

Assessing Alternative Approaches to the Development of a DEOMI  
Cross-Cultural Competency Inventory

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### **Abstract**

This analysis compares two sets of cross-cultural competency scales generated from a pretest of items developed to assess various aspects of cultural competency that were added to the on-line version of the DEOCS for a nine week period in 2008. The two sets of scales examined were developed, respectively, by Ross, Thornson, McDonald, and Arrastia (2009) and Firestone and Harris (2009a, 2009b). The results obtained from the analysis of factors associated with the individual scales associated with each respective set underscore the importance of leveraging domestic diversity management expertise in DEOMI's efforts to expand its activities into the cross-cultural arena. The collection of additional data is recommended using the reduced number of 3C items included in both sets of scales since there is limited overlap between the scales in each set. In collecting additional data, it is further recommended that the responses to DEOCS items querying personal experiences of discrimination and sexual harassment be used as indicators of whether additional samples are representative of the experiences of the overall population of military personnel. Finally, it is suggested that DEOMI's ongoing efforts to expand its activities into the cross-cultural competence arena be coordinated with those of the DOD in line with the recommendations set forth in the Report of the Defense Science Board Task Force on Understanding Human Dynamics (*Defense Science Board, 2009*).

<p>The findings in this report are not to be construed as an official DEOMI, U.S. military services, or Department of Defense position, unless designated by other authorized documents.</p>
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**Contents**

Abstract ..... 2

Introduction..... 4

Background ..... 4

Scale Development ..... 4

Scale Structure ..... 6

Implications for DEOMI’s Cross–Cultural Competency Initiatives ..... 7

Conclusion .....10

References .....13

List of Tables

Cross–cultural Competency Sample Comparison, Gender and Age .....15

Comparison of Items Included in the Firestone/Harris and  
     Ross/Thornson/McDonald/Arrastia 3C Scales .....16

Regression Results – Willingness to Engage.....18

Regression Results – Cognitive Flexibility and Openness .....19

Regression Results – Emotional Regulation.....20

Regression Results – Tolerance of Uncertainty.....21

Regression Results – Self–Efficacy .....22

Regression Results – Ethnocultural Empathy.....23

List of Figures

Range of Military Operations .....24

Conceptual Relationship, Diversity Management and Cross–cultural Competence .....25

Leveraging Cultural Competence in the Postmodern Military .....26

## **Introduction**

This analysis compares two sets of cross-cultural competency scales generated from a pretest of items developed to assess various aspects of cultural competency that were added to the on-line version of the DEOCS for a nine week period in 2008. The two sets of scales examined here were developed, respectively, by Ross, Thornson, McDonald, and Arrastia (2009) and Firestone and Harris (2009a, 2009b).

## **Background**

One hundred and forty nine statements reflecting different orientations towards cultural competency and 14 demographic items were included at the end of the DEOCS 3.3 for a nine week period in 2008. Items were delivered in groups of 25; forming six different screens (the demographic items followed the cultural competency measures). The development of the original 149 items is described in Ross, Thornson, McDonald, and Arrastia (2009).

This study compares several aspects of the scale development process. It also examines similarities and differences in the structure of the various scales. The implications of the comparative analysis for refinement of scale development and related research are discussed.

## **Scale Development**

Ross, Thornson, McDonald, and Arrastia (2009) report that 1,411 individuals completed the inventory, but after data cleaning the number of cases used to develop the final scales was reduced to 641. Six scales were generated: labeled Willingness to Engage (8 items); Cognitive Flexibility and Openness (12 items); Emotional Regulation (4 items); Tolerance of Uncertainty (7 items), Self-Efficacy (8 items); and Ethnocultural Empathy (8 items).

Using the same data set, Firestone and Harris (2009a, 2009b) independently developed a different set of scales. Their scales are labeled: Cultural Sensitivity (12 items), Cultural Skills (7

items), Cultural Awareness (5 items), Cultural Openness (4 items), Culture General Skills (3 items), Openness to Knowing (8 items), and Diversity Fatigue (3 items). In contrast to Ross, Thornson, McDonald, and Arrastia (2009), Firestone and Harris (2009a, 2009b) used 1415 cases to develop their scales out of an initial sample of 1459. The reason for the difference between the total numbers of cases (1411 vs. 1459) is unclear.

There were differences in the demographic characteristics of the samples used to develop the scales in the two studies. These differences are illustrated below in Table 1. As is evident from the table, the sample used by Firestone and Harris (2009a, 2009b) had a higher proportion of males than that examined by Ross, Thornson, McDonald, and Arrastia (2009). In addition, the Firestone and Harris sample is younger than the Ross, Thornson, McDonald, and Arrastia sample.

Both sets of researchers employed an inductive approach to scale development. Specifically, selected literature was reviewed to identify dimensions of cross-cultural competency that should be reflected in various scales. Both used factor analysis to select items for inclusion in various scales. Differences in disciplinary training resulted in what might be described as variations in the focus of scale development. The scales developed by Ross, Thornson, McDonald, and Arrastia (2009) are informed primarily by the work of psychologists, as can be seen from the labels affixed to the various scales, e.g. "Emotional Regulation." As a consequence, the focus of their work is primarily on the psychological attributes that predispose an individual to develop cross-cultural competency. This type of research has been useful; for example, in identifying candidates for expatriate business assignments with the greatest likelihood of adapting to other cultures (see Stewart, 2009). In contrast, the scales developed by Firestone and Harris (2009a, 2009b) are oriented more toward the desired outcomes of processes

designed to cultivate cross-cultural competency, e.g. Cultural Skills and Cultural Awareness. This terminology is typically found in diversity training courses and texts (See Stewart, 2009). However, this distinction between the two approaches is highly stylized because there is obvious overlap in terminology and focus between the two studies. As an example, the scales developed by Firestone and Harris labeled “Cultural Openness” and “Openness to Learning” can be conceptualized as reflecting psychological predispositions favorable to developing cross-cultural competency rather than outcomes.

For present purposes, it is important to note that neither study uses military culture, *per se*, as a point of departure for scale development. Rather, the general literature from selected fields is largely adapted to examine a military data set.

### **Scale Structure**

Table 2 presents a comparison of the items included in the various scales developed by Firestone and Harris (FH) and Ross, Thornson, McDonald, and Arrastia (RTMA). A cursory examination of Table 2 will reveal that there is minimal overlap across the FH and RTMA scales. The FH “Cultural Sensitivity” scale share five items with the RTMA “Cognitive Flexibility and Openness” scale but both scales contain 12 items. The FH “Cultural Skills” scale shares three items with the RTMA “Self Efficacy” scale, however, the former contains seven items and the latter has eight items. The FH “Diversity Fatigue” scale, which contains three items shares two of these with the RTMA “Ethnocultural Empathy” scale, however, the latter contains eight items.

There are some issues that need to be resolved with respect to the FH “Openness to Knowing” and “Diversity Fatigue” scales. In Table 2, Item 35 is shared between the “Openness to Knowing” scale and the “Cultural Awareness” scale. Similarly, items 109 and 134 are shared

between the “Diversity Fatigue” and “Cultural Awareness” scale. These overlaps violate the expected conditions for scale orthogonality.

Although collectively, both sets of scales presumably cover similar conceptual constructs, the lack of overlap in scale structure suggests the need for further research.

### **Implications for DEOMI’s Cross-cultural Competence Initiatives**

It is important to situate the preceding comparison for DEOMI’s cross-cultural competence initiatives within a broader context. As noted previously, the efforts examined here to develop cross-cultural competency scales have not focused sufficiently on military-specific cultural competence needs. In addition, these efforts have not adequately incorporated the ongoing training activities of DEOMI and other DOD units focusing on domestic diversity management as a precursor to the cultivation of cross cultural competence. With respect to cross-cultural competence needs of the military, Stewart (2009) used the construct of the “Strategic Corporal” and the “Three Block War” to envision the desired cross-cultural competencies needed by military personnel performing contemporary overseas missions.

As described by Krulak:

The inescapable lesson of Somalia and of other recent operations, whether humanitarian assistance, peace-keeping, or traditional warfighting, is that their outcome may hinge on decisions made by small unit leaders, and by actions taken at the *lowest* level. . . . In many cases, the individual Marine will be the most conspicuous symbol of American foreign policy and will potentially influence not only the immediate tactical situation, but the operational and strategic levels as well. His actions, therefore, will directly impact the outcome of the larger operation; and he will become . . . – the *Strategic Corporal*. . . . An

institutional commitment to lifelong professional development is the second step on the road to building the *Strategic Corporal*. (p. 3–4)

The Strategic Corporal, described by Krulak (1999), must be prepared to fight in what is described as the “Three Block War.” As described by General Charles Krulak in 1997:

In one moment in time, our service members will be feeding and clothing displaced refugees—the next moment, they will be holding two warring tribes apart—and finally, they will be fighting a highly lethal mid–intensity battles – all on the same day—all within three city blocks. (Krulak, 1997)

At the minimum, a significant degree of “cross–cultural competence” (3C) would be required for mission success with respect to the humanitarian activities described as well as in the management of disputes between groups. Conceivably, these particular competencies could also be valuable in the kinetic operations as well.

The “three block warfare” scenario is represented in Figure 1, which depicts the multi–dimensional range of possible military operations (Range of Military Operations, 1997). The role of 3C in successful mission completion is implicitly set forth in the description of the scenarios reflected in the diagram:

Operations other than war can involve simultaneous actions within an area of responsibility. These actions may or may not involve the use of force at times; part of the theater could also be in a wartime state. In such situations, geographic combatant commanders should pay particular attention to integrating and coordinating the effects and activities of forces toward a common purpose that supports attaining theater, national and multinational strategic objectives. (Range of Military Operations, 1997, p. 610)



These unique expectations regarding cultural competence suggest the need for a military specific theoretical framework. Further, Stewart (2009) argues that DEOMI can position itself as a leader within DOD in fostering cultural competence (3C) by leveraging its traditional role in fostering domestic diversity management as a platform for expanding its efforts into the cross-cultural competence arena. This is because, according to Stewart (2009), DOD's current emphasis on 3C enhancement fails to adequately recognize the linkages between 3C and diversity management and, consequently, the potential for leveraging diversity management knowledge and experience to enhance 3C. Stewart (2009) uses Figure 2 to illustrate conceptually the potential relationships among diversity, equal employment opportunity, affirmative action, and cross-cultural competence.

To develop a military-specific framework, Stewart (2009) adapts the original model of the modern military proposed by Moskos (1988) and his most recent reformulation of the post-modern military (Moskos, 2000) to present the conceptual model depicted in Figure 3. The top row of Figure 3 encapsulates the strong influence of civilian occupational culture on the military. The training of the modern soldier included some domestic diversity training that was anticipated to contribute to improved organizational outcomes; comparable to training provided in the private sector.

The bottom row of Figure 3 adapts Moskos' revised conception of the post-modern soldier. The term *Strategic Corporal* included in the box in Figure 3 references the construct advanced by General Charles Krulak (The three block war: fighting in urban areas, 1997) which was introduced previously in this paper. The middle box, labeled, "Experience Working in Diverse Environments" is intended to capture the actual experiences of military personnel after having received diversity training. Training is likely to have more positive effects on

organizational outcomes and mission outcomes if there is positive reinforcement from an individual's experiences within the unit subsequent to training. This box also encompasses the impact of negative racial, sexual, and other discrimination on an individual's orientation toward cultural competence. These effects could include reduced capacity to express empathy and/or diversity training fatigue.

Stewart (2009) used the same data as Firestone and Harris (2009a, 2009b) to examine the relationships depicted in Figure 3 empirically. He found some support for the existence of a systematic relationship between assessments of EO climate, the organizational outcomes, and the FH cultural competence scales. The same analysis is replicated here using the RTMA scales as dependent variables. The results are presented in Tables 3–8.

Overall, the results indicate even stronger relationships among EO climate, organizational outcomes, and cultural competence indicators than were obtained using the FH scales. However, this result may be due, in part, to the fact that the FH scale scores were normalized, while raw RTMA scale scores were used to generate the results presented in Tables 3–8.

Irrespective of differences in the dependent variable transformation and problems in selected scale construction, collectively the results from the analysis of factors associated with the individual scales associated with each respective set underscore the importance of leveraging domestic diversity management expertise in DEOMI's efforts to expand its activities into the cross-cultural arena.

### **Conclusion**

The results of this investigation underscore the need for DEOMI and the DOD to affirm and leverage the relationship between domestic diversity management and cross-cultural competence as efforts to expand 3C continues. Of all DOD units, DEOMI, with its long history

of engagement with domestic diversity management issues is best positioned to play a leadership role in ongoing 3C enhancement efforts.

The pilot studies that yielded preliminary 3C metrics are a useful starting point; however, additional research is needed. The collection of additional data using the reduced number of 3C items included in the scales developed by Firestone and Harris (2009a, 2009b) and in those developed by Ross, Thornson, McDonald, and Arrastia (2009) will be critical for resolving the currently incommensurate scale structures.

The responses to DEOCS items querying personal experiences of discrimination and sexual harassment can serve as indicators of whether future samples are representative of the overall population of military personnel. Stewart (2009) raises the question as to whether the sample used to generate the pilot scales are representative of the experiences of military personnel with respect to discrimination. The sample may reflect a substantial under representation of persons experiencing discrimination or sexual harassment compared to the overall population of military personnel (only 18.5% of respondents indicated that they had experienced a discriminatory incident focusing on race, gender, age, disability, or religion compared to 67% reporting experiencing a racial incident in the 1996 Armed Forces Equal Opportunity Survey and 55% of women reporting sexual harassment incidents in 1995). Stewart (2000a, 2000b, 2001a, 2001b) has documented how such incidents adversely impact perceptions of the EO climate and organizational outcomes.

DEOMI's efforts should be coordinated with those of the DOD in line with the recommendations set forth in the Report of the Defense Science Board Task Force on Understanding Human Dynamics (Defense Science Board, 2009). DEOMI's efforts should be undertaken judiciously, recognizing the Task Force's assessment that:

DoD field manuals offer several definitions of culture . . . Without a shared definition and ontology, the ability to link formal and computational models of culture to the wealth of cultural data collected in the field can be haphazard and some models will not be interoperable . . . The diverse definitions of culture are driven by the fact that different groups have different needs for information . . . It is unlikely that a single definition of culture will emerge, given that there is no common view as to why a single definition is needed. Rather than focusing on defining culture per se, the DoD may be better served by asking ‘what is it about culture that the soldier needs to know to improve performance at the tactical, operational, and/or strategic level?’ At each level, different aspects of culture are mission critical. (Defense Science Board, 2009, p. 70)

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Table 1

*Cross-cultural Competency Sample Comparison Gender and Age*

	<b>Firestone/Harris</b>	<b>Ross/Thornson/McDonald/Arrastia</b>
<b>N</b>	1415	641
<b>Gender</b>		
<b>Percent Male</b>	80.7	75.8
<b>Percent Female</b>	19.3	24.2
<b>Age (% in range)</b>		
<b>18-20</b>	16.2	10.5
<b>21-24</b>	41.3	34.3
<b>25-29</b>	24.2	27.9
<b>30-35</b>	11.9	17.8
<b>36-40</b>	6.4	9.5

Table 2

*Comparison of Items Included in Firestone/Harris and Ross/Thornson/McDonaldArrastasia 3C Scales*

Item	FH1	FH2	FH3	FH4	FH5	FH6	FH7	RTMA1	RTMA2	RTMA3	RTMA4	RTMA5	RTMA6
14							X						
22						X							X
24						X							
35			X*			X*						X	
40						X							X
42	X								X				
47	X												
48													X
49	X							X					
51	X												
52													X
53	X								X				
56	X								X				
61	X								X				
63	X								X				
65													X
68												X	
72	X											X	
75	X								X				
78					X								
79					X								
82						X							
85						X							
88	X												
89	X							X					
90			X										
91				X									
94					X								
95							X						X
96											X		





Table 3

*Regression Results – Willingness to Engage*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	.000	.055	.000	.004	.997
Differential Command Behavior	.078	.046	.067	1.688	.092
Positive EO Behavior	.099	.026	.107	3.764	.000
Racist Behaviors	.040	.039	.045	1.028	.304
Age Discrimination	-.038	.046	-.036	-.824	.410
Religious Discrimination	.055	.057	.046	.968	.333
Disability Discrimination	.074	.048	.066	1.522	.128
Organizational Commitment	.047	.040	.047	1.176	.240
Trust in the Organization	.022	.040	.024	.551	.581
Work Group Effectiveness	.181	.046	.172	3.970	.000
Work Group Cohesion	-.021	.042	-.021	-.491	.623
Leadership Cohesion	-.038	.038	-.043	-1.013	.311
Job Satisfaction	.110	.045	.102	2.478	.013
Experienced Discrimination	.083	.078	.033	1.074	.283
Experienced Sexual Harassment	.158	.103	.044	1.533	.126
Age	.116	.044	.112	2.634	.009
Black	.093	.071	.035	1.322	.186
Hispanic	.051	.074	.018	.690	.491
Female	-.058	.072	-.022	-.810	.418
Officer	.126	.094	.042	1.336	.182
Junior Enlisted	.073	.071	.033	1.027	.304
Deployments	-.011	.022	-.014	-.489	.625
Yrs. Service	.025	.027	.037	.923	.356
Army	-.138	.141	-.067	-.978	.328
Marines	-.144	.142	-.070	-1.012	.312
Navy	-.014	.142	-.007	-.097	.923
(Constant)	1.509	.256		5.897	.000
F = 12.174; p=.000		R <sup>2</sup> = .191			

Table 4

*Regression Results – Cognitive Flexibility and Openness*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	-.022	.050	-.023	-.441	.659
Differential Command Behavior	.117	.041	.111	2.831	.005
Positive EO Behavior	.110	.024	.130	4.657	.000
Racist Behaviors	.011	.035	.014	.327	.744
Age Discrimination	-.005	.042	-.006	-.132	.895
Religious Discrimination	.080	.051	.073	1.552	.121
Disability Discrimination	.050	.044	.048	1.139	.255
Organizational Commitment	.029	.036	.031	.803	.422
Trust in the Organization	.033	.036	.039	.906	.365
Work Group Effectiveness	.205	.041	.212	4.973	.000
Work Group Cohesion	-.033	.038	-.037	-.876	.381
Leadership Cohesion	-.061	.034	-.076	-1.816	.070
Job Satisfaction	.068	.040	.069	1.705	.089
Experienced Discrimination	.122	.070	.054	1.750	.080
Experienced Sexual Harassment	-.023	.093	-.007	-.246	.806
Age	.086	.040	.091	2.161	.031
Black	.096	.064	.040	1.511	.131
Hispanic	-.093	.066	-.036	-1.394	.164
Female	-.025	.065	-.010	-.391	.696
Officer	.091	.085	.033	1.068	.286
Junior Enlisted	.076	.064	.038	1.188	.235
Deployments	-.016	.020	-.023	-.835	.404
Yrs. Service	.048	.024	.078	1.972	.049
Army	-.112	.127	-.059	-.880	.379
Marines	-.147	.128	-.078	-1.143	.253
Navy	-.067	.128	-.035	-.526	.599
(Constant)	1.699	.231		7.365	.000
F = 13.857; p=.000		R <sup>2</sup> = .213			

Table 5

*Regression Results – Emotional Regulation*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	.012	.061	.011	.193	.847
Differential Command Behavior	.082	.051	.066	1.608	.108
Positive EO Behavior	.092	.029	.092	3.149	.002
Racist Behaviors	.003	.043	.003	.061	.951
Age Discrimination	-.097	.052	-.083	-1.876	.061
Religious Discrimination	.109	.063	.084	1.713	.087
Disability Discrimination	.060	.054	.050	1.122	.262
Organizational Commitment	.032	.045	.029	.720	.472
Trust in the Organization	.041	.045	.041	.922	.357
Work Group Effectiveness	.146	.051	.129	2.880	.004
Work Group Cohesion	-.048	.047	-.046	-1.032	.302
Leadership Cohesion	-.030	.042	-.032	-.728	.467
Job Satisfaction	.105	.050	.090	2.119	.034
Experienced Discrimination	.076	.086	.028	.883	.378
Experienced Sexual Harassment	.045	.115	.012	.394	.693
Age	.146	.049	.131	2.977	.003
Black	.133	.079	.047	1.692	.091
Hispanic	-.070	.082	-.023	-.856	.392
Female	.143	.080	.050	1.783	.075
Officer	.018	.105	.006	.169	.866
Junior Enlisted	.006	.079	.003	.080	.937
Deployments	-.024	.024	-.029	-1.000	.317
Yrs. Service	.015	.030	.021	.507	.612
Army	-.275	.158	-.123	-1.747	.081
Marines	-.331	.158	-.148	-2.086	.037
Navy	-.169	.158	-.074	-1.068	.286
(Constant)	1.876	.285		6.583	.000
F = 8.627; p=.000		R <sup>2</sup> = .138			

Table 6

*Regression Results – Tolerance of Uncertainty*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	-.005	.051	-.005	-.091	.927
Differential Command Behavior	.115	.043	.114	2.681	.007
Positive EO Behavior	-.003	.025	-.004	.122	.903
Racist Behaviors	-.007	.036	-.009	-.183	.855
Age Discrimination	-.071	.043	-.076	-1.650	.099
Religious Discrimination	.108	.053	.104	2.028	.043
Disability Discrimination	-.002	.045	-.003	-.054	.957
Organizational Commitment	-.015	.037	-.017	-.402	.688
Trust in the Organization	.007	.037	.008	.181	.857
Work Group Effectiveness	.135	.043	.147	3.167	.002
Work Group Cohesion	-.092	.039	-.109	-2.365	.018
Leadership Cohesion	-.005	.035	-.007	-.154	.877
Job Satisfaction	.050	.042	.053	1.204	.229
Experienced Discrimination	-.010	.072	-.005	-.142	.887
Experienced Sexual Harassment	.059	.096	.019	.615	.538
Age	.057	.041	.063	1.391	.165
Black	.110	.066	.048	1.667	.096
Hispanic	-.132	.069	-.055	-1.924	.055
Female	-.036	.067	-.015	-.532	.595
Officer	.095	.088	.037	1.078	.281
Junior Enlisted	-.019	.066	-.010	-.284	.776
Deployments	-.029	.020	-.043	-1.446	.148
Yrs. Service	.053	.025	.090	2.083	.037
Army	-.126	.132	-.070	-.959	.338
Marines	-.050	.133	-.028	-.379	.704
Navy	.069	.132	.038	.522	.601
(Constant)	2.885	.239		12.087	.000
F = 4.720; p=.000		R <sup>2</sup> = .073			

Table 7

*Regression Results – Self-Efficacy*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	.009	.056	.008	.160	.873
Differential Command Behavior	.145	.047	.120	3.092	.002
Positive EO Behavior	.099	.027	.101	3.668	.000
Racist Behaviors	.031	.039	.033	.783	.434
Age Discrimination	-.025	.047	-.023	-.536	.592
Religious Discrimination	.003	.058	.002	.044	.965
Disability Discrimination	.121	.049	.103	2.440	.015
Organizational Commitment	.031	.041	.029	.749	.454
Trust in the Organization	.048	.041	.050	1.183	.237
Work Group Effectiveness	.231	.047	.208	4.946	.000
Work Group Cohesion	-.025	.043	-.025	-.596	.551
Leadership Cohesion	-.043	.038	-.047	-1.134	.257
Job Satisfaction	.081	.046	.072	1.791	.074
Experienced Discrimination	.177	.079	.068	2.237	.025
Experienced Sexual Harassment	.009	.105	.002	.083	.934
Age	.103	.045	.095	2.288	.022
Black	.112	.072	.041	1.560	.119
Hispanic	.001	.075	.000	.009	.993
Female	-.032	.073	-.012	-.436	.663
Officer	.170	.096	.054	1.766	.078
Junior Enlisted	.056	.072	.024	.771	.441
Deployments	-.014	.022	-.017	-.616	.538
Yrs. Service	.049	.028	.069	1.759	.079
Army	-.131	.144	-.061	-.910	.363
Marines	-.148	.145	0.068	-1.019	.309
Navy	-.072	.145	-.033	-.496	.620
(Constant)	1.285	.261		4.919	.000
F = 15.322; p=.000		R <sup>2</sup> = .232			

Table 8

*Regression Results – Ethnocultural Empathy*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Sexual Harassment & Discrimination	.003	.035	.005	.090	.928
Differential Command Behavior	.047	.030	.062	1.589	.112
Positive EO Behavior	.070	.017	.116	4.145	.000
Racist Behaviors	.077	.025	.135	3.127	.002
Age Discrimination	-.035	.030	-.050	-1.183	.237
Religious Discrimination	-.052	.037	-.067	-1.417	.157
Disability Discrimination	.045	.031	.062	1.459	.145
Organizational Commitment	.073	.026	.111	2.846	.005
Trust in the Organization	.018	.026	.030	.688	.491
Work Group Effectiveness	.073	.029	.107	2.496	.013
Work Group Cohesion	-.012	.027	-.019	-.452	.651
Leadership Cohesion	-.022	.024	-.038	-.907	.364
Job Satisfaction	.020	.029	.029	.713	.476
Experienced Discrimination	.064	.050	.040	1.292	.197
Experienced Sexual Harassment	.017	.066	.007	.254	.799
Age	.111	.028	.165	3.914	.000
Black	.124	.045	.072	2.736	.006
Hispanic	.127	.047	.071	2.693	.007
Female	.113	.046	.066	2.445	.014
Officer	.128	.061	.066	2.110	.035
Junior Enlisted	.086	.045	.061	1.893	.059
Deployments	-.004	.014	-.009	-.315	.753
Yrs. Service	.014	.017	.032	.818	.414
Army	-.111	.091	-.083	-1.219	.223
Marines	-.178	.091	-.132	-1.945	.052
Navy	-.041	.091	-.030	-.452	.651
(Constant)	2.448	.164		14.898	.000
F = 13.492; p=.000		R <sup>2</sup> = .208			

	<b>Military Operations</b>	<b>General US Goals</b>	<b>Representative Examples</b>
<b>C O M B A T</b>	<b>War</b>	<b>Fight &amp; Win</b>	<b>Large Scale Combat Operations Attack/Defend/Blockade</b>
	<b>N O N C O M B A T</b>	<b>Operations Other Than War</b>	<b>Deter War &amp; Resolve Conflict</b>
		<b>Promote Peace</b>	<b>Anti-terrorism/Disaster Relief Peace building Nation Assistance Civil Support/Counterdrug NEO</b>

Figure 1. Range of Military Operations. Adapted from *Joint Doctrine Encyclopedia* [online]. 16 July 1997, (accessed July 31, 2009; 609, available from <http://www.fas.org/man/dod->



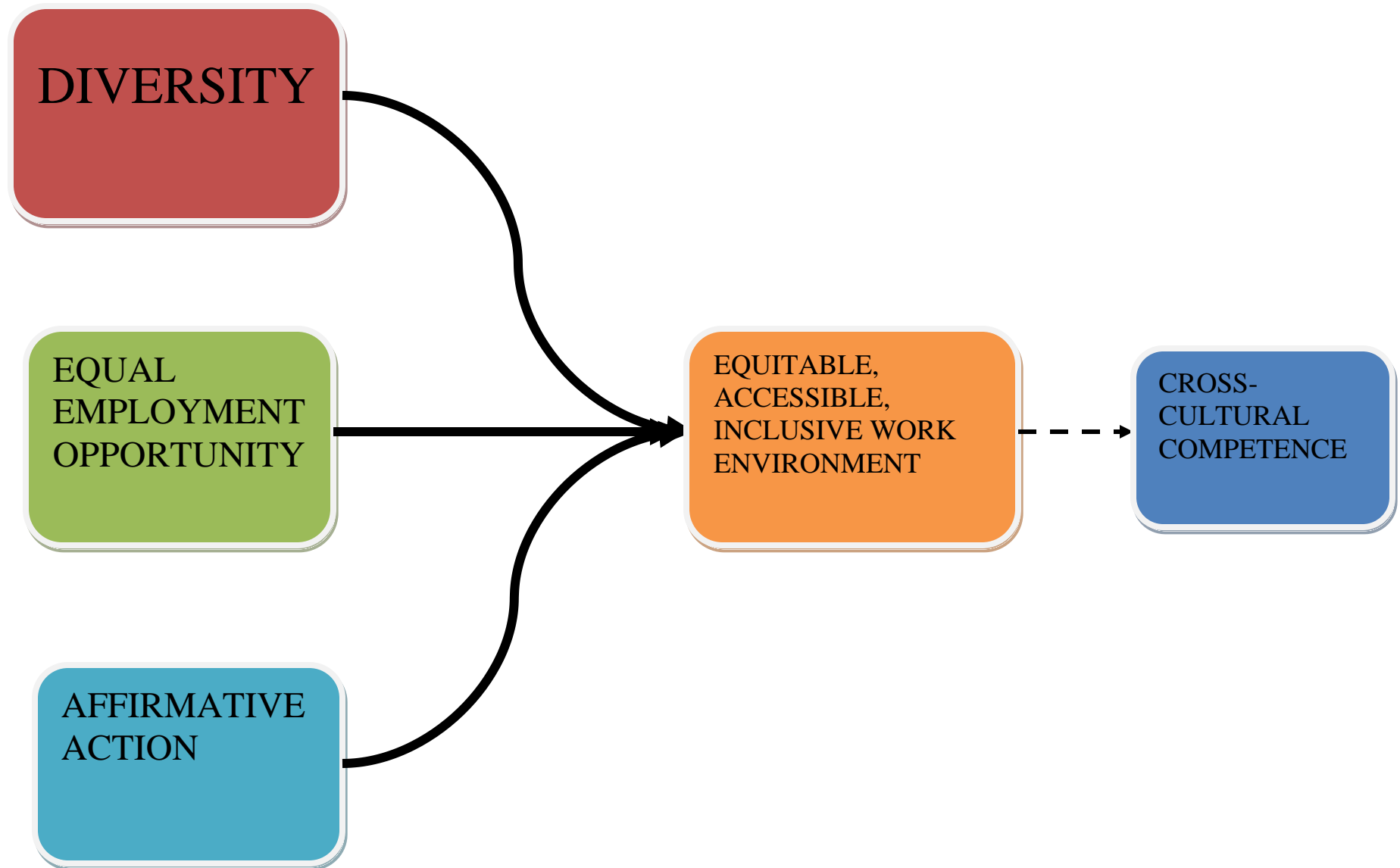


Figure 2. Conceptual relationship diversity management and cross-cultural competence.

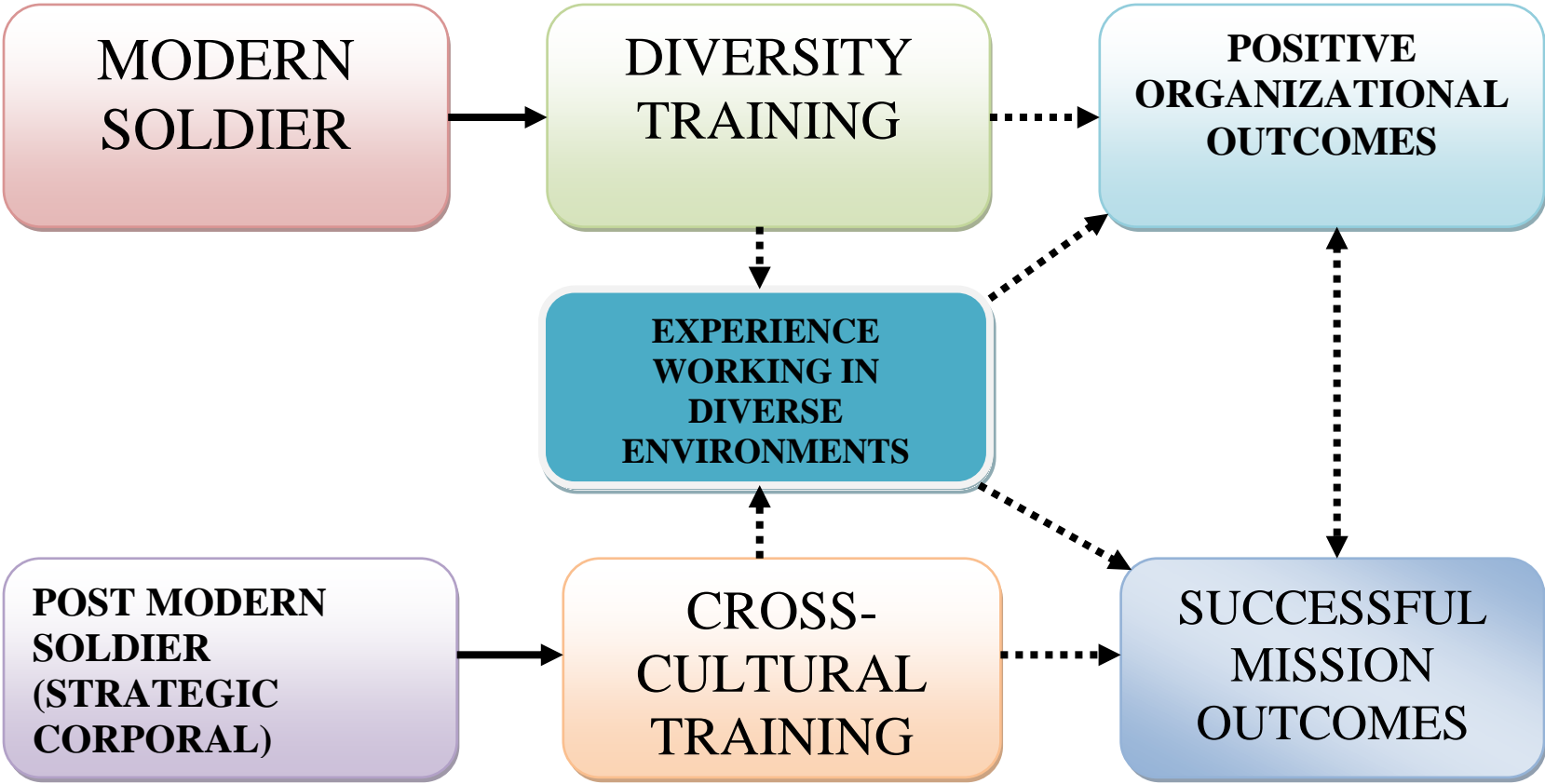


Figure 3. Leveraging cultural competence in the postmodern military.