

ATTITUDES TOWARD CULTURAL COMPETENCE: A PRELIMINARY ANALYSIS OF
VALUES WITH AIR FORCE PERSONNEL

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Abstract

This report explores responses to a set of survey questions designed to assess attitudes of Air Force personnel regarding the knowledge and training of Cultural Competence.

Results indicate white males are less likely to believe in the value of learning about other cultures and that cultural literacy could improve their work performance. White males are less likely to indicate a change in their non-verbal behavior in cross-cultural situations that demand such changes. Results from the second sample show that respondents slightly disagree that language training is sufficient before deployment to an international setting. Further, senior officers disagreed to a greater extent than other groups. A significant relationship was found in Model 2 showing that Blacks are similar to Whites in respect to negative attitudes. Implications and future directions are discussed.

The content and opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the U.S. military services, or the Department of Defense.

Cultural Competence

Cultural competence poses a difficult measurement challenge because its meaning is so broad. It often refers to encounters between leaders and subordinates, or it can apply to the organization as a whole (Geron, 2002). Furthermore, it is often used as a means of discussing acceptance of or inclusion of minority groups (e.g. blacks, Hispanics, Native Americans, women, GLBT, disability, class) (Suzuki, McCrae, and Short 2001). Given these different contexts, it is unlikely that the definitions would be the same, although it is the case that a single framework seems to form an overarching basis for understanding all definitions. That framework consists of three conceptual areas: knowledge, beliefs and attitudes, and skills (Sue, Arredondo and McDavis, 1992).

In an important attempt to provide a baseline of information related to cultural diversity, staff at the Defense Equal Opportunity Management Institute (DEOMI) worked closely with the U. S. Air Force to pre-test relevant questions for possible inclusion in the Defense Equal Opportunity Climate Survey (DEOCS).

Background

Much of the literature on cultural literacy is founded in the discipline of education. Within the early years of that tradition, four basic approaches to cultural literacy were identified (Gibson, 1984). First, *benevolent multiculturalism* focuses on equalizing educational opportunities for culturally different students. The ideas flow from the idea of background deficits which lead culturally different students (typically from race/ethnic minority groups) to do poorly in school. Compensatory programs (e.g. Head Start, remedial coursework) are used to bring students up to majority group standards. This approach has been criticized because it seems to equate cultural difference with cultural deficit. The implication seems to be that children from culturally different

backgrounds are being raised by parent with values which do not fit the majority cultural norms, therefore some type of pathology or deficit exists which is reflected in problems in schools.

The *cultural understanding* approach recognizes the unequal background of children from certain minority groups, but attempts to avoid the values-laden assumption that this creates a cultural deficit based on a pathological home environment. The primary difference between this and the first approach is multicultural education for ALL students, not just minority students. Proponents of this model view the educational system as grounded in supposedly homogeneous, white, middle-class values which may be alien to minority children. Proponents propose educational programs that will address (and celebrate) the distinctions between the mainstream and the culturally different, i.e., those who are peripheral members of the mainstream culture and whose primary social performance is in some other cultural unit (e.g., teaching about different cultures). This approach assumes no hierarchy of one culture over another, and differences among cultures are assumed to be “normal” rather than “exotic”. This approach has been criticized because it, similar to *benevolent multiculturalism*, assumes cultural differences are the cause of educational differences. Therefore, similarities between groups and differences within groups are still ignored. Furthermore, there appears to be no empirical evidence that multicultural education has any direct effect on the achievement of minority students (Gibson, 1984; Pettigrew, 1974). This has been the primary model utilized in organizations oriented toward creating a global workforce (see Uttal, 2006 for a critique of this model).

The next approach, *education for cultural pluralism*, proposed to preserve and extend cultural pluralism in America. *Education for cultural pluralism* proponents reject majority-enforced acculturation and assimilation and from this also reject the idea of an American "melting pot," both in theory and in practice. Proponents assume that neither cultural assimilation nor cultural fusion, (the melting pot), are acceptable as ultimate societal goals. This tactic has been

criticized for confusing ideology with theory and practice. One criticism of this model is that assimilation, fusion, and pluralism may not be the only consequences of contact between different cultures. For example, certain cultural elements may be replaced, others fused, and others maintained. Finally, some (Gibson, 1984) have argued that this approach may be a blatant attempt by certain cultural groups to attain/maintain sociopolitical power. At some level, boundary maintenance, which means focusing on differences rather than similarities, must become the goal of this approach.

The main purpose of the final approach, *bicultural education*, is to produce learners who have competence in and can operate successfully in at least two different cultures. The focus is on the individual rather than the cultural group (Gibson, 1984; Uttal, 2006). Competence in a different culture need not imply rejection of the old culture (Uttal, 2006; Szalma and Hancock, 2008)

Recently, cultural competence has focused on three broad domains—knowledge, beliefs and attitudes, and skills (Sue, Arrendondo and McDavis, 1992). One major criticism of the new approach relates to the fact that the measures remain limited in scope, relying almost entirely on self-report by practitioners. Furthermore, they typically rely on researcher-defined dimensions of cultural competency and do not include the client's evaluation of the services received (Geron, 2002).

Along with the important issue of accurately conceptualizing cultural competence is the topic of how it can be measured. The importance of a reliable and precise measure is to help practitioners choose appropriate and effective interventions, to hold practitioners responsible for their professional behaviors, and to hold organizations answerable to clients for the services provided. Improved measurement tools can help determine whether reducing dropout rates, and

increasing cultural awareness, sensitivity and competence will reduce racial and ethnic disparities in outcomes (Geron, 2002).

The primary tool suggested for evaluating the continued effectiveness of various programs supporting diversity and cultural competence is reliable research (Ancis, 1998). It may be the case that to reach a goal of creating culturally aware soldiers the heart of any reliable program must be able to develop integrated, coordinated strategies and curriculum. Thus knowing that soldiers will be deployed and attempting to train them about that specific culture prior to deployment may not be enough. Students must not just be prepared, but their experiences must be evaluated and communicated back to them to maximize the outcome (Uttal, 2006; see also Szalma and Hancock, 2008).

Method

Participants

We analyzed results from 9,602 respondents to questions about cultural literacy in sample 1 and 3,763 respondents to questions about cultural literacy training in sample 2. Both data sets also contained a few demographic indicators. We analyzed the data using univariate (descriptive frequencies), bivariate (means analysis) and multivariate (factor analysis; OLS regression) analyses as appropriate depending on the level of measurement of the variables and the goal of the particular analysis.

Materials

The survey instrument was designed to enable serving military personnel to respond to a number of questions about topics related to their knowledge of and desire for knowledge about cultural competency. The questions were included on the Air Force Climate Survey as pre-test, prior to their inclusion in the Defense Equal Opportunity Climate Survey (DEOCS). Responses

were voluntary from an on-line survey of Air Force military and civilian personnel. Three different waves of data were collected from a sample of over 9,000 respondents.

The first set of statements focused on respondents' knowledge (see Table 1b). A sample question consisted of "I am interested in learning about other cultures." The second set assessed respondents' perceptions about the need for more training about cultural diversity (see Table 2b). A sample question from the second set was, "Training in language is enough to prepare military personnel for international deployment."

Responses to both sets of statements were on a seven-point Likert scale (1 – 7), ranging from strongly disagree to strongly agree, respectively. There were a few missing cases, which were coded 0. We analyze two different data sets in this analysis because each set of questions was asked of different samples. In addition, the survey provided responses to the following demographic variables: sex, race ethnicity, military and civil service rank. This information allows us to complete a preliminary analysis of responses to the substantive questions related to cultural diversity.

Variable Construction

Responses to any of the questions which were coded "0" were classified as missing values because respondents did not answer the online survey. For initial analyses, original coding was maintained. Dummy variables were created from the demographic indicators for future use in multivariate models. Two different indexes of attitudes about the value of cultural awareness training were created for the regression analyses. In addition, we factor analyzed each set of questions separately as well as both sets combined to test various reliabilities.

Analysis

Univariate Information

Sample 1 (Waves 1 and 4)

Figures 1 – 5 display the demographic characteristics of sample 1. As indicated, 76.9% are males and 23.1% are females; 1.10% are American Indian, 2.41% are Asian, 12.42% are Black, .096% are Native Hawaiian or Pacific Islander, 80.15% are White, and 2.96% named multiple races; 90.22% were non-Hispanic and 9.78% were Hispanic; 20.91% were ranks E1-E4, 30.49 were E5-E6, 10.45% were E7-E9, 6.85% were O1-O3, 4.13% were O4 +; 72.82% were in the Air Force, and 27.18% were civilians employed by the Air Force.

Sample 2 (Waves 2 and 3)

Figures 6 – 10 display the demographic characteristics of sample 2. As indicated, 66.86% are males and 33.14% are females; 1.56% are American Indian, 5.19% are Asian, 14.52% are Black, .015% are Native Hawaiian or Pacific Islander, 73.76% are White, and 3.54% named multiple races; 90.88% were non-Hispanic and 9.12% were Hispanic; 23.57% were ranks E1-E4, 34.02 were E5-E6, 11.00% were E7-E8, 8.00% were O1-O3, 5.34% were O4+; 81.93% were in the Air Force, and 18.07% were civilians employed by the Air Force. Notice that sample 2 has more women and minority members and slight more in higher ranks. Given that information, we expect slightly more positive responses related to the value of cultural competency training.

Univariate Responses to Various Cultural Competency Questions, Sample 1

Table 1 provides the univariate information about responses to the various cultural competency questions. Notice the small percentages in the extreme response categories beginning with “strongly”. This is typical for survey statements with Likert responses with a large range for the responses. Most responses will cluster toward the middle (neutral) response. Notice also the tendency of respondents to say they “slightly agreed” with the statements, likely indicating weak,

but positive support for cross cultural training. Such a response pattern could also mean respondents are taking a “wait and see” approach to such training, wanting some evidence before committing strongly one way or another.

Univariate Responses to Questions about Cultural Competency Training, Sample 2

Table 2 provides the univariate information about responses to the various cultural competency questions. Notice the small percentages in the extreme response categories beginning with “strongly”. This is typical for survey statements with Likert responses with a large range for the responses. Most responses will cluster toward the middle (neutral) response. Notice also the tendency of respondents to say they “slightly agreed” with the statements, likely indicating weak, but positive support for cross cultural training. Such a response pattern could also mean respondents are taking a “wait and see” approach to such training, wanting some evidence before committing strongly one way or another. We also find respondents more likely to “agree” with statements than in the previous sample. This is likely due to the differences in demographic characteristics of the two different samples.

Factor Analysis

Sample 1

We completed a Principle Component Factor Analysis which indicated that all statements included in the set for Sample 1 loaded on to one Factor (see Figure 11).

Table 3 provides then eigenvalues and explained variance for each of the 5 statements and again reinforces that all form a single factor. In addition, statement 1, I am interested in learning about other cultures, explains close to half of the variance I the factor (46%) and statement 2 “Class-room training for development of cultural awareness would be helpful in preparing me for an international deployment” explains over 20% more (20.37%). The statement related to changing ones non-verbal behavior to fit a cross-cultural situation explained the least variance of

the factor (7.97%) and has the least good “fit” with the other statements. Cronbach’s alpha for a scale containing all items was .701 indicating a reliable measure of attitudes related to the value of cultural training. Give these outcomes we created a scale of cultural training attitudes to use as the dependent variable in the multivariate model.

Sample 2

We completed a Principle Component Factor Analysis which indicated that all statements included in the set for Sample 2 did not necessarily load on to one Factor (see Figure 12). If one factor is used, it is not as clean as the first set of questions (see Figure 11). More appropriately a two factor solution should be used with questions 6 and 7 loading on one factor and questions 8-10 loading on the second (see also Table 4).

Table 4 provides then eigenvalues and explained variance for each of the 5 statements in set 1 and again reinforces that these questions may form more than a single factor. In addition, statement 6, “Engaging in role-play simulation, in which I interact with individuals from other cultures, would be helpful in preparing me for an international deployment,” explains more than 40% of the variance in the factor (42%) and statement 2 “Classroom training on differences between cultures would be helpful in preparing me for an international deployment” explains over 20% more (24.03%). The statement related to training in languages being enough to prepare for deployment explained the least variance of the factor (6.53%) and has the least good “fit” with the other statements. Cronbach’s alpha for a scale containing all items was .578 indicating this factor would not be an adequate measure of attitudes about cross-cultural awareness training. Results indicate a two factor solution with questions 6 and 7 loading on one factor, and 8-10 on a different factor.

*Bivariate Analysis**Means Analysis, Sample 1*

In order to assess differences in responses to the questions on page 5, we completed a means analysis for the questions asked of sample 1 (see Table 5). For question wording, see page 5. While such a large sample means that results are statistically significant, substantive differences may be meaningless. Therefore, we discuss only those results that may be substantively meaningful. With regard to questions 1, 2 and 4 women's responses display more interest in learning about cultural awareness and more likely to believe such training would improve their work performance. However, men are more likely than women to say they change their non-verbal behavior when a cross-cultural situation demands it, although responses from both sexes tended to be neutral. Both men and women stated that they understood the value of other cultures. Note that even questions showing agreement, indicated only a slight agreement. Hispanics were very slightly more likely to express interest in learning about cultural competency and that cultural competence might positively affect their work performance. This pattern is also true for racial minority members. Again white and non-Hispanics are more likely to indicate that they change their non-verbal behaviors when cross-cultural situations demanded change. Interesting differences emerge when analyzing military ranks. Differences are again very small, but with respect to believing that cross-cultural classroom training would prepare them for international deployment officers and those in E-1–E-4 and E-7–E-9 categories are more likely to agree compared to the E-5–E-6 category. With respect to “knowing the value of other cultures,” categories E-5–E-6 and E-7–E-9 are less likely to agree than officers or those in categories E-1–E-4. Upper enlisted ranks (E-5–E-9) and officers were less likely than those in ranks E-1–E-4 to indicate they change their non-verbal behaviors in a cross-cultural situation if warranted. Average responses for all rank categories to the latter question were in the neutral category, likely

reflecting the preponderance of men and whites in the Air Force. In general civilian employees were a bit more likely to agree on the value of other cultures and cultural training, although agreement fell in the “slightly agree” category. Civilian of all ranks were likely to respond neutrally to the statement indicating they changes their non-verbal behavior to fit cross-cultural situations when indicated. Cross tabulations supported the results for the means analysis, but are not provided because the results for the means analysis are more parsimonious.

In order to assess differences in responses to the questions asked of the second sample, we completed a second means analysis (see Table 6). For question wording, see page 5. Differences between groups are very small. Therefore we discuss only those results that may be substantively meaningful. With regard to questions related to attitudes about cultural awareness training, there were no differences based on sex. Note that both men and women responded “slightly disagree” to the statement indicating that language training was sufficient before deployment. Hispanics were very slightly more likely to express support for cultural competency training than other groups, including the question related to teaching language. Although on the latter question, Hispanics also were likely to “slightly disagree” that language training is sufficient. This pattern is also true for racial minority members.

Interesting differences emerge when analyzing military ranks. Differences are more prominent, especially on question 10 related to the sufficiency of language training. Senior officers, on average, disagreed with that statement. Upper enlisted ranks (E-5–E-9) and senior officers were less likely than junior enlisted and junior officers to support cross cultural training. Average responses for all rank categories were in the neutral or slightly agree categories. Junior officer were more likely to “slightly agree” or “agree” that “Guidelines for behavior in international deployments (that is, do and don't lists) would be helpful in preparing me for an international deployment. In general civilian employees were a bit more likely to agree on the

value of other cultures and cultural training, although agreement fell in the “slightly agree” category. Civilian of all ranks were likely to respond neutrally or slightly positively to the statement related to cross-cultural training. Again, there were likely to disagree slightly with the statement that “Training in language is enough to prepare military personnel for international deployment.” Cross tabulations supported the results for the means analysis, but are not provided because the results for the means analysis are more parsimonious.

Multivariate Analysis

Table 7 displays the OLS regression results explaining variations in attitudes about the value of cultural awareness training for sample 1. Results indicate that being female, black and enlisted are not significant predictors of attitudes about cultural awareness training (although being senior enlisted, E-5–E-9 is significant using a one-tailed test ($p < .10$). Whites are likely to display more negative attitudes than other groups and officers and Hispanics are more likely to display positive attitudes. Being white has the strongest (and negative impact) on attitudes. Results indicate that whites are much more likely to believe that cultural awareness training has little value. All other effects, whether significant or not are very small. Overall this model, explains very little of the variance in attitudes about the value of cultural awareness training---about 3% (2.9%), leaving close to 97% unexplained.

Table 8 displays the OLS regression results explaining variations in attitudes about the value of cultural awareness training for sample 2. Results indicate that being white, black and junior enlisted are significant predictors of attitudes about cultural awareness training. Whites and Blacks are likely to display more negative attitudes than other groups and officers and Hispanics are more likely to display positive attitudes. Being an officer, being female or being senior enlisted do not have significant impacts. Being white has the strongest (and negative impact) on attitudes, and being Black has the third strongest (and negative) impact. Being junior enlisted has

the second strongest (and positive) impact in the model. Results indicate that whites are much more likely to believe that cultural awareness training has little value and that Blacks follow closely in expressing negative attitudes. Overall this model, explains very little of the variance in attitudes about the value of cultural awareness training—about 9% (8.6%), leaving close to 91% unexplained.

Discussion

Results indicate that white males are less likely to believe in the value of learning about other cultures and that cultural literacy could improve their work performance or that cultural literacy training is valuable. As indicated in the bivariate analyses they are also less likely to indicate they changed their non-verbal behavior in cross-cultural situations which seem to demand such changes. Interestingly, while not significant in the OLS model for the first sample, but significant in the second model, blacks are similar to Whites in these negative attitudes. Importantly, based on the bivariate results, results from the second sample indicate that all respondents were likely to “slightly disagree” with the idea that language training was sufficient before deployment to an international setting. Senior officers were most likely to “disagree” rather than “slightly disagree” meaning more intense disagreement with that idea than other groups.

In part these findings are driven by the demographics of the Air Force; Whites and Blacks, men and enlisted members comprise the majority. In particular the attitudes of Whites (65.8% of the Air Force) and men (73.56% of the Air Force) drive the overall results. It is not really surprising that Whites and men would be most resistant to the idea that cultural awareness training is positive and useful from an operational standpoint. Since most respondents express a slight positive orientation (or only a neutral one) towards the value of cultural training, it may be that respondents have adopted a “wait and see” approach to the idea. Once evaluation data are available to validate the value of classroom training on cultural issues for occupational

effectiveness as well as for Equal Opportunity training, then attitudes are likely to shift more strongly toward a positive view of the value of cultural training.

Finally these efforts clearly establish the need for the work at DEOMI including both training beyond language skills, and basic research related to the development of a scientifically validated conceptualization of cultural competence. An important part of that process includes gathering data from those in the field to identify valid and reliable measures and to test for differences and similarities among the various cultural groups that make up our diverse military.

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Appendix A

Figure A1. Sex of respondents in Sample 1.

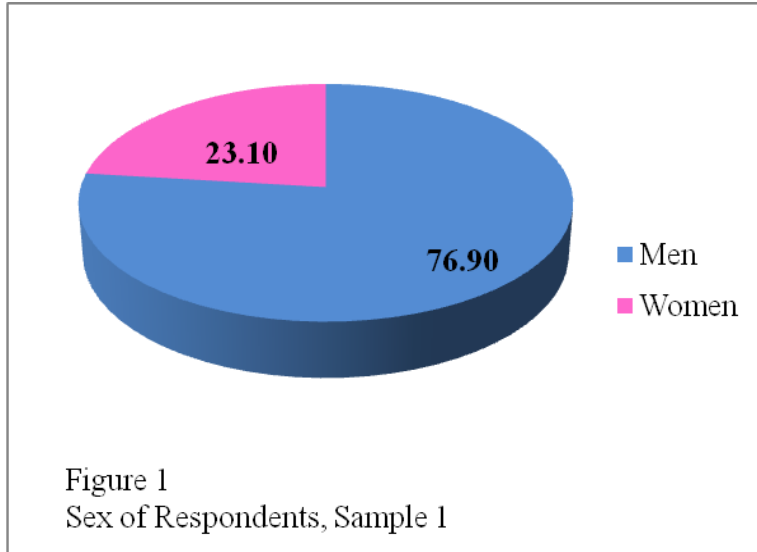


Figure A2. Race of Respondents in Sample 1.

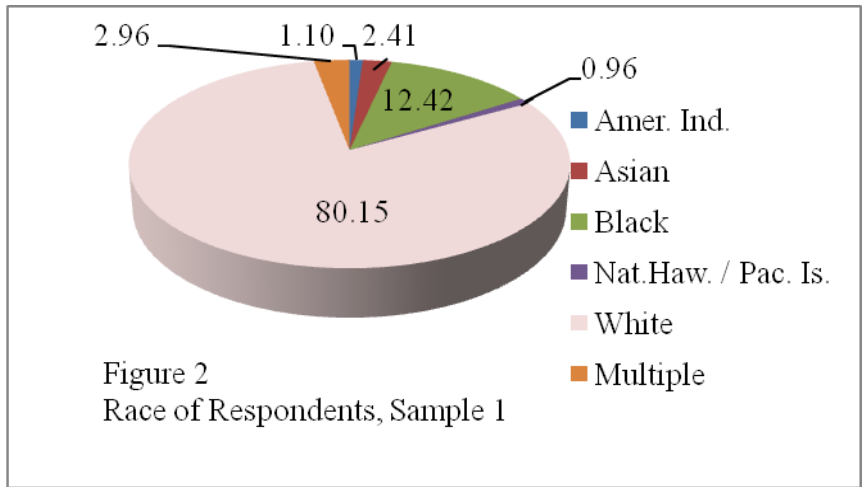


Figure A3. Ethnicity of Respondents in Sample 1

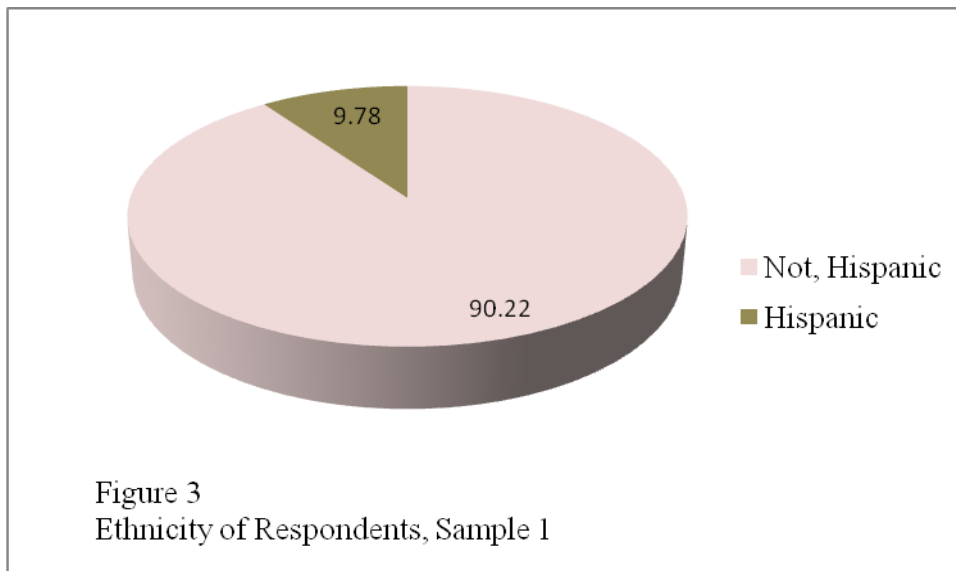


Figure A4. Rank of Respondents in Sample 1.

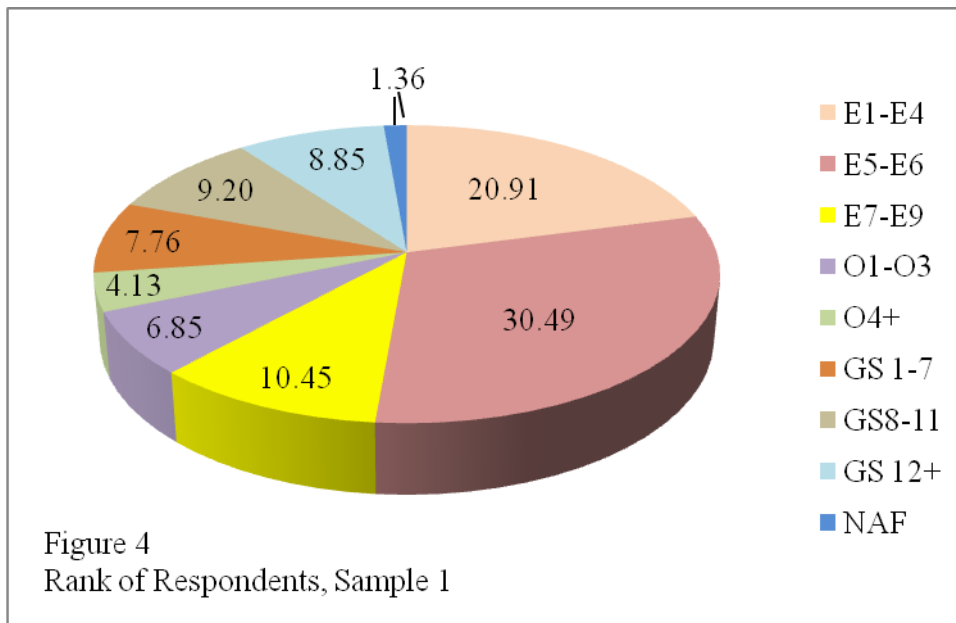


Figure A5. Military and civilian status of respondents in Sample 1.

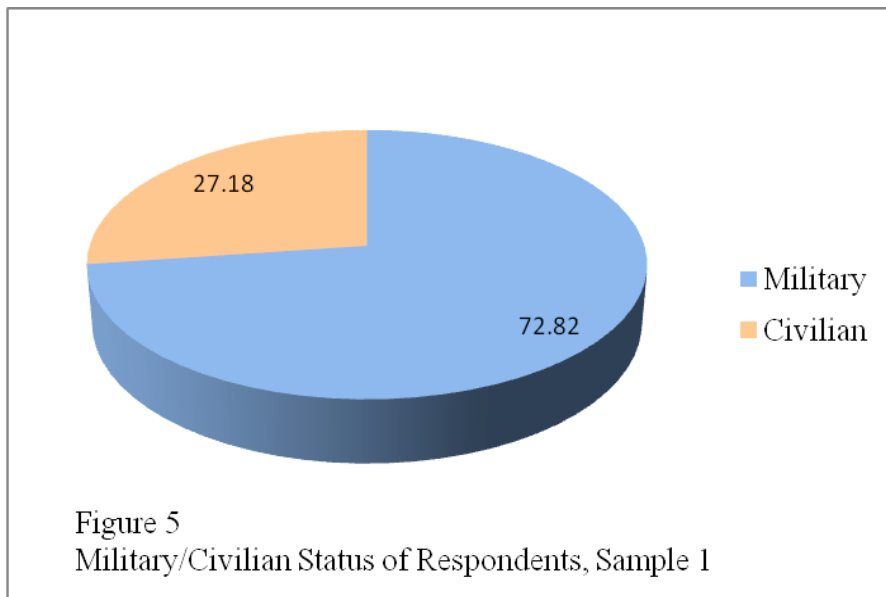


Figure A6. Sex of respondents in Sample 2.

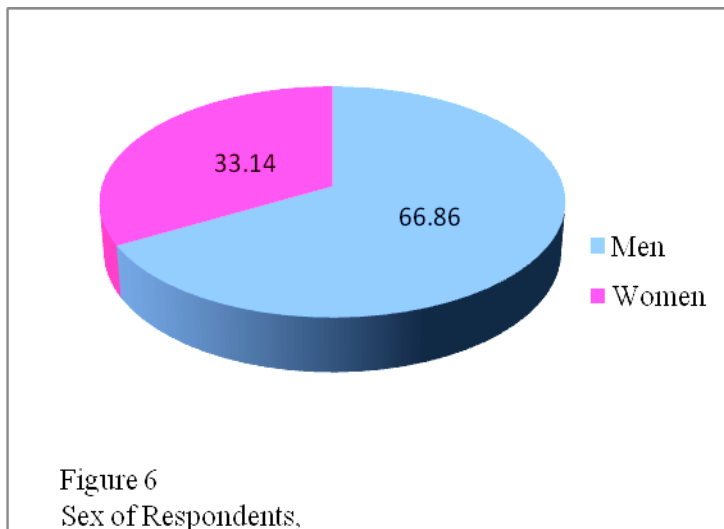


Figure 6
Sex of Respondents,
Sample 2

Figure A7. Ethnicity of respondents in Sample 2.

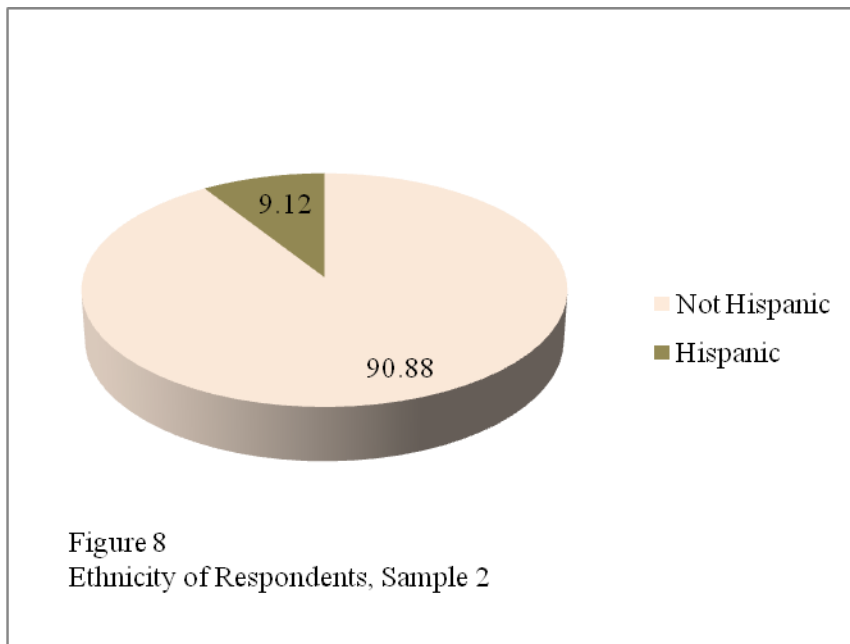


Figure A8. Race of Respondents in Sample 2.

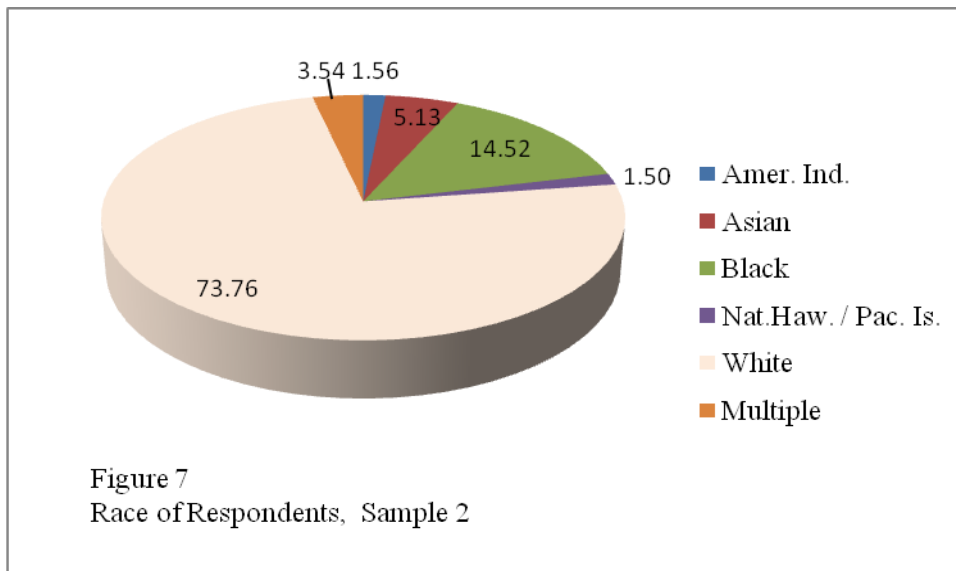


Figure A9. Rank of respondents in Sample 2.

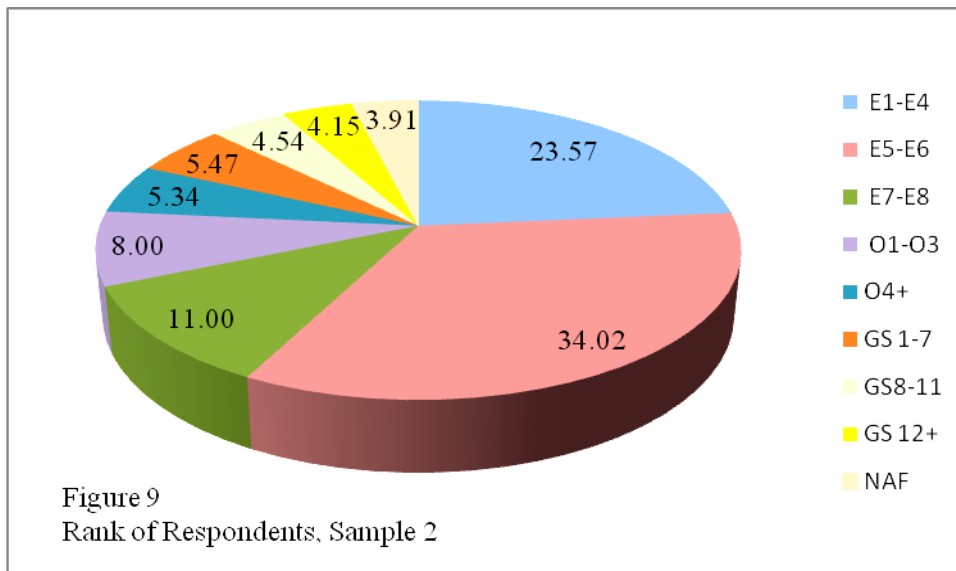


Figure A10. Military/civilian status of respondents in Sample 2.

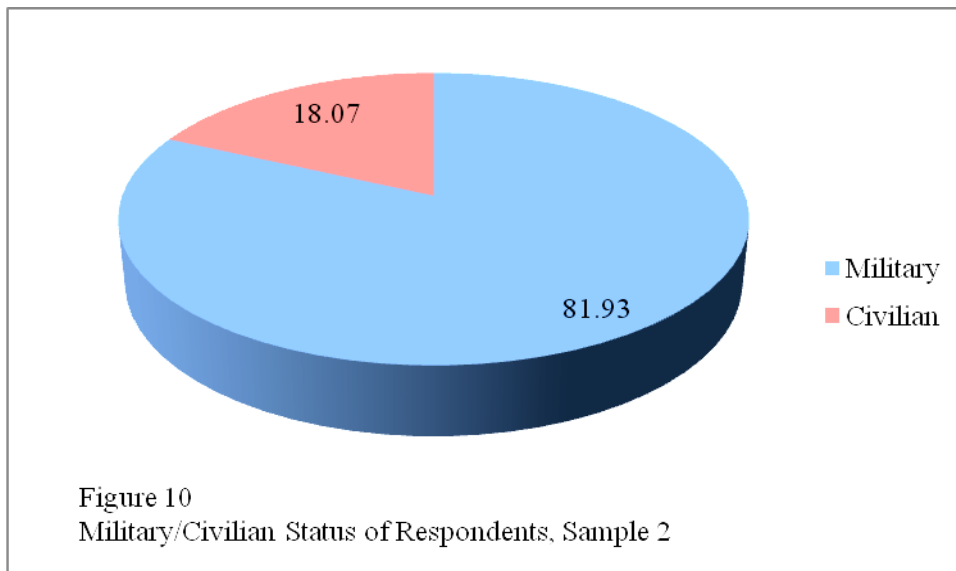


Figure A11. Scree Plot for Principle Component Factor Analysis of Cultural Competency

Questions, Sample 1

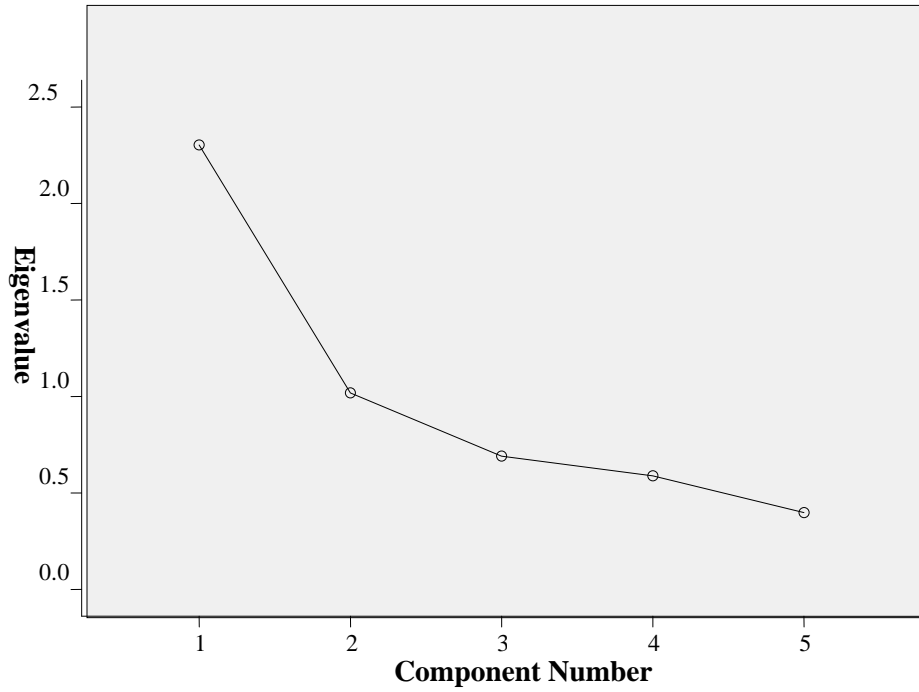
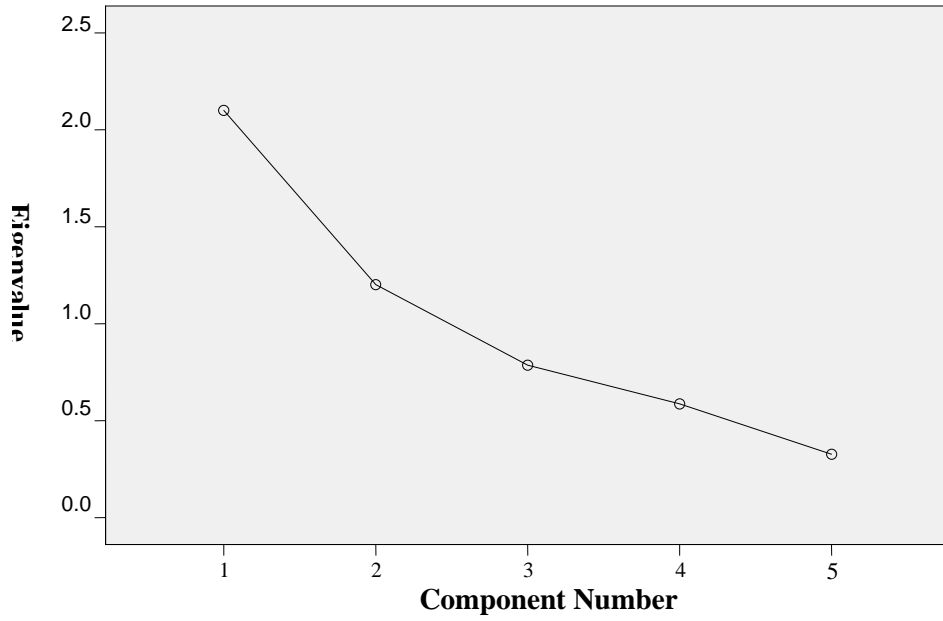


Figure A12. Scree Plot for Items in Cultural Training Scale for Sample 2



Appendix B

Table 1.

Univariate Responses to Questions Related to Value of Cultural Competency, Sample 1.

Q1. I am interested in learning about other cultures.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	147	1.76	1.76	1.76
Disagree	218	2.60	2.60	4.36
Slightly Disagree	118	1.41	1.41	5.77
Neither	1501	17.93	17.93	23.70
Slightly Agree	893	10.67	10.67	34.37
Agree	2954	35.29	35.29	69.66
Strongly Agree	2540	30.34	30.34	100
Total	8371	100	100	

Q2. Class-room training for development of cultural awareness would be helpful in preparing me for an international deployment.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	352	4.20	4.20	4.20
Disagree	351	4.19	4.19	8.40
Slightly Disagree	231	2.76	2.76	11.16
Neither	2115	25.27	25.27	36.42

Table 1 (continued)

Slightly Agree	1221	14.59	14.59	51.01
Agree	2492	29.77	29.77	80.78
Strongly Agree	1609	19.22	19.22	100
Total	8371	100	100	

Q3. I know the values of other cultures.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	93	1.11	1.11	1.11
Disagree	276	3.30	3.30	4.41
Slightly Disagree	331	3.95	3.95	8.36
Neither	1513	18.07	18.07	26.44
Slightly Agree	1867	22.30	22.30	48.74
Agree	2826	33.76	33.76	82.50
Strongly Agree	1465	17.50	17.50	100
Total	8371	100	100	

Q4. Understanding my own cultural background will help me to work more effectively with my own team.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	264	3.15	3.15	3.15
Disagree	368	4.40	4.40	7.55

Slightly Disagree	203	2.43	2.43	9.97
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Table 1 (continued)

Neither	2569	30.69	30.69	40.66
Slightly Agree	1060	12.66	12.66	53.33
Agree	2594	30.99	30.99	84.31
Strongly Agree	1313	15.69	15.69	100
Total	8371	100.00	100	
Total	9602	100		

Q5. I change my non-verbal behavior (for example, gestures, facial expressions) when a cross-cultural situation requires it.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	155	1.852	1.852	1.852
Disagree	347	4.145	4.145	5.997
Slightly Disagree	150	1.792	1.792	7.789
Neither Agree or Disagree	2793	33.365	33.365	41.154
Slightly Agree	1020	12.185	12.185	53.339
Agree	2761	32.983	32.983	86.322
Strongly Agree	1145	13.68	13.68	100
Total	8371	100.00	100	

Table 2.

Responses to Questions Related to Cultural Competency Training, Sample 2.

Q1. Engaging in role-play simulation, in which I interact with individuals from other cultures would be helpful in preparing me for an international deployment.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	245	6.51	6.51	6.51
Disagree	285	7.57	7.57	14.08
Slightly Disagree	100	2.66	2.66	16.74
Neither	1225	32.55	32.55	49.30
Slightly Agree	488	12.97	12.97	62.26
Agree	920	24.45	24.45	86.71
Strongly Agree	500	13.29	13.29	100.00
Total	3763	100.00	100.00	

Q2. Class-room training for development of cultural awareness would be helpful in preparing me for an international deployment.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	352	4.20	4.20	4.20
Disagree	351	4.19	4.19	8.40
Slightly Disagree	231	2.76	2.76	11.16
Neither	2115	25.27	25.27	36.42

Slightly Agree	1221	14.59	14.59	51.01
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Table 2 (continued)

Agree	2492	29.77	29.77	80.78
Strongly Agree	1609	19.22	19.22	100.00
Total	8371	100.00	100.00	

Q3. Prior to working for the military, I had sufficient experiences with other cultures.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	244	6.48	6.48	6.48
Disagree	509	13.53	13.53	20.01
Slightly Disagree	309	8.21	8.21	28.22
Neither	647	17.19	17.19	45.42
Slightly Agree	522	13.87	13.87	59.29
Agree	871	23.15	23.15	82.43
Strongly Agree	661	17.57	17.57	100.00
Total	3763	100.00	100.00	

Q4. Guidelines for behavior in international deployments (that is, do and don't lists) would be helpful in preparing me for an international deployment.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	67	1.78	1.80	1.80
Disagree	57	1.51	1.53	3.34

Slightly Disagree	43	1.14	1.16	4.49
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Table 2 (continued)

Neither	733	19.48	19.73	24.22
Slightly Agree	567	15.07	15.26	39.48
Agree	1469	39.04	39.53	79.01
Strongly Agree	780	20.73	20.99	100.00
Total	3716	98.75	100.00	
Total	3763	100		

Q5. Training in language is enough to prepare military personnel for international deployment.

Degree of Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	310	8.24	8.34	8.34
Disagree	756	20.09	20.34	28.69
Slightly Disagree	628	16.69	16.90	45.59
Neither	1099	29.21	29.57	75.16
Slightly Agree	394	10.47	10.60	85.76
Agree	381	10.12	10.25	96.02
Strongly Agree	148	3.93	3.98	100.00
Total	3716	98.75	100.00	
Missing	0	47	1.25	
Total		3763	100.00	

Table 3

Factor Analysis – Total Variance Explained, Sample 1

Component	Variance Explained		
	Total	Percent	Cumulative
1	2.30	46.06	46.06
2	1.02	20.37	66.44
3	0.69	13.82	80.26
4	0.59	11.78	92.03
5	0.40	7.97	100.00

Extraction Method: Principal Component Analysis.

Table 4

Principle Component Matrix for Cultural Competency Training Questions Set 2

Component	Variance Explained		
	Total	Percent	Cumulative
6	2.10	42.00	42.00
7	1.20	24.03	66.03
8	0.79	15.72	81.75
9	0.59	11.73	93.47
10	0.33	6.53	100.00

Extraction Method: Principal Component Analysis.

Table 5

Mean Responses to Cultural Competency Questions Sample 1

SEX		Q1	Q2	Q3	Q4	Q5
1 Male	Mean	5.26	4.99	5.06	5.13	4.60
	N	7063	7063	7063	7039	7039
	SD	1.59	1.62	1.56	1.48	1.61
2 Female	Mean	5.32	5.13	5.08	5.24	4.39
	N	2539	2539	2539	2516	2516
	SD	1.49	1.43	1.59	1.36	1.59
Total	Mean	5.28	5.03	5.06	5.16	4.55
	N	9602	9602	9602	9555	9555
	SD	1.56	1.57	1.57	1.45	1.61
ETHNICITY		Q1	Q2	Q3	Q4	Q5
1 Not Hispanic	Mean	5.27	5.03	5.03	5.15	4.54
	N	7707	7707	7707	7672	7672
	SD	1.54	1.56	1.57	1.44	1.60
2 Hispanic	Mean	5.65	5.34	5.38	5.45	4.86
	N	895	895	895	894	894
	SD	1.40	1.50	1.47	1.35	1.55
Total	Mean	5.31	5.06	5.07	5.18	4.58
	N	8602	8602	8602	8566	8566
	SD	1.53	1.55	1.57	1.43	1.60

Table 5 (continued)

RACE		Q1	Q2	Q3	Q4	Q5
1 American Indian	Mean	5.49	5.35	5.33	5.63	5.05
	N	99	99	99	99	99
	SD	1.44	1.44	1.51	1.22	1.47
2 Asian	Mean	5.61	5.50	5.58	5.66	4.80
	N	285	285	285	282	282
	SD	1.35	1.32	1.38	1.15	1.61
3 Black	Mean	5.61	5.37	5.21	5.53	4.69
	N	1026	1026	1026	1014	1014
	SD	1.40	1.45	1.59	1.34	1.61
4 Native Hawaiian/ Pacific Islander	Mean	5.51	5.39	5.73	5.68	4.91
	N	88	88	88	87	87
	SD	1.48	1.49	1.22	1.22	1.58
5 White	Mean	5.21	4.95	4.98	5.07	4.53
	N	6318	6318	6318	6304	6304
	SD	1.57	1.57	1.58	1.46	1.60
7 Multiple	Mean	5.62	5.26	5.49	5.35	4.69
	N	260	260	260	260	260
	SD	1.50	1.60	1.46	1.41	1.62
Total	Mean	5.29	5.04	5.06	5.17	4.57
	N	8076	8076	8076	8046	8046

SD 1.54 1.56 1.57 1.44 1.60

Table 5 (continued)

RANKGRADE		Q1	Q2	Q3	Q4	Q5
1 E1-E4	Mean	5.41	5.19	5.12	5.23	4.75
	N	2070	2070	2070	2063	2063
	SD	1.56	1.61	1.59	1.48	1.61
2 E5-E6	Mean	5.23	4.94	4.93	5.12	4.53
	N	3003	3003	3003	2990	2990
	SD	1.62	1.66	1.67	1.49	1.65
3 E7-E9	Mean	5.26	5.18	4.91	5.36	4.52
	N	1032	1032	1032	1030	1030
	SD	1.54	1.54	1.65	1.37	1.57
4 O1-O3	Mean	5.49	5.19	5.19	5.24	4.41
	N	691	691	691	681	681
	SD	1.59	1.65	1.49	1.47	1.66
5 O4 +	Mean	5.23	5.22	5.04	5.17	4.35
	N	478	478	478	465	465
	SD	1.69	1.61	1.60	1.55	1.80
Civilian Employees		Q1	Q2	Q3	Q4	Q5
GS 1-7	Mean	5.18	4.82	5.22	5.03	4.52
	N	695	695	695	695	695
	SD	1.42	1.37	1.40	1.35	1.53
GS 8-11	Mean	5.12	4.83	5.27	5.00	4.51

N	740	740	740	740	740
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Table 5 (continued)

	SD	1.47	1.36	1.34	1.39	1.47
GS 12 +	Mean	5.35	4.88	5.27	5.06	4.48
	N	695	695	695	693	693
	SD	1.44	1.46	1.37	1.39	1.47
Other NAF	Mean	4.80	4.70	4.96	4.83	4.31
	N	198	198	198	198	198
	SD	1.27	1.13	1.36	1.20	1.36
Total	Mean	5.28	5.03	5.06	5.16	4.55
	N	9602	9602	9602	9555	9555
	SD	1.56	1.57	1.57	1.45	1.61

Table 6

Mean Scores for Cultural Competency Training Questions Set 2

SEX		Q6	Q7	Q8	Q9	Q10
1 Male	Mean	4.62	4.88	4.51	5.47	3.62
	N	2516	2516	2516	2492	2492
	SD	1.74	1.63	1.90	1.30	1.61
2 Female	Mean	4.69	4.99	4.72	5.49	3.58
	N	1247	1247	1247	1224	1224
	SD	1.54	1.47	1.81	1.28	1.47
Total	Mean	4.64	4.92	4.58	5.48	3.60
	N	3763	3763	3763	3716	3716
	SD	1.67	1.58	1.87	1.30	1.57
ETHNICITY		Q6	Q7	Q8	Q9	Q10
1 Not Hisp.	Mean	4.65	4.94	4.49	5.48	3.58
	N	2992	2992	2992	2957	2957
	SD	1.63	1.54	1.87	1.27	1.56
2 Hisp.	Mean	5.13	5.20	5.31	5.69	4.01
	N	343	343	343	342	342
	SD	1.58	1.56	1.66	1.17	1.62
Total	Mean	4.70	4.97	4.58	5.50	3.63
	N	3335	3335	3335	3299	3299
	SD	1.63	1.54	1.87	1.27	1.57

Table 6 (continued)

RACE		Q6	Q7	Q8	Q9	Q10
1 Amer. Ind.	Mean	4.82	5.20	4.80	5.67	4.35
	N	49	49	49	49	49
	SD	1.54	1.46	1.72	1.16	1.58
2 Asian	Mean	5.22	5.48	5.70	5.82	4.35
	N	161	161	161	158	158
	SD	1.49	1.23	1.44	1.05	1.64
3 Black	Mean	5.16	5.26	4.86	5.59	3.76
	N	456	456	456	444	444
	SD	1.46	1.37	1.86	1.23	1.59
4 Nat.Haw. / Pac. Is.	Mean	4.85	5.04	5.79	5.70	4.11
	N	47	47	47	46	46
	SD	1.73	1.64	1.35	1.35	1.52
5 White	Mean	4.50	4.83	4.33	5.44	3.49
	N	2316	2316	2316	2302	2302
	SD	1.67	1.59	1.87	1.30	1.54
7 Multiple	Mean	4.87	5.15	5.27	5.83	3.88
	N	111	111	111	111	111
	SD	1.81	1.75	1.72	1.09	1.67
Total	Mean	4.65	4.95	4.54	5.50	3.61
	N	3140	3140	3140	3110	3110

SD 1.66 1.56 1.88 1.28 1.58

Table 6 (continued)

Rank/Grade		Q6	Q7	Q8	Q9	Q10
1 E1-E4	Mean	4.99	5.11	4.95	5.63	4.00
	N	887	887	887	880	880
	SD	1.65	1.63	1.82	1.28	1.65
2 E5-E6	Mean	4.59	4.87	4.28	5.51	3.55
	N	1280	1280	1280	1267	1267
	SD	1.72	1.60	1.98	1.29	1.58
3 E7-E9	Mean	4.54	4.92	4.02	5.60	3.45
	N	414	414	414	412	412
	SD	1.74	1.58	1.93	1.24	1.47
4 O1-O3	Mean	4.47	4.93	4.84	5.60	3.19
	N	301	301	301	291	291
	SD	1.83	1.72	1.69	1.21	1.44
5 O4+	Mean	4.41	5.03	4.59	5.57	2.97
	N	201	201	201	188	188
	SD	1.86	1.62	1.89	1.41	1.54
Civilian Employees		Q6	Q7	Q8	Q9	Q10
6 GS 1-7	Mean	4.63	4.76	4.94	5.14	3.74
	N	206	206	206	206	206
	SD	1.45	1.40	1.66	1.33	1.54

Table 6 (continued)

7 GS8-11	Mean	4.44	4.88	4.87	5.12	3.44
	N	171	171	171	171	171
	SD	1.44	1.30	1.57	1.33	1.42
8 GS 12+	Mean	4.51	4.67	5.12	5.30	3.61
	N	156	156	156	154	154
	SD	1.58	1.55	1.68	1.23	1.42
9 NAF	Mean	4.33	4.47	4.61	4.57	3.78
	N	147	147	147	147	147
	SD	0.80	0.97	1.39	0.99	1.14
Total	Mean	4.64	4.92	4.58	5.48	3.60
	N	3763	3763	3763	3716	3716
	SD	1.67	1.58	1.87	1.30	1.57

Table 7

OLS Regression of Independent Variables on Attitudes about the Value of Cultural Training

Demographic	B	Std. Error	Beta	t	Significance
Constant	26.66	0.45		59.50	0
Female	0.11	0.16	0.01	0.69	0.49
White	-2.23	0.29	-0.17	-7.74	0
Hispanic	1.22	0.29	0.05	4.18	0
Officer	0.53	0.24	0.04	2.22	0.03
Sr. Enlisted	0.02	0.34	0.00	0.07	0.95
Jr. Enlisted	0.61	0.37	0.05	1.64	0.10
Black	-0.34	0.34	-0.02	-1.00	0.32

$F = 25.850; P = .000; R\text{-sq.} = .029$

Table 8

*OLS Regression of Independent Variables on Attitudes about Cross-Cultural Training Scale,
Sample 2*

	b	Std. Error	Beta	t-value	Significance
(Constant)	25.24	0.36		70.40	0.00
Female	-0.03	0.19	0.00	-0.14	0.89
White = 1	-3.31	0.31	-0.29	-10.69	0.00
Hispanic = 1	1.77	0.36	0.09	4.93	0.00
Officer = 1	0.25	0.31	0.02	0.83	0.41
Sr Enlisted = 1	0.10	0.24	0.01	0.39	0.70
Jr Enlisted = 1	1.90	0.27	0.17	7.08	0.00
Black = 1	-1.32	0.37	-0.10	-3.59	0.00

F = 40.192; p < .000; R-sq. = .086

