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## 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

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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

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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

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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

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## **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

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## 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. Pre 2005	Group 1	Group 2	t-value	df	p	Group 1	Group 2	Group 1	Group 2	variances	variances
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
<b>Persons</b>	<b>37.51</b>	<b>37.00</b>	<b>17.00</b>	<b>70.00</b>	<b>28.00</b>	<b>45.00</b>	<b>17.00</b>

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)  
 MID 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

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### **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 (cctlty2.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

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## 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;

Robert Bean, CTE Project Manager, Cultural Diversity Services Pty Ltd  
Post: PO Box 57, Delamere, SA 5204  
Ph (08) 8598-3088 or 0428 645 142  
Fax: (08) 8598-3099  
Email: rsbean@bigpond.com

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?

- 1-25
- 26-100
- 101-500
- 501-1000
- 1001-5000
- 5001-10000
- 10000-20000
- 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?
- Training workshops
  - Distance/On-Line
  - Coaching & Mentoring
  - Brokering Trainers/Consultants
  - Courses
  - Presentations/ Public Speaking
  - Consulting & Project Mngement
  - 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:

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## 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?

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## 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;

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Cultural Diversity Services Pty Ltd  
PO Box 57, Delamere SA 5204  
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Thank you for your participation in this unique and important research project.

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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

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- 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

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- 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)

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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

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