory for all staff, and an even higher percentage recommended that the training should be compulsory for all staff in customer service positions. There is a high degree of consensus on these ratings among trainees 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.

Q36 Comparison by Attendance Status

Percentage of respondents who believe CCT should be compulsory for all staff.

(2006 survey average 73.2%)

Voluntary Trainees	Compulsory Trainees	% Diff. Compulsory
78%	61.9%	-16.1%

Q37 Comparison by Attendance Status

Percentage of respondents who believe CCT should be compulsory for all staff in customer service positions. (2006 survey average 87.7%)

Voluntary Trainees	Compulsory Trainees	% Diff. Compulsory
88.8%	85%	-3.8%

Comment

While more voluntary participants recommended compulsory training for all staff, there was very little difference between the two groups regarding compulsory training for all staff in customer service positions. A similar pattern appears below 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.

Q36 Comparison by Program Duration

Percentage of respondents who believe CCT should be compulsory for all staff.

(2006 survey average 73.2%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	70%	82.1%	66.7%	50%

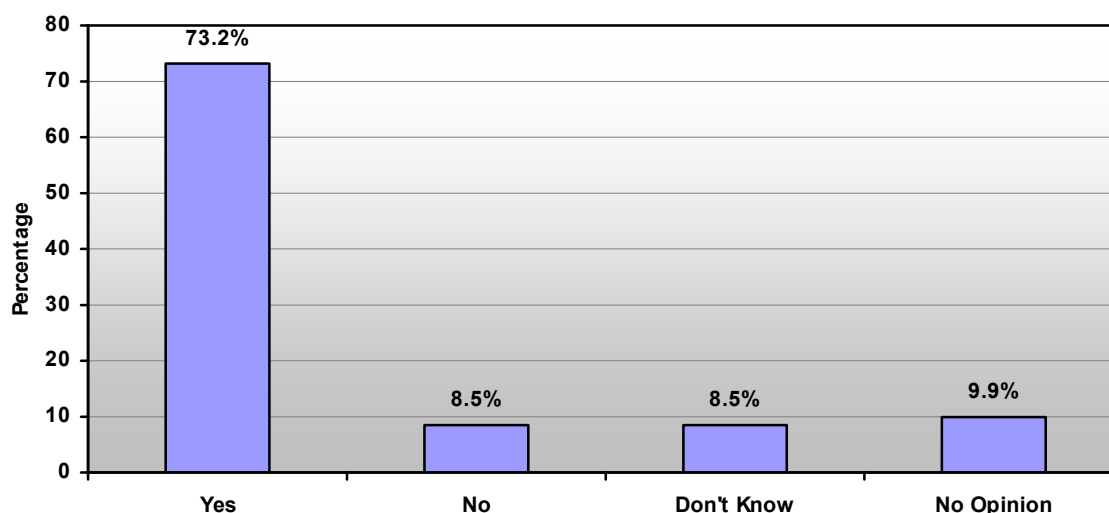
Q37 Comparison by Program Duration

Percentage of respondents who believe CCT should be compulsory for all staff in customer service positions. (2006 survey average 87.7%)

Duration	2 Days	1 Day	½ Day	2 hrs	1 hr
Percentage	100%	90%	84%	83.3%	83.3%

4.6.8 Accreditation of CCT

Longitudinal Evaluation Question 38. Should cross-cultural training be provided as accredited training e.g Certificate in Government?



Comment

The high percentage recommending accreditation reflects the growing emphasis on formal qualifications for employment and career development. The Public Sector National Training Package and other Packages already include units and elements which explicitly or implicitly identify cultural competence

for customer service or working with and managing diversity. Some of these units or elements could be modified to focus on cultural diversity within the stated learning outcome requirements. The delivery of CCT as accredited units of study would also 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. (See 4.4.1 and 4.4.2)

4.6.9 Other Comments

Longitudinal Evaluation Question 39. Do you have any other comments you would like to make about cross-cultural training, for yourself or regarding your organisation?

This final question elicited 20 comments, several of which touched on and expanded on previous aspects of the survey.

Comments Regarding Cross-Cultural Training Issues

- “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 trainees – 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.”
- “Cross-cultural guidelines should be given to international students as well, so they are aware of the customs of Australia. It should work both ways.”
- “Persons coming to Australia should have basic awareness of the culture and language before they arrive.”
- “I feel our organisation is not connecting effectively with people of different cultures. I base this on the fact people of different cultures are underrepresented as service users.”
- “Managers should go to cultural awareness courses also.”
- “I think it is very important and should be compulsory for all customer service staff”.
- “In the environment in which we work it is imperative to get it right the first time.”

Comments Regarding Cross-Cultural Training Practice

- “The environment is multicultural with both staff and students coming from diverse backgrounds, therefore we have many ‘cultural resources’ to draw from.”
- “What is your ultimate goal? Awareness or compliance? I am very supportive of the training in the form that it has been delivered.”
- “I feel some of the content being taught is very inappropriate of the students’ needs.”
- “Don’t simplify – it negates the quality and benefits of cross-cultural courses.”

General Comments Regarding Cross-Cultural Training Experiences

- “I really enjoyed the trainer’s style and appreciated her experience and expertise.”
- “Would like to be informed if any programs are being offered in my area that I could participate in and share with my co-workers and students.”
- “Very informative and enjoyable course.”
- “Well worth it!”

Appendix C. List of Participating Organisations

The following 195 organisations participated in the Stage 1 consultations and surveys, most of them completing one or both of the surveys. There were multiple responses from several of the larger organisations.

Australian Capital Territory

Australian Broadcasting Corporation
Australian Federal Police
Australian Quarantine and Inspection Service
Canberra University
Defence Equity Organisation
Department of Agriculture Fisheries and Forestry
Department of Defence
Department of Health and Ageing
Department of Immigration & Multicultural Affairs
Department of Immigration & Multicultural Affairs Telephone Interpreter Service
Diabetes Australia
Family Court
NAATI Ltd
National Museum of Australia
Voyaging Pty Ltd

New South Wales

Australia Council
Bankstown Health Service, NSW Health
Baulkham Hills Shire Council
Beasley Intercultural Pty Ltd
Canterbury Council
Challenging Directions
City of Sydney Redfern Neighbourhood Service Centre
Community Relations Commission for a Multicultural NSW
Crystal Phoenix
Culture Resource Centre
Culturenet Pty Ltd
Department for Sport and Recreation
Department of Community Services
Department of Health
Food Standards Australia New Zealand
Hornsby Shire Council
Liverpool City Council
Marrickville Council
Multicultural Mental Health Australia
National Centre for Language Training
Randwick Hospitals Campus
Research Institute for Asia Pacific, University of Sydney
South Eastern Sydney & Illawarra Area Health Service

South Sydney Institute of TAFE
United Group Learning
Wollongong City Council

Northern Territory

Office of Ethnic Affairs, Dept of Chief Minister
Northern Territory Police

Queensland

Brisbane City Council
Cairns City Council
Centrelink Queensland
Child Safety Queensland
Dept of Employment & Training
Dept of State Development Trade & Innovation
Diversicare
Gold Coast City Council
ICDR Australia Pty Ltd
Immigrant Women's Support Service
J Martinek & Associates
JWJ Consulting
Leonie Elphinstone & Associates
Lifeline Darling Downs & SouthWest Qld Ltd
Logan & Beenleigh Migrant Resource Centre A.C.C.E.S. Services Inc
Maroochy Shire Council
Maryborough & Hervey Bay City Councils
Mckay City Council
Multicultural Affairs Queensland
Queensland Police Service

South Australia

Adelaide Institute of TAFE
Alzheimer's Association
Attorney General's Dept
Australian Quarantine and Inspection Service
Cancer Council of SA
Children Youth & Family Services
City of Charles Sturt
City of Port Pirie
Cultural Diversity Services Pty Ltd
Department of Health
Dept for Administrative & Information Services
Dept of Education and Children's Services
Dept of Further Education Employment Science and Training
Domiciliary Care SA
Douglas Mawson Institute of TAFE
Equals International

Ethnic Affairs, Dept of Premier & Cabinet
Family Day Care, DECS
Flinders University of SA
Government Services Industry Skills Council
Health Insurance Commission/Medicare Australia
Home Start Finance
Inclusive Directions
Jarrah HR Consulting Management & Research Centre
Migrant Resource Centre SA
Multicultural Communities Council of SA
Multicultural SA
Onkaparinga City Council
Pathways Training
Port Pirie District Council
Quality in Secondary Teaching and Leadership Institute
Relationships Australia
SA Dept of Employment, Further Education, Science and Technology
SA Police Academy
Sports SA
SSABSA
TAFESA
Uniting Care Wesley Bowden Children's Services
University of Adelaide
University of South Australia
VivaSA
Wesley Uniting Mission
WorkCover Corporation

Tasmania

Migrant Resource Centre
Multicultural Tasmania
Dept of Housing and Human Services

Victoria

ADEC Action on Disability within Ethnic Communities
ADF School of Languages
AMES Vic
Australasian Police Multicultural Advisory Bureau
Australia Post
Australian Multicultural Foundation
Australian Polish Community Services Inc
Australian Volunteers International
Bureau of Meteorology
Centre for Culture, Ethnicity and Health
City of Greater Dandenong
City of Monash
City of Whittlesea
City of Yarra

Corporate Language Communications
Cultural Synergies Pty Ltd
Darebin Council
Department for Human Services
Department of Justice
DIMA
Diversity @ work
Eastern Health
Equity Research Centre
Fitzroy Learning Network
Gippsland Migrant Resource Centre
Giselle Mawer & Associates
Hobsons Bay City Council
ICC International Consultants Centre
Judith Miralles & Associates
Kape Communications
Lifelong Learning Services
Melbourne University
Metropolitan Ambulance Service
Metropolitan Fire Brigade
Migrant Information Centre Eastern Melbourne
Migrant Resource Centre NW Region
Monash University
Myriad Consultants
NAATI Ltd
Northern Migrant Resource Centre
Partners In Culturally Appropriate Care
St Vincent's Health
University of Melbourne
Victoria Police Multicultural Advisory Unit
Victoria University
Victorian Foundation for Survivors of Torture
Victorian Office of Multicultural Affairs
Western Health
Yarra City Council

Western Australia

Agenda Communications Pty Ltd

ASETTS

Cultural Planning and Development

Curtin University of Technology

Department for Community Development

Department of Education and Training

Department of Health

Edith Cowan University

Kepakurl

Metropolitan Migrant Resource Centre

Multicultural Aged Care Service

Murdoch University

Office of Equal Employment Opportunity

Office of Multicultural Interests, Dept of Premier and Cabinet

Public Transport Authority of WA

University of Western Australia

Appendix D: Tests for Statistical Significance

Statistical test of the significance in the different average scores

The t-test provides a test for whether two independent samples are statistically different (our research hypothesis). Based on the sample means it tests if we can reject the null hypothesis that there is no difference of the responses to the questions in the two surveys. The result from the test can most easily be read from the p value of the t-test. This value indicates the probability that the null hypothesis is true. With a 95% confidence level we want the p-value to be less than 0.05. The t-test does not compare matched pairs of responses; it compares the variance around the average scores of the two surveys.

A t-test for independent unpaired samples is an appropriate method. Most questions answered by people in one survey were answered by the same people in the other survey. This dependency between the two surveys in the test increased the likelihood that the answers were similar (our null hypothesis). By treating the variables as independent samples we were more likely to decrease the probability of finding support for the research hypothesis. Effectively this improves our safety margin in the test.

Most questions had a frequency distribution that was slightly skewed. Because this skewness was generally on the positive side for both questions tested, the skewness has almost no effect on the results of the t-test. Also, there are no occurrences of double peaked distributions in extreme values.

T-test of similar questions in pre survey 2005 and evaluation survey 2005

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. In comparisons of responses to pairs of questions in the two surveys, except for the last (Q11 vs. Q18), this test supports that the answers were significantly different at a 95% confidence level. In the comparison between the response to question 11 in the evaluation survey and question 18 in the longitudinal survey we cannot reject the null hypothesis that the average scores for the two questions would be identical in a complete survey of all cross cultural training participants.

The pre survey 2005 had between 491 and 503 valid responses to the questions and the evaluation survey 2005 had between 501 and 508. The table for t-test 1 presents the results. It supports significance in the answers in the first six question pairs but not in the comparison of the last question pair.

T-test 1

T-test for Independent Samples (c_gpr_e2.sta)

Note: Variables were treated as independent samples

Group 1: Pre Survey 2005

Group 2: Evaluation Survey 2005

Pre 2005 vs. Eval 2005	Mean Group 1	Mean Group 2	t-value	df	p	Valid N Group 1	Valid N Group 2	Std.Dev. Group 1	Std.Dev. Group 2	F-ratio variances	
Q5A vs. Q5	3.096	3.729	-10.080	990	0.000	491	501	0.992	0.985	1.015	0.868
Q5B vs. Q6	3.643	3.892	-4.604	1004	0.000	498	508	0.852	0.865	1.031	0.732
Q5C vs. Q7	3.156	3.964	-14.590	1004	0.000	500	506	0.915	0.841	1.183	0.060
Q5D vs. Q8	3.112	3.884	-13.728	1000	0.000	493	509	0.923	0.858	1.156	0.105
Q6 vs. Q9	3.581	3.789	-3.752	1007	0.000	503	506	0.913	0.847	1.162	0.093
Q7 vs. Q10	4.078	4.376	-6.170	1007	0.000	501	508	0.837	0.693	1.459	0.000
Q8 vs. Q11	4.404	4.394	0.177	1008	0.860*	503	507	0.819	0.816	1.008	0.930

df= degrees of freedom

p= probability of accepting null hypothesis

*= not significant difference at 95% conf. Level

T-test for evaluation survey 2005 and longitudinal evaluation survey 2006

The longitudinal evaluation survey in 2006 had a total of 145 respondents, and the evaluation survey following the training in 2005 had 511 respondents. Some questions had a few non-valid answers reducing the total response for each question slightly (See table T-test 2). Of the people in the evaluation survey only 28% replied to the longitudinal survey. If people who were slightly less positive to the outcome of the training responded to the longitudinal survey, then the average score would be lower without any change in the response of each respondent.

In comparisons of responses to pairs of questions in the two surveys except for the last (Q11 vs. Q18) this test supports that the answers are significantly different at a 95% confidence level. In the comparison between the response to question 11 in the evaluation survey of 2005 and question 18 in the longitudinal evaluation survey of 2006 we cannot reject the null hypothesis that the average scores for the two questions would be identical in a complete survey of all cross cultural training participants. The values in the table for T-test 2 support significant difference in the answers in the first six questions but not in the last comparison of two questions.

T-test 2

T-test for Independent Samples (c_gev_lt.sta)

Group 1: Evaluation Survey 2005 Group 2: Longitudinal Evaluation Survey 2006

Ev 2005 vs. Lt Ev 2006	Mean Group 1	Mean Group 2	t- value	df	p	Valid N Group 1	Valid N Group 2	Std.Dev. Group 1	Std.Dev. Group 2	F-ratio variances	P variances
Q5 vs. Q12	3.729	3.475	2.717	640	0.007	501	141	0.985	0.953	1.068	0.647
Q6 vs. Q13	3.892	3.701	2.343	650	0.019	508	144	0.865	0.845	1.047	0.755
Q7 vs. Q14	3.964	3.694	3.378	648	0.001	506	144	0.841	0.863	1.053	0.680
Q8 vs. Q15	3.884	3.632	3.093	651	0.002	509	144	0.858	0.883	1.059	0.651
Q9 vs. Q16	3.789	3.566	2.777	647	0.006	506	143	0.847	0.835	1.028	0.857
Q10 vs. Q17	4.376	4.147	3.452	649	0.001	508	143	0.693	0.731	1.115	0.401
Q11 vs. Q18	4.394	4.255	1.788	646	0.074*	507	141	0.816	0.823	1.016	0.883

df= degrees of freedom

p= probability of accepting null hypothesis

*= not significant difference at 95% conf. level

T-test of similar questions in pre survey 2005 and the longitudinal evaluation survey 2006

Because respondents were generally less positive towards the training in the longitudinal evaluation survey in 2006 than in the evaluation survey in 2005 it was of interest to see if the significant differences found in the two previous surveys were cancelled out in the longitudinal evaluation survey in 2006. A t-test comparing the pre-training survey 2005 result and the result in the longitudinal survey 2006 was also conducted.

The t-test provides a test for whether the two independent samples are statistically different (our research hypothesis). Based on the sample means it tests if we can reject the null hypothesis that there is no difference of the responses to the questions in the two surveys. The result from the shows, with a 95% confidence level, that the responses to Q5A vs. Q12, Q5C vs. Q14 and Q5D vs. Q15 were significantly different (See table for T-test 3).

Weighted Average Calculation Comparing Evaluation Survey Q's 12–14 with Longitudinal Survey Q's 19–21

	Question	Average Rating	Valid N	Cum	Avg score of 3 questions		
Lt2006	Q19	3.42	140	479			
Lt2006	Q20	3.02	140	423			
Lt2006	Q21	3.32	141	468			
			421	1370	3.254157		
Ev2005	Q12	4.49	510	2290			
Ev2005	Q13	3.90	508	1981			
Ev2005	Q14	3.82	457	1745			
			1475	6016	4.078644	-0.82449	-20.21%

T-test 3 *T-test for Independent Samples (c_prevlt.sta)*

Group 1: Longitudinal Evaluation Survey 2006 Group 2: Pre Survey 2005

	Mean	Mean				Valid N	Valid N	Std.Dev	Std.Dev	F-ratio	P
Ev 2006 vs.	Mean	Group				Group 1	Group 2	Group 1	Group 2	varianc	varianc
Pre 2005	Group 1	2	t-value	df	p					es	es
Q5A vs. Q12	3.475	3.096	4.037	630	0.000	141	491	0.953	0.992	1.084	0.572
Q5B vs. Q13	3.701	3.643	0.731	640	0.465*	144	498	0.845	0.852	1.015	0.932
Q5C vs. Q14	3.694	3.156	6.299	642	0.000	144	500	0.863	0.915	1.124	0.404
Q5D vs. Q15	3.632	3.112	6.011	635	0.000	144	493	0.883	0.923	1.092	0.533
Q6 vs. Q16	3.566	3.581	-0.166	644	0.868*	143	503	0.835	0.913	1.194	0.203
Q7 vs. Q17	4.147	4.078	0.894	642	0.372*	143	501	0.731	0.837	1.309	0.054
Q8 vs. Q18	4.255	4.404	-1.897	642	0.058*	141	503	0.823	0.819	1.009	0.930

df= degrees of freedom

p= probability of accepting null hypothesis

*= not significant difference at 95% conf. level

By combining the results from the seven comparable questions in the three surveys (pre2005, ev2005 and Lt2006) the t-test of independent samples finds a statistically significant (95% confidence level) increase in the average score from both the pre2005 to the ev2005, and from the pre2005 to the Lt2006 in three aspects. The aspects refer to questions showing an increase in:

- the understanding of the organizations policies and issues regarding cultural diversity,
- the knowledge of cross cultural communication skills, and
- knowledge and understanding of the customs, values and beliefs of other cultures.

Descriptive statistics for the questions involved in the t-tests are presented in the table below.

Survey		U'stand org.policies & issues	U'stand how culture influences self	Increase knowledge of CC skills	Increase knowledge of other cultures	Increase confidence to work with cultures	Aware cultural diffs affect interaction	Importance of cultural competence for work
Pre 2005	Question	Q5A	Q5B	Q5C	Q5D	Q6	Q7	Q8
Pre 2005	Valid N	491	498	500	493	503	501	503
Pre 2005	Mean	3.096	3.643	3.156	3.112	3.581	4.078	4.404
Pre 2005	Median	3.000	4.000	3.000	3.000	4.000	4.000	5.000
Pre 2005	Std.Dev.	0.992	0.852	0.915	0.923	0.913	0.837	0.819
Pre 2005	Standard Error	0.045	0.038	0.041	0.042	0.041	0.037	0.037
Pre 2005	Skewness	-0.080	-0.264	-0.109	-0.083	-0.366	-0.662	-1.389
Ev 2005	Question	Q5	Q6	Q7	Q8	Q9	Q10	Q11
Ev 2005	Valid N	501	508	506	509	506	508	507
Ev 2005	Mean	3.729	3.892	3.964	3.884	3.789	4.376	4.394
Ev 2005	Median	4.000	4.000	4.000	4.000	4.000	4.000	5.000
Ev 2005	Std.Dev.	0.985	0.865	0.841	0.858	0.847	0.693	0.816
Ev 2005	Standard Error	0.044	0.038	0.037	0.038	0.038	0.031	0.036
Ev 2005	Skewness	-0.569	-0.745	-0.734	-0.469	-0.466	-0.836	-1.496
Lt Ev 2006	Question	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Lt Ev 2006	Valid N	141	144	144	144	143	143	141
Lt Ev 2006	Mean	3.475	3.701	3.694	3.632	3.566	4.147	4.255
Lt Ev 2006	Median	4.000	4.000	4.000	4.000	4.000	4.000	4.000
Lt Ev 2006	Std.Dev.	0.953	0.845	0.863	0.883	0.835	0.731	0.823
Lt Ev 2006	Standard Error	0.080	0.070	0.072	0.074	0.070	0.061	0.069
Lt Ev 2006	Skewness	-0.681	-0.513	-0.421	-0.564	-0.360	-0.455	-0.819

Age structure of respondents

Age of participants					Descriptive Statistics (cctpr515.sta)		
	Mean	Median	Minimum	Maximum	Lower Quartile	Upper Quartile	Quartile Range
Females	37.72	37.00	17.00	70.00	28.00	46.00	18.00
Males	37.09	37.50	20.00	70.00	28.00	43.00	15.00
Persons	37.51	37.00	17.00	70.00	28.00	45.00	17.00

The median age of cross-cultural training 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.

Correlations between responses to questions

The correlations between pairs of questions in each of three surveys are calculated with Spearman's R correlations. This correlation measure is suitable for the type of rank order data resulting from the survey responses. The results are presented in three correlation matrices (pre survey 2005, evaluation survey 2005 and longitudinal evaluation survey 2006).

Correlations measure the relation between two questions. Correlation coefficients can range from -1.000 to +1.000. The value of -1.000 represents a perfect negative correlation while a value of +1.000 represents a perfect positive correlation. A value of 0.000 represents a lack of correlation.

The matrices are square with the same questions presented in the same order horizontally and vertically. In the middle diagonal all values are +1.000 (indicating that when comparing the same question a perfect positive correlation is calculated). The values above the middle diagonal are repeated below the diagonal.

Questions with only two alternative answers (yes-no, male-female etc) and open ended questions (If other please specify etc) are not included in the correlation matrices.

In general, high correlations were found between questions of similar type. It should also be observed that no negative correlations were calculated, which reflects how the questions were constructed (a score of 5 represented a strong positive reply and a score of 1 represented a strong negative reply).

Pre survey 2005

The greatest correlation was found between questions 5c and 5d (0.668), followed by questions 5c and 6 (0.635). Question 5c asked “How would you rate your current level of knowledge about cross-cultural communication skills?”, and the responses were strongest correlated to how the respondents rated their level of knowledge about customs, values and beliefs of other cultures (Q5D). How respondents rated their level of knowledge about cross-cultural communication skills (Q5c) was also strongly correlated with how confident the respondents were in dealing with people from other cultures (Q6). Not surprisingly, the third highest correlation was found between questions 5d and 6.

The lowest correlations were found between questions 5a and 8 (0.137), closely followed by questions 5d and 7 (0.138). These low correlations can be explained by that the questions up to question 6 asked about the respondents experience, knowledge and confidence, while question 7 asked about the effect of cultural differences on interactions and question 8 about the importance of being competent in dealing with people from different cultures. In essence, questions 7 and 8 did not relate directly to the respondent.

Spearman Rank Order Correlations (cctpr515.sta)

MD pairwise deleted

	Q3	Q4	Q5A	Q5B	Q5C	Q5D	Q6	Q7	Q8
Q3	1.000	0.326	0.191	0.214	0.316	0.275	0.213	0.154	0.255
Q4	0.326	1.000	0.301	0.324	0.626	0.506	0.582	0.144	0.189
Q5A	0.191	0.301	1.000	0.337	0.390	0.381	0.355	0.165	0.137
Q5B	0.214	0.324	0.337	1.000	0.470	0.384	0.367	0.224	0.203
Q5C	0.316	0.626	0.390	0.470	1.000	0.668	0.635	0.164	0.151
Q5D	0.275	0.506	0.381	0.384	0.668	1.000	0.579	0.138	0.143
Q6	0.213	0.582	0.355	0.367	0.635	0.579	1.000	0.139	0.197
Q7	0.154	0.144	0.165	0.224	0.164	0.138	0.139	1.000	0.409
Q8	0.255	0.189	0.137	0.203	0.151	0.143	0.197	0.409	1.000

Evaluation survey 2005

The greatest correlations were found for three questions addressing the impact of the training program. Question 8, referring to the increase of the participants knowledge and understanding of the customs, values and beliefs of other cultures, had the highest correlation (0.694) with question 7, referring to the participant’s increased knowledge of cross-cultural communication skills. Question 7 also had the second greatest correlation (0.679) with question 6, which asked how much the program increased the participant’s awareness of the influence of their own culture on thoughts and behaviours.

Spearman Rank Order Correlations (cctev511.sta)
MD pairwise deleted

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Q1	1.000	0.640	0.534	0.487	0.420	0.434	0.464	0.447	0.475	0.304	0.228	0.392	0.311	0.452	0.638
Q2	0.640	1.000	0.676	0.525	0.379	0.424	0.460	0.373	0.440	0.335	0.195	0.365	0.225	0.381	0.587
Q3	0.534	0.676	1.000	0.564	0.402	0.425	0.454	0.342	0.367	0.345	0.230	0.366	0.243	0.352	0.599
Q4	0.487	0.525	0.564	1.000	0.450	0.396	0.363	0.308	0.383	0.310	0.218	0.320	0.247	0.316	0.521
Q5	0.420	0.379	0.402	0.450	1.000	0.557	0.519	0.494	0.548	0.214	0.252	0.313	0.364	0.582	0.509
Q6	0.434	0.424	0.425	0.396	0.557	1.000	0.679	0.600	0.574	0.326	0.180	0.277	0.250	0.492	0.480
Q7	0.464	0.460	0.454	0.363	0.519	0.679	1.000	0.694	0.588	0.346	0.175	0.288	0.254	0.454	0.534
Q8	0.447	0.373	0.342	0.308	0.494	0.600	0.694	1.000	0.635	0.300	0.154	0.248	0.302	0.496	0.510
Q9	0.475	0.440	0.367	0.383	0.548	0.574	0.588	0.635	1.000	0.363	0.271	0.295	0.400	0.556	0.499
Q10	0.304	0.335	0.345	0.310	0.214	0.326	0.346	0.300	0.363	1.000	0.354	0.390	0.289	0.287	0.351
Q11	0.228	0.195	0.230	0.218	0.252	0.180	0.175	0.154	0.271	0.354	1.000	0.509	0.356	0.370	0.230
Q12	0.392	0.365	0.366	0.320	0.313	0.277	0.288	0.248	0.295	0.390	0.509	1.000	0.392	0.433	0.376
Q13	0.311	0.225	0.243	0.247	0.364	0.250	0.254	0.302	0.400	0.289	0.356	0.392	1.000	0.516	0.340
Q14	0.452	0.381	0.352	0.316	0.582	0.492	0.454	0.496	0.556	0.287	0.370	0.433	0.516	1.000	0.524
Q15	0.638	0.587	0.599	0.521	0.509	0.480	0.534	0.510	0.499	0.351	0.230	0.376	0.340	0.524	1.000

Longitudinal evaluation survey 2006

The greatest correlations were found between questions 30 and 31. Both questions dealt with the respondents' perception of how important cross-cultural competence was to their manager/s. While question 30 referred to culturally diverse clients/customers, question 31 dealt with culturally diverse colleagues/co-workers. The similarities in the two questions may explain the high correlation (0.871).

The second highest correlation was between question 8 and question 22 (0.779). The high correlation shows that people who were satisfied with the training program were also satisfied with the design of the program. In comparison, a low correlation (0.360) was found between satisfaction with the program (Q8) and the importance of being competent in dealing with people from different cultures (Q18). The third greatest correlation (0.719) was for satisfaction with the program design (Q8) and the effectiveness of the trainer (Q9).

Spearman Rank Order Correlations (cettlv2.sta)

MD pairwise deleted

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q30	Q31	Q32	Q33	Q34
Q8	1.000	0.719	0.531	0.573	0.451	0.502	0.521	0.505	0.497	0.346	0.232	0.323	0.291	0.423	0.779	0.202	0.190	0.293	0.213	0.315
Q9	0.719	1.000	0.683	0.643	0.390	0.450	0.493	0.435	0.418	0.397	0.191	0.308	0.159	0.310	0.695	0.217	0.195	0.266	0.199	0.342
Q10	0.531	0.683	1.000	0.633	0.349	0.350	0.490	0.458	0.407	0.357	0.261	0.275	0.186	0.281	0.567	0.309	0.281	0.352	0.294	0.328
Q11	0.573	0.643	0.633	1.000	0.410	0.382	0.483	0.361	0.377	0.377	0.201	0.282	0.205	0.326	0.630	0.228	0.147	0.252	0.232	0.244
Q12	0.451	0.390	0.349	0.410	1.000	0.479	0.507	0.535	0.554	0.153	0.297	0.478	0.422	0.607	0.580	0.212	0.184	0.382	0.268	0.206
Q13	0.502	0.450	0.350	0.382	0.479	1.000	0.668	0.634	0.623	0.240	0.267	0.376	0.300	0.494	0.550	0.291	0.229	0.317	0.344	0.337
Q14	0.521	0.493	0.490	0.483	0.507	0.668	1.000	0.678	0.705	0.260	0.316	0.468	0.406	0.519	0.619	0.341	0.306	0.340	0.345	0.334
Q15	0.505	0.435	0.458	0.361	0.535	0.634	0.678	1.000	0.634	0.213	0.151	0.451	0.286	0.499	0.611	0.165	0.186	0.259	0.266	0.264
Q16	0.497	0.418	0.407	0.377	0.554	0.623	0.705	0.634	1.000	0.284	0.325	0.489	0.411	0.605	0.613	0.314	0.260	0.290	0.295	0.325
Q17	0.346	0.397	0.357	0.377	0.153	0.240	0.260	0.213	0.284	1.000	0.295	0.099	0.123	0.240	0.412	0.223	0.165	0.268	0.274	0.342
Q18	0.232	0.191	0.261	0.201	0.297	0.267	0.316	0.151	0.325	0.295	1.000	0.387	0.263	0.459	0.360	0.518	0.462	0.387	0.284	0.288
Q19	0.323	0.308	0.275	0.282	0.478	0.376	0.468	0.451	0.489	0.099	0.387	1.000	0.607	0.671	0.489	0.266	0.267	0.280	0.234	0.315
Q20	0.291	0.159	0.186	0.205	0.422	0.300	0.406	0.286	0.411	0.123	0.263	0.607	1.000	0.557	0.387	0.280	0.286	0.364	0.312	0.335
Q21	0.423	0.310	0.281	0.326	0.607	0.494	0.519	0.499	0.605	0.240	0.459	0.671	0.557	1.000	0.595	0.335	0.346	0.406	0.369	0.432
Q22	0.779	0.695	0.567	0.630	0.580	0.550	0.619	0.611	0.613	0.412	0.360	0.489	0.387	0.595	1.000	0.358	0.315	0.437	0.385	0.431
Q30	0.202	0.217	0.309	0.228	0.212	0.291	0.341	0.165	0.314	0.223	0.518	0.266	0.280	0.335	0.358	1.000	0.871	0.576	0.564	0.518
Q31	0.190	0.195	0.281	0.147	0.184	0.229	0.306	0.186	0.260	0.165	0.462	0.267	0.286	0.346	0.315	0.871	1.000	0.590	0.587	0.542
Q32	0.293	0.266	0.352	0.252	0.382	0.317	0.340	0.259	0.290	0.268	0.387	0.280	0.364	0.406	0.437	0.576	0.590	1.000	0.811	0.626
Q33	0.213	0.199	0.294	0.232	0.268	0.344	0.345	0.266	0.295	0.274	0.284	0.234	0.312	0.369	0.385	0.564	0.587	0.811	1.000	0.710
Q34	0.315	0.342	0.328	0.244	0.206	0.337	0.334	0.264	0.325	0.342	0.288	0.315	0.335	0.432	0.431	0.518	0.542	0.626	0.710	1.000

Appendix E: Sample Questionnaires

Survey of Current Cross-Cultural Training Practice 2000–2005

(Survey of Public Sector and Community Organisations)

Thank you for participating in this survey, which is part of the first Australian national research study of the effectiveness of cross-cultural training in the public sector. It is completely anonymous as your response goes directly to the Survey Monkey website, where all responses are aggregated. The survey comprises 39 questions and should take 10-15 minutes to complete. The survey will be open until 16 December, 2005.

To discuss the project, to request a copy of the discussion paper if you haven't received it, or to request a copy of the research report, please contact;

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We recognise that complete records may not be available for the 2000-2005 research period, in which case please provide your best estimates. We would be pleased to receive any available reports or other documents relating to your organisation's cross-cultural training policies and practices. Please invite interested colleagues within your organisation or other organisations to complete a survey.

A separate, anonymous survey of cross-cultural training providers and trainers is also being sent. Please request notification of the survey and inform training providers who may be interested.

Thanks again on behalf of the research team for your participation in this unique research project.

Robert Bean
Project Manager
October 2005

Note that the following replicates the questions but not the expanded, two-colour format of the on-line survey.

1. In which category is your organisation?

- ☐ Commonwealth Govt
- ☐ State/Territory Govt
- ☐ Local Govt.
- ☐ Community Org.
- ☐ Private Sector
- ☐ Other

2. What is the principal location of your organisation? (State/Territory)

3. What is the total number of employees in your organisation?

- | | | | |
|------------------------------------|-------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> 1-25 | <input type="checkbox"/> 26-100 | <input type="checkbox"/> 101-500 | <input type="checkbox"/> 501-1000 |
| <input type="checkbox"/> 1001-5000 | <input type="checkbox"/> 5001-10000 | <input type="checkbox"/> 10000-20000 | <input type="checkbox"/> 20000 or more |

4. What is your position in your organisation?

- ☐ CEO/Director
- ☐ Department manager
- ☐ HR Manager
- ☐ Training manager
- ☐ Policy/planning manager
- ☐ Education manager
- ☐ Multicultural/diversity officer
- ☐ Project officer/coordinator
- ☐ Other

5. How many cross-cultural training workshops or courses were conducted for employees or volunteers over the period 2000-2005?

6. How many employees and/or volunteers attended cross-cultural training during 2000-2005?

7. Was the training scheduled regularly? ☐ No ☐ Yes If Yes, how often?

8. Approximately what percentage of cross-cultural training participants were from the following categories? (Must total 100%)

- ☐ Staff
- ☐ Managers
- ☐ Executives
- ☐ Volunteers

9. What types of cross-cultural training did your organisation conduct in 2000-2005? (Tick all that apply).

- ☐ General e.g. general awareness, communication skills
- ☐ Specialised e.g. for customer service, health care, policing, international business
- ☐ Culture-specific e.g. understanding Sudanese culture, working in China
- ☐ Working with interpreters and translators
- ☐ Managing cultural diversity e.g. multicultural teams, attract and retain culturally diverse staff
- ☐ Other: e.g. cross-cultural aspects within a broader program

10. What was the average duration of the training programs?

- ☐ 1-2 hours
- ☐ Half day
- ☐ 1 day
- ☐ 1.5 days
- ☐ 2 days
- ☐ 3-4 days
- ☐ 5 or more days

11. Please indicate whether each type of training was mandatory or voluntary.

- | | Mandatory | Voluntary | Don't know |
|--|-----------|-----------|------------|
| <input type="checkbox"/> General | | | |
| <input type="checkbox"/> Specialised | | | |
| <input type="checkbox"/> Culture-specific | | | |
| <input type="checkbox"/> Working with interpreters & translators | | | |
| <input type="checkbox"/> Managing cultural diversity | | | |
| <input type="checkbox"/> Other: | | | |

12. Was the training accredited (part of a nationally recognised qualification) or non-accredited?

- | | Accredited | Non-accredited | Don't know |
|--|------------|----------------|------------|
| <input type="checkbox"/> General | | | |
| <input type="checkbox"/> Specialised | | | |
| <input type="checkbox"/> Culture-specific | | | |
| <input type="checkbox"/> Working with interpreters & translators | | | |
| <input type="checkbox"/> Managing cultural diversity | | | |
| <input type="checkbox"/> Other: | | | |

13. What were your organisation's objectives for the cross-cultural training?

- ☐ To improve compliance with equal opportunity and discrimination laws
- ☐ To improve compliance with access and equity policies
- ☐ To improve workforce communication and relationships
- ☐ To improve service to culturally diverse customers
- ☐ To improve skills to work internationally
- ☐ To improve marketing and promotion to culturally diverse customers
- ☐ To improve community relationships
- ☐ To assist overseas customers or partners to adapt and communicate
- ☐ Other

14. Where did the demand for cross-cultural training come from? (Select as many as appropriate)

- ☐ Staff requested training
- ☐ Managers requested training for staff
- ☐ Managers requested training for selves
- ☐ Executives identified managers' need
- ☐ Customers or communities identified need for staff and/or managers to be trained
- ☐ External agency identified a need for staff or managers to be trained
- ☐ Other: (please describe)

15. Who decided that the training program should be conducted?

- ☐ Senior management
- ☐ Middle management

-
- ☐ Line manager/supervisor/team leader
 - ☐ Government authority
 - ☐ Staff
 - ☐ Other:
16. How important to most managers in your organisation is the cross-cultural competence (awareness and effectiveness) of employees to work with culturally diverse customers?
- (1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
17. How important to most managers in your organisation is the cross-cultural competence (awareness and effectiveness) of employees to work with culturally diverse co-workers?
- (1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
18. How strongly was the cross-cultural training supported by the following levels of management?
- (1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- ☐ Senior management
 - ☐ Middle management
 - ☐ Front line management
19. How strongly was the cross-cultural training supported among staff?
- (1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
20. Was cross-cultural competence (awareness and effectiveness) included in performance appraisal?
- (1 = never 2 = rarely 3 = occasionally 4 = usually 5 = always) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
21. In general terms, how effective was the training in meeting the objectives indicated at 2.1, above?
- (1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- ☐ Improving compliance with equal opportunity and discrimination laws
 - ☐ Improving compliance with access and equity policies
 - ☐ Improving workforce communication and relationships
 - ☐ Improving service to culturally diverse customers
 - ☐ Improving skills to work internationally
 - ☐ Improving marketing and promotion to culturally diverse customers
 - ☐ Improving community relationships
 - ☐ Assisting overseas customers or partners to adapt and communicate
 - ☐ Other
22. If you indicated “effective” or better, what evidence did you base this judgement on?
23. How were the training programs evaluated?
- ☐ Pre- and post-training surveys
 - ☐ Standard feedback questionnaire
 - ☐ Informal verbal feedback
 - ☐ Written feedback from supervisors or managers
 - ☐ Informal verbal feedback from supervisors or managers
 - ☐ Other

24. How would you estimate the overall level of participant satisfaction with the training programs conducted over the 2000-2005 period?

(1 = lowest 5 = highest) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

25. Which types of cross-cultural training programs were most highly rated and why?

26. If your organisation measures Return On Investment in training, by what criteria was the cross-cultural training measured?

27. Where did you source your cross-cultural trainers?

- ☐ internal providers
- ☐ external providers
- ☐ both

28. If you used external providers, which type/s of organisations did they come from? (tick all that apply)

- ☐ University
- ☐ TAFE
- ☐ RTO
- ☐ Private non-RTO
- ☐ Government department
- ☐ Individual training consultant
- ☐ Community organisation

29. If you used external providers, how did you locate and select them?

- ☐ By public tender, expression of interest, quote
- ☐ By selective tender
- ☐ From a register or panel of preferred providers
- ☐ Referrals from other staff
- ☐ Referrals from other organisations
- ☐ Referrals from networks
- ☐ Direct approach from training provider
- ☐ By advertising

30 How difficult or easy was it to locate and select appropriate cross-cultural trainers?

(1 = very difficult 3 = neither easy nor difficult 5 = very easy) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

31. Before the training programs began, how did the trainer/s and/or their training organisations establish their credibility to your satisfaction and how confident did the organisation feel about their ability to deliver effective training programs?

32. If you used external providers, how did their prices compare with those for other types of 'people skills' training you have sourced externally?

(1 = much lower to 5 = much higher than average) ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

33. Was the training tailored to your organisation?

- ☐ Yes, for all CCT programs
- ☐ Yes, for some CCT programs
- ☐ No
- ☐ Don't know

34. Did your organisation pay for the design and development costs of the training program/s?

- ☐ Yes
- ☐ No
- ☐ For some programs
- ☐ Don't know

35. What do you think will be the demand for cross-cultural training in your organisation over the next 5 years?

- ☐ Greatly decreased
- ☐ Decreased
- ☐ Stay the same
- ☐ Increased
- ☐ Greatly increased

36. What are your main reasons for your responses to the question about demand above?

37. What types of cross-cultural training programs or other development strategies do you think your organisation will conduct over the next 5 years?

- ☐ general awareness and communication
- ☐ specialized cross-cultural training
- ☐ culture-specific cross-cultural training
- ☐ working with interpreters and translators
- ☐ managing culturally diverse workforces
- ☐ building cultural awareness into other training
- ☐ providing mentoring or coaching in cultural competence
- ☐ recruiting more culturally diverse staff
- ☐ developing policies and procedures for culturally inclusive work practices
- ☐ other

38. Do you there should be an accreditation process for cross-cultural trainers that include a set of standards?

- ☐ Yes ☐ No ☐ Don't Know

39. Please add any other comments here.

Thank you for completing this survey.

Survey of Cross-Cultural Training Providers and Trainers

Thank you for agreeing to participate in this national study of the effectiveness of cross-cultural training in the Australian public sector. As providers and practitioners, your input is vital in advising governments and enterprises on the extent and types of training provided and on future directions and ways of supporting and developing the cross-cultural training field.

The information you provide is held in confidence and no identifiable information will be published. Data from all survey returns will be aggregated for use in project reports. We will only use your contact details to get in touch with you if necessary to discuss your responses. After the project, all survey forms will be destroyed.

Individual cross-cultural trainers are invited to complete Part B: Cross-Cultural Trainers, which is also confidential survey.

Part A Cross Cultural Training Providers

1. In which category is your organisation?
 - ☐ Commonwealth Government
 - ☐ State or Territory Government
 - ☐ Local government
 - ☐ Community Organisation
 - ☐ Private sector organisation
2. What is the principal location of your organisation?
(State/Territory)
3. If based overseas, in which country?
4. What is the total number of employees in your organisation?
5. How many full time equivalent employees or contractors are engaged in delivering cross-cultural training?
6. How many years has your organisation been providing cross-cultural training?
7. Where do you provide cross-cultural training?
 - ☐ Home state/territory only
 - ☐ Australia-wide
 - ☐ Overseas
8. What are your main areas of expertise in cross-cultural training and consulting?
 - ☐ General Cross-Cultural Awareness and Communication Training
 - ☐ Ethno-specific/Country-specific Cross-Cultural Training
 - ☐ Indigenous Cross-Cultural Training
 - ☐ Managing Culturally Diverse Workforces
 - ☐ Diversity Management / Working With Diversity
 - ☐ International Business Management
 - ☐ International Business Communication / Working and Living Overseas
 - ☐ Interpreting and Translation/ Working with Interpreters and Translators
 - ☐ Languages Other Than English

-
- ☐ English To Speakers of Other Languages
☐ Other: (please describe)
9. Approximately what percentage of all of the services you deliver is directly related to the development of cross-cultural competence?
10. How do you deliver your training and consulting services?
- | | |
|---|---|
| <input type="checkbox"/> Training workshops | <input type="checkbox"/> Courses |
| <input type="checkbox"/> Distance/On-Line | <input type="checkbox"/> Presentations/ Public Speaking |
| <input type="checkbox"/> Coaching & Mentoring | <input type="checkbox"/> Consulting & Project Mngement |
| <input type="checkbox"/> Brokering Trainers/Consultants | <input type="checkbox"/> Other: please describe |
11. Approximately what percentage of your cross-cultural training is delivered for the following client types?
- | | | | | |
|-----------------|----------------|------------------|----------------|----------------|
| Fed. Government | State/Ter. Gov | Local Government | Community Orgs | Private Sector |
|-----------------|----------------|------------------|----------------|----------------|
12. What percentage of your cross-cultural training programs is conducted for the following types of employees?
- ☐ Executives/Senior Managers
☐ Managers
☐ Staff
☐ Volunteers
13. Are the training programs you provide in the following categories accredited or non-accredited?
- ☐ General CCT
☐ Specialised CCT
☐ Culture-specific CCT
☐ Working with Interpreters
☐ Managing Cultural Diversity
☐ Other
14. What are the typical durations of the training programs you deliver?
15. How do you evaluate your training programs?
- ☐ Pre & Post Training
☐ Standard post training questionnaire
☐ Informal verbal feedback
☐ Written feedback from supervisors or managers
☐ Informal feedback from supervisors or managers
16. In what observable or measurable ways has the cross-cultural training you provided resulted in benefits for individual participants?
17. In what observable or measurable ways has the cross-cultural training you provided resulted in benefits for your client organisations?
18. Generally speaking, how strongly was the cross-cultural training supported by the following levels of management in your client organisations (or within your own organisation if you are an internal training provider) Senior management/ Middle management/ Front line management
19. Do you think there should be an accreditation process for cross-cultural trainers?
20. Please discuss the reasons for your answer above.

21. Do you think there should be a national register of cross-cultural training providers?

22. Please comment on your answer above.

23. Please add any other comments here.

Part B. Survey of Cross-Cultural Trainers

24. What is your gender?

25. What is your age?

26. What is your citizenship?

27. Please list the languages you speak, starting with your first language.

28. What are your areas of expertise related to cross-cultural training?

29. What percentages of your cross-cultural training are in the following categories?

30. How many cross-cultural training programs do you facilitate per year on average?

31. What percentages of your cross-cultural training are conducted for the following client types?

32. Where do you work?

33. How many years have you worked as a cross-cultural trainer?

34. How do you work? Independently/ as employee/ Subcontractor/ In a network

35. What experiences do you believe have contributed to your ability as a cross-cultural trainer?

36. What fields have you worked in besides cross-cultural training and consulting?

37. Have you had any formal or informal training in cross-cultural training?

38. What activities do you undertake to continue your professional development as a cross-cultural trainer and consultant?

39. In which areas would you like to develop your knowledge and skills?

40. Do you survey or in other ways assess the cultural competence, objectives and motivations of your training groups before the training program?

41. Which kinds of tools do you commonly use in your cross-cultural training work?

42. How do you rate the effectiveness of these tools as instruments for cross-cultural training?

43. What methods do you use to evaluate the effectiveness of your cross-cultural training?

44. In what areas is research most needed in the cross-cultural training field?

45. What kinds of CCT tools would you like to see developed?

46. Do you think there should be an accreditation process for cross-cultural trainers?

47. Please discuss the reasons for your answer above.

48. What in your opinion are the main challenges facing the cross-cultural training field and cross-cultural trainers in Australia?

49. Do you have any recommendations, in addition to any research and resource needs you may have indicated above, for the future development of the cross-cultural training field in Australia?

50. Why do you do this work?

51. Please add any other comments here.

Thank you for completing this survey.

Cross-Cultural Training Pre-Training Survey

Program Title:

State/Territory:

Survey Number: 1

National Cross-cultural Training Effectiveness Survey Participant Pre-Training Program Survey

Project Manager: Cultural Diversity Services Pty Ltd

Thank you for participating in this research project. Your information is held in confidence. It will be aggregated in project reports. No identifiable information will be published or made available to your trainer or your organisation. The researchers will only use your email address to send you a survey form in 2006. After the project, all survey forms will be destroyed.

Instructions:

Please complete this form and keep it during the training program. At the end of the program you will be asked to place it in a sealed envelope, separately from your post-training evaluation form. If you don't want to be sent a survey form, don't write your name or email address.

Name:

Email:

Organisation:

Position title:

Gender: ☐ F ☐ M

Age:

Country of Birth:

Parents' Country/ies of Birth:

First Language:

Other Languages:

1. Why did you decide to attend this training program?
2. Have you attended any other training programs with a cross-cultural component (e.g. cultural awareness, specific cultures, indigenous cultures, working with interpreters)?
☐ No ☐ Yes If yes, please describe briefly.

Explanation of Rating Scale:

1 = lowest: e.g. not at all/very poor
5 highest: e.g. very/excellent

1 2 3 4 5

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. If you answered Yes to Question 2, how much did the program/s contribute to your ability to perform your duties? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. How experienced are you in working with diverse cultures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. How would you rate your current level of knowledge about: | | | | | |
| a. Your organisation's policies and issues regarding cultural diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your own culture's influences on your thoughts and behaviours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Cross-cultural communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Customs, values and beliefs of other cultures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. How confident are you in dealing with people from different cultures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. How much do you think cultural differences affect interactions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. How important is it in your work to be competent in dealing with people from different cultures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other Comments:

Cross-Cultural Training (Immediate Post-Training) Evaluation Survey

Survey Number:

National Cross-Cultural Training Effectiveness Survey Training Program Evaluation Survey

At the top of this page, please write the Survey Number that appears on your pre-training survey. Do not write your name on this form.

Put your completed evaluation survey form in the "Evaluation Survey" envelope provided.

Put your pre-training survey form in the "Pre-Training Survey" envelope provided. No one but the researchers will see your contact details. A researcher will contact you in 4-6 months with a long-term post-training evaluation survey. After the project, all forms will be destroyed.

Explanation of Rating Scale:

1 = lowest rating; e.g. not at all/very poor - to- 5 = highest rating: e.g. very/very much/excellent

	1	2	3	4	5
1. How effective was the design of the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How effective was the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How knowledgeable was the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How well did the trainer encourage discussion and interaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How much did the program improve your understanding of your organisation's policies and issues regarding cultural diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How much did the program increase your awareness of the influence your own culture has on your thoughts and behaviours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How much did the program increase your knowledge of cross-cultural communication skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How much did the program increase your knowledge and understanding of the customs, values and beliefs of other cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. How much did the program increase your confidence in dealing with people from different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. How much do you think cultural differences affect interactions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How important is it in your work to be competent in dealing with people from different cultures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How interested are you in applying what you have learned to your work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. How confident are you that you will be able to transfer what you have learned to your co-workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How much has the program contributed to your job effectiveness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Overall, how satisfied are you with this training program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. What were the best aspects of the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. How could the program be improved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How will your organisation benefit from your participation in this training program?

☐ ☐ ☐ ☐ ☐

Longitudinal Cross-Cultural Training Evaluation Survey

Notes:

- The following comprises all of the original 39 questions of the on-line survey but does not reproduce the expanded format and two-colour layout.
- Where questions are followed by (Scale 1-5) the following explanation of scale appears in the on-line survey with every question; 1 = lowest rating: e.g. not at all/very poor - to- 5 = highest rating: e.g. very/very much/excellent
- Where questions include “Other. Please specify/describe” there is an unlimited dialogue box.
- All open- ended questions are followed by an unlimited dialogue box.

National Cross-Cultural Training Effectiveness Survey

Welcome and thanks for your participation

This 39-question survey asks you to look back to the 2005 cross-cultural training program you attended and consider how you would now rate it and how helpful it has been in your work. You may find it hard to remember details but please answer as many questions as possible. Several questions are identical to those you answered immediately after your training program. Others ask for general comments and recommendations.

When you have finished, just click on DONE>>. This registers your responses and takes you back to the Survey Monkey home page, from which you can exit.

The survey closes in June 2006 and we will send reminder invitations between now and then.

If you have any questions or want to send additional information, please contact me;

Robert Bean, Project Manager
Cultural Diversity Services Pty Ltd
PO Box 57, Delamere SA 5204
Ph. (08) 8598-3088 or 0428 645 142
Email: rsbean@bigpond.com

Thank you for your participation in this unique and important research project.

15 March 2006

1. Which term below best describes the cross-cultural training program you attended in 2005? Select one.

- ☐ General Cultural Awareness & Communication
- ☐ Specialised, e.g. customer service, health care
- ☐ Culture-Specific e.g. Sudanese, Chinese culture
- ☐ Working with Interpreters and Translators
- ☐ Working with or Managing Cultural Diversity
- ☐ Other: please specify

2. What was your main objective in attending the training program? Select one.

- ☐ Improve service to culturally diverse customers
- ☐ Improve workplace communication and relationships
- ☐ Improve compliance with equal opportunity and equity policies
- ☐ Improve community relationships
- ☐ Improve ability to work internationally
- ☐ Improve ability to assist overseas customers or partners to adapt and communicate

-
- ☐ Improve marketing and promotion of services to culturally diverse customers
- ☐ Other. Please specify.
3. How long was the cross-cultural training program (or the cross-cultural component of a training program) you attended?
- ☐ 1hr ☐ 2 hrs ☐ 3-4 hrs ☐ 1 Day ☐ 1½ Days ☐ 2 Days ☐ 3 Days ☐ 3+ Days
4. How do you rate the duration of the program (or the cross-cultural component of a training program) you attended?
- ☐ too short ☐ just right ☐ too long
5. Which of the following best describes the style of the training program?
- ☐ Mainly lecturing and presentation of information
- ☐ Balance of lecturing and interactive discussions and exercises
- ☐ Mainly interactive discussions and exercises
- ☐ Other. (Please describe)
6. Was the training compulsory or voluntary? ☐ Compulsory ☐ Voluntary
7. When did you attend the 2005 training program?
- ☐ June ☐ July ☐ August ☐ Sept ☐ Oct ☐ November ☐ Dec/ Jan 2006
8. How effective was the design of the program? (Scale 1-5)
9. How effective was the trainer? (Scale 1-5)
10. How knowledgeable was the trainer? (Scale 1-5)
11. How well did the trainer encourage discussion and interaction? (Scale 1-5)
12. How much did the program improve your understanding of your organisation's policies and issues regarding cultural diversity? (Scale 1-5)
13. How much did the program increase your awareness of the influence your own culture has on your thoughts and behaviours? (Scale 1-5)
14. How much did the program increase your knowledge of cross-cultural communication skills? (Scale 1-5)
15. How much did the program increase your knowledge and understanding of the customs, values and beliefs of other cultures? (Scale 1-5)
16. How much did the program increase your confidence in dealing with people from different cultures? (Scale 1-5)
17. How much do you think cultural differences affect interactions? (Scale 1-5)
18. How important is it in your work to be competent in dealing with people from different cultures (Scale 1-5)
19. To what extent have you been able to apply what you learned to your work? (Scale 1-5)
20. How much have you been able to transfer what you have learned to your co-workers? (Scale 1-5)
21. How much has the program contributed to your job effectiveness? (Scale 1-5)
22. Overall, how satisfied are you with the 2005 training program? (Scale 1-5)
23. What were the best aspects of the program? Select as many as appropriate.
- ☐ Content, information gained
- ☐ Interaction and discussion

-
- ☐ The trainer: style, knowledge, enthusiasm
- ☐ Guest speakers/panelists
- ☐ The general approach; combination of above factors
- ☐ Other. Please specify.
24. How could the program be improved? Select as many as appropriate.
- ☐ Increased time
- ☐ Decreased time
- ☐ More content
- ☐ Different content
- ☐ Less content
- ☐ More interaction
- ☐ Less interaction
- ☐ Better trainer/s
- ☐ Different training style, approach
- ☐ Different structure
- ☐ Other. Please specify.
25. How has your organisation benefited from your participation in the training program?
- ☐ Improved customer service
- ☐ Increased knowledge of customers and issues
- ☐ Transfer of my learning to colleagues
- ☐ Improved knowledge of and use of support services
- ☐ Increased knowledge of policies and procedures
- ☐ Improved ability to train others
- ☐ Other. Please specify
26. Has the training affected the way you think about and respond to cultural diversity in your working life? If so, please comment.
27. Would you like to have further cross-cultural training? ☐ Yes ☐ No ☐ Not sure
28. If you would like further cross-cultural training, what type of training would you like?
- ☐ General cultural awareness and communication
- ☐ Specialised, e.g. customer service, health care
- ☐ Culture-specific e.g. Sudanese, Chinese culture
- ☐ Working with interpreters and translators
- ☐ Working with a culturally diverse team
- ☐ Managing cultural diversity
- ☐ Other: please describe _____
29. If you identified further training needs, what would you want to gain from this training?
30. How important do you think it is to your manager /s that you have the cross-cultural competence to work with culturally diverse clients/customers? (Scale 1-5)
31. How important do you think it is to your manager/s that you have the cross-cultural competence to work with culturally diverse colleagues/co-workers? (Scale 1-5)
32. How strongly does your immediate manager appear to support cross-cultural training? (Scale 1-5)

-
33. How strongly does your senior management team appear to support cross-cultural training?
(Scale 1-5)
34. How strongly do your colleagues/ co-workers appear to support cross-cultural training?
(Scale 1-5)
35. Is cross-cultural competence included in your duty statement and performance appraisal?
☐ Yes ☐ No ☐ Don't know
36. Should cross-cultural training be compulsory for all staff?
☐ Yes ☐ No ☐ Don't know ☐ No opinion
37. Should cross-cultural training be compulsory for all staff in customer service positions?
☐ Yes ☐ No ☐ Don't know ☐ No opinion
38. Should cross-cultural training be provided as accredited training .e.g Cert in Govt
☐ Yes ☐ No ☐ Don't know ☐ No opinion
39. Do you have any other comments you would like to make about cross-cultural training, for yourself
or regarding your organisation?

Thank You Very Much

DONE >>