

**The role and characteristics of the professional
intercultural trainer in the South African
workplace**

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DECLARATION

This thesis represents the author's own work and is submitted in accordance with the NWU approved article format, which consists of an introductory chapter, chapter 2 (article 1), chapter 3 (article 2), chapter 4 (article 3) and the final chapter outlining the conclusions, limitations, and recommendations pertaining to the study. This thesis has not previously been submitted for academic examination towards any qualification.



.....
Lizanne Gerber
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SUMMARY

Organisations invest in training and development to compete financially on an international level. The organisational environment is characterised by cultural diversity as a result of international immigrants, organisations expanding across international borders, as well as the cultural diversity within a given country. South Africa is no less different with its eleven official diverse languages characterised by unique cultural practices and ways of interaction. The development of a culturally diverse workforce who can interact effectively towards the achievement of the organisational goals can be supported by making use of qualified intercultural trainers. The qualification of an intercultural trainer has received considerable attention on an international level but a gap exists on a national level as the cultural component required to interact with culturally diverse learners has not been incorporated into the current qualification of the intercultural trainer. Prompted by this, the main aim of the study was to determine the ideal role and characteristics of the professional intercultural trainer in the South African workplace and to integrate these findings into a proposed curriculum framework for the training of intercultural trainers.

Firstly, a narrative literature review was conducted to review the training and development platform with the focus on intercultural competence and the role of the intercultural trainer on a national and international level. This allowed an understanding of the required intercultural competence and the role of the intercultural trainer in an organisational environment which is characterised by cultural diversity. Reviewing the role of the intercultural trainer, various themes emerged from literature which suggests that an intercultural trainer should create and foster a learning environment, use effective training delivery methods and remain continuous life-long learners. Furthermore, an intercultural trainer should engage in self-reflection, establish credibility with trainees, and conduct a needs analysis. Literature further suggests that an intercultural trainer should evaluate the outcome of training objectives, obtain experience in the training and development industry and develop learning materials. As part of the role of an intercultural trainer, he/she should have subject matter expertise and be able to facilitate learning.

Secondly, an exploratory qualitative study was conducted in which data were collected by means of face-to-face semi-structured interviews with twelve registered trainers who conducted training in services and production organisations located in the Nelson Mandela Bay area. A limitation of this study was that it was conducted within the Nelson Mandela Bay area, as the study was self-funded by the researcher, and budgetary constraints imposed a limitation on the scope of the sampling that was feasible. Therefore, the scope of the sample was limited to cluster sampling by focusing on a specific area, namely the Nelson Mandela Metropole. Findings revealed several characteristics in the form of knowledge, attitudes and skills components which participants valued as ideal for an intercultural trainer. The themes that emerged in the knowledge component

suggested that intercultural trainers should have a training qualification to conduct training in a culturally diverse environment, acquire knowledge of training methods that are culturally appropriate, gain cultural awareness when interacting with learners, acquire knowledge of the learner's background which include the learner's academic, occupational and cultural background, acquire knowledge of the socio-economic and political conditions in order to understand and relate to the background of culturally diverse learners, and be a subject matter expert in obtaining knowledge in a specific subject that relates to his/her educational or occupational background. Several other themes emerged from the findings as part of the skills component. The skills component was divided into two main categories namely interpersonal and management skills. Skills that formed part of the interpersonal category included communication skills, language awareness, listening, questioning, emotional intelligence, conflict management, assertiveness and self-control. Themes that emerged as part of the management category included problem-solving, analytical, action, planning and preparation, goal orientation, time-management and flexibility. Additional themes that emerged from the data included the necessity for intercultural trainers to possess observation, presentation and professional skills. Furthermore, the analysis of the data also pointed to the importance of certain attitudes. Various themes emerged in the attitude component which comprised of having a positive approach, motivation, curiosity, empathy, patience, respect, trustworthiness, tolerance for ambiguity, determination, humour, open-mindedness, non-judgemental and self-efficacy. Two prominent findings congruent with literature signifies that an intercultural trainer should demonstrate respect and empathy towards learners to understand their diverse cultural backgrounds including their cultural beliefs, values and meanings.

Thirdly, in an attempt to develop a curriculum suitable for qualifying intercultural trainers nationally, the findings culminated in a curriculum framework. The devised curriculum framework incorporated the role and the knowledge, skills and attitudes components as part of the characteristics of an intercultural trainer. Each of these components was defined and aligned in accordance with the requirements set by the South African Qualifications Authority (SAQA) with regards to learning outcomes to be achieved in each learning component. The devised curriculum framework was developed by using the six-step approach by Kern and his co-workers for curriculum development (Kern, Thomas, Howard & Bass, 1998). The curriculum framework was evaluated by an expert panel and their feedback formed the final part of the findings generated in this study. The researcher recommends that this framework serve as the basis for further development and implementation of a formal, recognised training qualification for intercultural trainers working in South Africa.

Key terms: intercultural competence, intercultural trainer, role, characteristics (knowledge, skills, attitudes), qualitative research, thematic analysis, curriculum framework, professional socialisation

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CHAPTER 1: INTRODUCTION, PROBLEM STATEMENT, AND OBJECTIVES

1.1. Introduction

Organisations resort to various avenues to secure financial stability as a result of globalisation. One such avenue involves investing in training by upskilling the workforce to meet the changing economic demands of the organisation (Wild, Wild & Han, 2008; Ochieng & Price, 2010). South Africa's economy is dominated by unemployment and skills shortages and as a result is ranked low when competing economically with its international counterparts (Bendix, 2010). As unemployment and skills shortages dominate the economy, attention has been drawn to training and development to upskill employees to enhance productivity in the workplace environment. The transformations that organisations resort to necessitates a re-examination of the role of the intercultural trainer (Saxena, 1983; Harris, Simons & Bone, 2000). This is further emphasised by cultural diversity that prevails amongst the workforce which requires culturally diverse individuals to interact with one another, even within the training environment (Simons & Krols, 2010). Cultural diversity occurs as a result of the diversity of a country's population as in the case of South Africa with its eleven official languages which is characterised by its unique cultural background and traditions (Naidoo, 2011). Language and cultural differences become evident when culturally diverse individuals interact with one another. Therefore, cultural diversity cannot be ignored within an organisational context.

As organisations resort to training and development to upskill a culturally diverse workforce, the role of the intercultural trainer needs to be revised in order to adapt to a culturally diverse organisational context to interact and engage effectively with a culturally diverse workforce (Leach, 1996). From a sociological perspective, the role of an intercultural trainer can be understood as the appropriate and anticipated behaviour conforming to a profession (Morris, Crawford, Hodgson, Shepherd & Thomas, 2006; Taylor, Richardson, Yeo, Marsh, Trobe & Pilkington, 1995).

Therefore, understanding the expected behaviour to be performed in a profession will allow to understand the profession being occupied (Fulcher & Scott, 1995). The role of the intercultural trainer should ideally incorporate the required intercultural competence to equip the intercultural trainer to enact his/her professional role within multi-cultural organisations. This will enable intercultural trainers to recognise intercultural differences and understand a culturally diverse workforce (Graf, 2004; Chang, 2004). The concept of intercultural competence provides a broad framework and should be scrutinised to comprehend its meaning. According to Marin and Navarro (2010:66) and Lucas (2003), intercultural

competence can be divided into three components, namely a “behaviour”, “knowledge” and “attitude” component required for an intercultural trainer to train effectively and interact with a culturally diverse workforce. Therefore, in order to recognise intercultural differences an intercultural trainer would require knowledge in knowing how to interact with culturally diverse individuals along with an appropriate set of attitudes towards those who are culturally different. However, the role of the intercultural trainer has been overlooked on a national level and therefore needs to be clarified.

The qualification of intercultural trainers on a national level has not received as much attention as it has internationally and a gap exists as the qualification on a national level does not incorporate the cultural component required to interact and engage effectively with culturally diverse learners. The current qualification endorsed by the South African Qualifications Authority (SAQA) (South African Qualifications Authority, n.d.) standardise training for trainers to qualify as training and development practitioners without the focus being placed on intercultural competence. This is considered as a significant gap because of the cultural diversity of South Africa, characterised in part by the country's eleven official languages and its associated cultures (Heugh, 1999). This necessitates the need for greater attention to be paid to the training of intercultural trainers by incorporating intercultural competence as part of the qualification of the intercultural trainer. This is a research gap that this study aimed to address by conducting a literature review and a qualitative study on the role and characteristics of the intercultural trainer. In addition, the aim was to devise a curriculum framework that can serve as a guideline to train intercultural trainers appropriate to a culturally diverse workplace environment.

The study can broadly be positioned within the field of sociology of intercultural communication, as Deardorff's model of intercultural competence development, which was selected as the preferred theoretical basis for the study, considers intercultural communication as a prerequisite for intercultural competence development (Deardorff, 2006; 2009). Therefore, the study pertains to cultural understanding embedded in intercultural competence that a workplace trainer requires to interact effectively with culturally diverse individuals. Furthermore, the study aimed to contextualise the role and characteristics of an intercultural trainer from a sociological perspective in the development of a curriculum framework. The qualitative study will hopefully provide new insights into the knowledge, skills and attitudes (intercultural competence) required for an intercultural trainer to conduct training in a culturally diverse South African workplace. This would likely enable an understanding of the role expectations and performance of the intercultural trainer. The curriculum framework could be useful in the training and development field if accompanying educational methods are

incorporated. This might ultimately be of benefit to qualify current trainers as intercultural trainers to practice in a diverse South African workplace environment. The researcher hopes that this study would represent a contribution for intercultural trainers to develop intercultural competence and that the findings obtained from the study would stimulate further researcher in this field.

In this chapter the researcher chapter outlines the background and purpose of the study as well as the research problem. The chapter ends with a discussion of the theoretical framework that guided the study as well as the research methodology which was followed.

1.2. Background to the study

The apartheid period in South Africa resulted in unfair discrimination towards certain racial groups (black, coloured, Indian and Chinese), women and people with disabilities (Horwitz & Jain, 2011). Unfair discrimination resulted in employment and education discrimination causing inequality to access education, training and job opportunities (Du Toit & Potgieter, 2014).

The post-apartheid government in South Africa introduced legislation that addressed unfair discrimination enabling entry into the South African job market and human resource development through training and skills development (Gamede, 2017). Labour laws such as the Employment Equity Act (EEA) of 1998 and the Skills Development Act (SDA) of 1998 were introduced and aimed to achieve equal job opportunities and training and development opportunities in the workplace (Department of Labour, 1998; Department of Labour, 1998). Therefore, these laws enabled fair treatment in employment by eliminating unfair discrimination in the workplace. Eliminating inequality within the South African post-apartheid era resulted in a more integrated workplace environment as ever more culturally diverse individuals gained entry into the workplace environment and are considered for training and development opportunities. As a result, South African workplace environments are characterised by culturally diverse individuals with diverse cultures, languages and socio-economic backgrounds (Ratangee, 2007).

South Africa is characterised as a multi-cultural country, a fact that is amply illustrated in its recognition of eleven official languages, namely, English, Afrikaans, Ndebele, Sepedi, Xhosa, Venda, Tswana, Southern Sotho, Zulu, Swazi and Tsonga (Naidoo, 2011). Each of these languages reflects a culture in its own right, each one with its unique cultural identity and prescribed ways of social interaction. The complexity of these diverse cultures is evident when these cultures come together through interaction in communicating with one another.

Individuals working and living in such contexts need to possess the requisite knowledge, skills and attitudes to engage and communicate with diverse racial and ethnic groups (Simons & Krols, 2010).

Many organisations embark on training interventions for the purposes of empowering employees in meeting the demands of the organisation (Cunningham, Dawes & Bennett, 2004). The multi-cultural nature of most organisational environments is evident in employees working on international assignments (expatriates), the formation of project/work teams, and through the diversity of cultures that are presented within a single country's population (Yeager & Nafukho, 2012; Shim & Paprock, 2002). Through globalisation, the training environment is characterised by intercultural differences and the challenges that these differences bring to the function of a trainer (Giddens, 2010; Landis, 2008). Therefore, most contemporary organisational environments are characterised by cultural diversity and this eventuality has added a complex dimension to the function of trainers, thereby requiring a revision of the competencies necessary to function effectively as trainers. Few places evidence the reality of interculturality as much as the South African workplace (Booyesen, 2007). Through the manifestations of interculturality, it has become evident that cultural differences amongst participants can have a profound effect within the training environment. Not infrequently, differences in cultural values, beliefs and practices result in misunderstandings, tension and conflict, which adversely affect co-operation, performance and intercultural harmony (Samovar, Porter & McDaniel, 2009; Ochieng & Price, 2010). This requires the need for trainers to recognise the importance of acknowledging these cultural differences and the impact it has on the effectiveness of their ability to train.

According to Landis, Bennett and Bennett (2004), the distinct difference between a trainer and an intercultural trainer is that the latter has the ability to interact with learners from diverse cultural backgrounds. Furthermore, an intercultural trainer has the required knowledge in intercultural interaction embedded in a professional training qualification in order to interact and conduct training in a culturally diverse environment (Kinast, 2010). This provides the background against which the profession of a trainer should be revised and acknowledged against the nature of an intercultural profession. According to Fowler (2006), attention should be given to the concept of culture and the impact it has on an individual's frame of reference. Therefore, the function of intercultural trainers should be characterised as recognising the importance of culture and aiding in the understanding of experiences and the impact that cultural differences have on the interpretation of these experiences (Fowler, 2006). Creating an active learning environment in which participants recognise and value diverse perspectives becomes the key ingredient for an effective intercultural trainer. The key components of an

intercultural trainer are twofold. The first is to be knowledgeable concerning the impact of culture, and the other consists of providing a training service characterised by a professional approach (Pancucci, 2007; Fowler, 2006).

It is unfortunate that the professional qualification of intercultural trainers is characterised only by their intercultural experiences (Ptak, Cooper & Brislin, 1995). The competencies (comprised of the knowledge, skills and attitudes) of intercultural trainers have not been defined even though several calls have been raised for this to be done (Ptak, Cooper & Brislin, 1995; Gauld & Miller, 2004). Despite the fact that the vocation of intercultural trainer has evidenced a steady growth over the last few decades (Kroon & Moolman, 1992), as yet, the exact role of the intercultural trainer remains ambiguously defined and unregulated, leaving the onus with each trainer to develop his or her own approach to training. As such, a need exists for exploring the role of the intercultural trainer with the aim of clarifying the nature and scope of the role that characterises this profession. Furthermore, a need exists to define the competencies of such a trainer, and thereby more clearly specifying the role of the intercultural trainer. This chapter sets out the particulars of a proposed study to address this gap.

1.3. Defining the notion of interculturality

Interculturality is an inevitable element of the modern condition, which implies that dealing with exchanges between individuals from diverse cultural backgrounds requires being sensitive to the problems of cultural differences, ethnocentrism, exclusion, and culture shock (Bennett, 1993; Jiang *et al.*, 2016). The need to address these intercultural exchanges in a pluralistic, globalised world that may lead to imperfect, subjugating or asymmetrical relations between social actors when cultural differences are not well understood and appreciated, served as the rationale for the study (Hua, 2014; Rupprecht *et al.*, 2011).

The use of *interculturality* as a broader concept, implies that cultural diversity goes beyond geographical, ethnic and religious differences and includes the notion of *cultures of understanding*. Interculturality also implies that there is a need to recognise and value cultural differences, to be aware of intercultural activities, to develop intercultural competence, and to communicate effectively within different *cultures of understanding*. The essence of the communication process taking place between diverse cultures would be to find a common ground between them (Masini, 2011; Kim, 2009). The reality of this in a globalised world elicits the question of what competencies are needed for successful intra- and intergroup functioning within a multicultural workplace. From such a vantage point, to be “interculturally competent” means that the individual has successfully completed a personal developmental process in which the gravitational centre of his or her worldview has diversified into intercultural

knowledge and appreciation of diverse multiple value systems, attitudes and behaviour (Davis, Cho & Hagenson, 2005:385; Iles, 1995).

1.4. Intercultural competence

1.4.1 Conceptualising intercultural competence

It would be essential to establish some basic premise to conceptualise intercultural competence. According to Kealey and Protheroe (1996), three components are used as such a premise, namely, the behavioural component, the cognitive component and the emotional component. Each of these components elicits some kind of knowledge, skill and attitude. Understanding cultural differences requires the acquisition of knowledge (cognitive), knowing how to interact (behavioural) with individuals from diverse cultural backgrounds, and having a learned propensity (attitude) towards those who are culturally different. Deardorff (2009:9) elaborates further in defining intercultural competence as *“knowledge of others; knowledge of self; skills to interpret and relate, skills to discover and/or interact; valuing others’ values, beliefs and behaviours; and revitalizing one’s self”*. However, the challenge remains to identify the actual knowledge, attitudes and skills that constitute intercultural competency.

1.4.2 Barriers and consequences of intercultural competence

The acquisition of intercultural competence is hindered by various obstacles. Individuals are often faced with a magnitude of responses when confronted with cultural differences. These responses act as potential barriers which result in the individual not being able to interact effectively and with the necessary understanding of the different interaction styles of others.

Based on an overview of existing literature, the following barriers could be identified:

- Perceptions of cultural differences may create the notions of ‘us and we’, thereby establishing a distance between individuals who are culturally different from one another (Smart, Volet & Ang, 2000).
- Individuals may view people from other cultures as strangers as they may be too emotionally connected with their own cultural identities to confront their own prejudicial thinking about members of the out-group. It would be inevitable that these individuals would find it difficult to detach themselves from their own culturally-informed ideas (Ramburuth & Welch, 2005).
- Discrimination against persons perceived to belong to certain cultures exists due to a lack of knowledge about other cultures (Hartshorne & Baucom, 2007; Deardorff, 2009).

- Some individuals may respond to intercultural encounters with a sense of shock which would negatively impact on social interactions with others (Van Der Zee & Van Oudenhoven, 2013; Deardorff, 2009).
- Language differences may exacerbate the difficulties related to intercultural interactions or even lead to the active avoidance of such interactions (Hartshorne & Baucom, 2007; Meyer, 2001; Tomich, McWhirter & King, 2000).
- Different levels of motivation to engage with different cultures could affect the openness with which individuals respond to those with cultural backgrounds different from their own (Senyshyn, Warford & Zhan, 2000; Deardorff, 2009).

Furthermore, a range of potentially problematic consequences ensue when actors from different cultures interact, especially when they lack intercultural competence. Some of these consequences are:

- The inability to understand the language of those who are from other cultures may lead to lost opportunities e.g. losing a job or a business deal which adversely creates a financial dilemma for an individual and the organisation (Mor Barak, 2005; Kim, 2001).
- Through the actions of culturally diverse individuals, uncertainty may arise when challenged by the cultural framework of others, and individuals may feel threatened due to these uncertainties (Lustig & Koester, 2010).
- The lack of intercultural competence may result in the inability to interpret nonverbal communication as individuals from diverse cultures use different gestures and postures to communicate with one another. Furthermore, miscommunication will occur as the original message transmitted will be different from the meaning that is received by the other individual (Olafsson, 2009; Deardorff, 2009).

The inability to recognise cultural differences can result in not being flexible and open in understanding the cultural framework of others. Cultural differences in the form of different values, attitudes and customs influence the way in which individuals think and behave. Not understanding these differences can be detrimental when interacting with culturally diverse individuals, as conflict may arise (Antal & Friedman, 2008; Deardorff, 2006).

1.5. Research problem

The complexity of diverse cultures elicits another question: What requirements would be necessary in the workforce for *cultures of understanding*? Suggested by Graf (2004),

intercultural awareness and intercultural competence form part of the workforce requirements in understanding diverse cultural backgrounds. Deardorff (2006), who is often cited in the field of intercultural competence, holds that the following requirements should be met: open-mindedness (cognitive flexibility), intercultural communication skills, respect for cultural differences, tolerance and empathy. These requirements, therefore, call for the development of intercultural competence to be achieved through intercultural training by a professional trainer. This is supported by Chang (2004) who argues that there is a great demand for intercultural professionals to work effectively with culturally diverse individuals in the workplace and to facilitate continuous intercultural learning.

It is of utmost importance to define what is meant by a trainer in order to conceptualise the role of the intercultural trainer in further detail. A trainer is either employed by an organisation, or enters the workplace as a designated trainer, often referred to as a workplace trainer. (It should be noted that trainer and workplace trainer are typically used interchangeably in literature.) A trainer creates an environment conducive for learning in order for learners to acquire knowledge and/or skills relevant to their job function (Rae, 2002; Simons & Harris, 2009). This is accomplished by means of presenting information and facilitating the learning of others. Trainers who take such an approach allow for a stimulating environment in preparing individuals within a business environment for interpersonal relations and job success (Bhawuk & Brislin, 2000). Research studies on a national level within the training and development context confirmed that there tends to be a widespread lack of cultural knowledge among trainers (Cowley, 2010). In the study by Cowley (2010), workplace trainers reported that cultural sensitivity and cultural awareness are considered unimportant when conducting training with individuals of diverse cultural backgrounds. These misperceptions need to be addressed in establishing the role expectations and performance of the intercultural trainer.

Workplace trainers find themselves amidst many cultural diversity dilemmas within the training and educational context without recognising the need for intercultural competence (Cowley, 2010). Insufficient recognition of the importance of the notion of interculture is evident when examining the South African context (Moorhouse, 2007; Naidoo, 2011; SAMDI, 2007). Interculturality manifests in the globalised arena, in amongst others, interpersonal relations, international work and international education. The globalised arena is characterised by the expansions of the corporate world across international borders (Kealey & Protheroe, 1996). The competitiveness of businesses impels companies to establish working relations with other international companies in order to survive. This brings to the fore the complex reality of

diverse views emerging during collaborative work projects that may hamper productivity and goal attainment due to conflicting views and attitudes that are rooted in cultural identities.

The business environment of South African companies is often characterised by a workforce consisting of international immigrants and South African workers working together towards a common organisational goal of profitability in order to survive in the international business arena. Manifestation of interculturality in the workplace takes on a myriad of forms, for example, foreign-born workers entering the South African workplace, South African nationals working on international assignments, or collaborative international joint ventures undertaken by workers from different cultural backgrounds. South Africans and foreigners who interact with each other within the work environment and other social settings, are not only faced with diversity but with the demands of understanding the complexity of diverse cultures (Naidoo, 2011).

Should companies fail to address these barriers and consequences, these might result in dissatisfied employees and a loss of potential income to the company (Meyer, 2010). The interactional difficulties that these barriers and consequences create can be effectively dealt with through training and education. However, not all companies have the infrastructure to address these difficulties and might therefore consider contracting the services of an intercultural trainer. Therefore, for companies to compete effectively on an international level, the services of intercultural trainers are contracted frequently on a national level to upskill the workforce through training (Ladzani & van Vuuren, 2002). However, the training of intercultural trainers is currently not regulated by SAQA (South African Qualifications Authority n.d.) as there is currently a lack of a formalised qualification to equip the intercultural trainer with the required intercultural competence. The ideal of qualifying intercultural trainers professionally is hampered by the fact that such trainers are not professionally recognised on a national level and that their role has not been clearly specified (South African Qualifications Authority, n.d.). As such, a need exists for the role and characteristics of professional intercultural trainers to be explored and clarified.

Bax (2002) suggests that development programmes for trainers should be revised by paying attention to the cultural component of intercultural competence. This will allow for a balance to be achieved as it will complement the acquisition of knowledge of training methodologies. The role of the trainer needs to expand to include culture as a critical component as part of the trainer's competence. Incorporating the cultural component in training programmes will allow the intercultural trainer to acquire the sought after intercultural competence to interact effectively with diverse cultures in the workplace (Elmadssia & Hosni, 2012). The lack of knowledge concerning the intercultural competence of the established trainer is hindering

these trainers from reaching their full potential working with diverse cultures within the workforce. This in turn will support the intercultural trainer's professional profile to assist other trainers to acquire intercultural competence.

Bisschoff and Govender (2004) recommended that workplace trainers in South Africa should have knowledge of training methodologies, which in turn will assist them with the many challenges they face with cultural diversity. This is supported by Meyer and Sloman (2013) who state that trainers on a national level should acquire skills and knowledge in order to perform their role effectively in organisations. This necessitates that qualifications supporting the development of trainers need to be revised in order to equip trainers with the required intercultural competence to adapt to the challenges of the South African workplace. Korotkikh (2010) suggests the development of training programmes with skill development as the focus of such a training programme including knowledge of training methodologies. Therefore, the focus of a well-designed training programme should be on skill development and the acquisition of knowledge, and should incorporate the cultural component.

The lack of a formal qualification in intercultural training sanctioned by SAQA also serves as motivation for this study. It is essential to note that elsewhere the training of intercultural trainers has been formally certified through qualifications on an international level, more specifically in the United States and Europe. These qualifications incorporate essential components which range from intercultural practices, intercultural characteristics and intercultural competencies to equip the intercultural trainer to effectively interact within a multicultural environment (Intercultural Development Research Institute, n.d.; Intercultural Communication Institute, n.d.). The cultural diversity of the South African workforce signifies the need for a qualification to be developed in order to assist the intercultural trainer to acquire the necessary cultural knowledge and skills to interact effectively with diverse cultures. The lack of such a qualification will "compromise the credibility of trainers and will hinder a trainer to effectively deliver a training session" (Hassi, Storti & Azennoud, 2011: 507). Therefore, a curriculum detailing the necessary training for intercultural trainers will address the necessary knowledge for the acquisition of intercultural competence to be applied within the South African workforce. Not only will such a curriculum address the required intercultural competence of an intercultural trainer, but South Africa will then be in line with its international counterparts in recognising the profession of intercultural trainers through a formal qualification. It is for these reasons that this intended study aimed, amongst other things, to

attain a clearer and contextualised understanding of the role and competency profile that might be required of these professionals in a South African context.

Not only is it necessary to clarify the role, but the professional recognition for the intercultural trainer through a formal qualification also needs consideration. By addressing these gaps, a first step will be taken towards recognising the importance of the intercultural trainer in the South African context in a manner that accords with that of its international counterparts. This will be accomplished through this particular study in identifying the role and characteristics of the intercultural trainer. As such, the study will propose a descriptive curriculum framework that maps the role and characteristics (ascribed and achieved) of intercultural trainers.

1.6. Research questions

Based on the research problem discussed above, the following main research question was formulated: What should the ideal role and characteristics be of the professional intercultural trainer in the South African workplace? In order to answer this question, the following secondary research questions were formulated:

- what should the role of the intercultural trainer be in the South African workplace, contextualised within a sociological framework?
- which characteristics (knowledge, innate and achieved competencies and skills, and attitudes) are valued as ideal for an intercultural trainer in the South African workplace?
- based on the above, what should a curriculum plan for the training of intercultural trainers (based on the findings of the study) contain?

1.7. Research aims

Against the background of the research problem, the main aim of the study was to determine the ideal role and characteristics of the professional intercultural trainer in the South African workplace. Related to this aim, the following secondary research aims guided the study:

- to determine what the role of the intercultural trainer should be in the South African workplace, contextualised within a sociological framework.
- to determine which characteristics (knowledge, innate and achieved competencies and skills, and attitudes) are valued as ideal for an intercultural trainer in the South African workplace.

- on the basis of the above, to develop a curriculum plan for the training of intercultural trainers.

1.8. Theoretical framework: Deardorff's model of intercultural competence

Deardorff's model of intercultural competence (2006; 2009) guided the study and served as framework for interpreting the findings. Cultural differences need to be understood and thus requires intercultural competence. The notion of intercultural competence will be examined in this section through the work of Deardorff's model of intercultural competence.

Deardorff (2006) devised this model in an attempt to obtain an answer to the following foundational question: How does one interact successfully with other cultures? In the work of Deardorff (2006, 2009), she concludes that intercultural competence takes the form of a process in acquiring the necessary knowledge, skills and attitudes which serve as fundamentals to intercultural competence. It is these fundamentals that allow for the ability to effectively interact with individuals of diverse cultural backgrounds. According to Deardorff (2009), the following attitudes serve as foundation in the development of knowledge and skills, namely, (1) respect, (2) openness, (3) curiosity and (4) discovery. The attitudes of openness and curiosity suggest that an individual is willing to move towards unfamiliar territory. When communicating to culturally diverse individuals, the attitude of respect implies that individuals are being valued. The attitude of discovery implies that an individual acquires knowledge when interacting with culturally diverse individuals (Deardorff, 2006). Through these attitudes, an individual will display willingness in moving beyond his or her own culture and respect the differences that exist between cultures. Through the acquisition of the above attitudes, an individual will then be able to acquire the necessary knowledge (awareness of own culture in relation to other cultures, comprehensive cultural knowledge through immersion and sociolinguistic awareness) together with the skills (observation, listening, evaluating, interpreting) required for the acquisition and processing of cultural knowledge (Deardorff, 2009). Only once these fundamentals have been acquired, will the desired internal and external outcomes be achieved. The desired internal outcome reflects the individual's frame of reference in the adaptation to the new cultural environment as well as the flexibility to view the world from others' perspectives. Adaptation will allow for the individual to select appropriate communication styles and behaviour in responding in an empathetic manner. According to Deardorff (2006), acquiring the attitudes (respect, openness, curiosity, discovery), knowledge (knowledge of an individual's own culture in relation to other cultures, comprehensive cultural knowledge) and skills (observation, listening, evaluating, interpreting) of intercultural competence lead to an internal outcome in which an individual is able to adapt, be flexible and to demonstrate empathy (Deardorff, 2006), and is consequently able to

understand others' perspectives and will be far more likely to respond appropriately. As such, the model of intercultural competence illustrates that knowledge, skills and attitudes are required to interact effectively and appropriately with culturally diverse individuals. Furthermore, it implies that developing intercultural competence is a continuous process in which reflection plays a critical role (Deardorff, 2006).

In selecting a theoretical framework for this study, theoretical perspectives of Hofstede (2001; 2010) and Bennett (1993; 2004) were also considered. The work of Hofstede (2001) is one of the largest empirical studies ever done on cultural differences. Hofstede's model describes culture as having five dimensions namely (1) power and distance, (2) uncertainty avoidance, (3) individualism versus collectivism, (4) time orientation and (5) long term and short term orientation (2001; 2010). These dimensions constitute essential elements of cultural differences and are therefore helpful in understanding the differences between individuals from diverse cultural backgrounds. On the other hand, Bennett's model provides a comprehensive understanding of the development of intercultural sensitivity (1993; 2004). According to Bennett (1993), individuals will follow the experiences of denial, defence, minimization, acceptance and adaptation to reach the goal of accepting cultural differences and adapting to various intercultural settings. However, these models were deemed to not be ideally suited to this particular research study, as they do not provide the theoretical framework required to understand the development process of intercultural competence. Hofstede's (2001; 2010) and Bennett's models (1993; 2004) only lay the theoretical foundation to understand and accept cultural differences, but they do not examine intercultural competencies required for an intercultural trainer. These models perceive intercultural competence in which cultural differences are understood and not as a development model in which competency is the ultimate goal (Zimmermann, 2010). Therefore, Deardorff's (2009) model of intercultural competence development was thus selected as the preferred theoretical basis for the study as it outlines the fundamentals necessary in identifying the intercultural competencies required of an intercultural trainer.

1.9. Research design

The study was both exploratory and descriptive in nature for the following reasons:

- The researcher intended to explore the notion of intercultural competency from the vantage point of the research participants and to juxtapose that with insights from literature.

- As intercultural trainers are not yet professionally recognised in South Africa, and as the study aimed to provide a descriptive framework that maps the role and characteristics (ascribed and achieved) of intercultural trainers, an exploratory approach was required.

The study adopted an interpretive approach to the concept of intercultural competence (Schwartz-Shea & Yanow, 2012). An interpretive approach enables the researcher to create meaning by describing and understanding the phenomenon of interest under investigation (Taylor, Kermode & Roberts, 2006). Through interpretive research, knowledge was gained by exploring the role and characteristics of the intercultural trainer. This was achieved by consulting various literature resources and was supported by interviewing research participants in order to best understand the meaning they attach to the role and characteristics of the intercultural trainer. According to Rowlands (2005), the close relationship between the researcher and the phenomenon under investigation is acknowledged through interpretive research. It is through this relationship that the researcher aimed to produce an understanding of intercultural competence in order to address the research objectives. Interpretive research enabled the construction of findings in addressing the uncertainty surrounding the research problem.

1.10. Literature review

A literature review was conducted with the aim of identifying existing research on the construct of intercultural competence, in order to understand and explore the phenomenon in greater depth (Hart, 2001). Literature sources which included peer-reviewed journal articles and seminal works were identified and studied to examine concepts and theoretical approaches with a focus on intercultural competence. Some of these key terms (which were employed as keywords to guide the literature search) included 'intercultural competence', 'training', 'trainer/s', 'cultural competence', 'cultural diversity' and 'role/s'. Studies that were published in 2001 and onwards were consulted and sourced from electronic databases which included Taylor and Francis, EBSCOhost, ScienceDirect, Emerald, Wiley-Online, SAGE and JSTOR. The literature research excluded peer-reviewed journal articles and seminal works which did not present the keywords in the title or the abstract and/or not written in English. In conducting a literature review, inclusion and exclusion criteria were used which served the purpose of enhancing the rigour of the literature review.

1.11. Methodology

The researcher argues that the particular ontology (i.e. describing how the world is), epistemology (i.e. how the world can be known) and methodology (i.e. which research methods to be used) of qualitative social research approaches best accorded with the stated objectives of her study. Audet and d'Amboise (2001) are of the opinion that qualitative research approaches are preferred when the researcher seeks to understand and determine insights about a particular social phenomenon. This approach was appropriate as it allowed the researcher to understand and to interpret the meaning that intercultural trainers attach to their experiences in the South African workplace, and in turn, enabled the researcher in co-constructing a framework for the training of intercultural trainers. The reason for the chosen research approach is that its qualitative orientation, according to Frankel and Devers (2000:253), enables:

- *Inductivity*: The researcher was able to induce data (viewpoints and experiences of intercultural trainers) in the field which enabled the integration of different ideas from the reviewed literature to guide, make sense of and integrate the findings.
- *An emergent and flexible research design*: The researcher approached data-generation as an open, flexible process.
- *Non-linearity*: Data generation and data analysis occurred simultaneously. This research methodology allowed the researcher to gather rich data in the intercultural trainer's workplace setting as the analysis of data informed further data collection.

The qualitative approach assisted the researcher not only to gain insight into the intercultural trainer's experiences and viewpoints but to integrate these findings into a suitable framework that maps the roles and characteristics of intercultural trainers in the South African workplace. The research methodology associated with each of these aims are discussed in the following sections.

1.11.1 Determining the role and characteristics of intercultural trainers

1.11.1.1 *Methodology*

The study adopted an exploratory qualitative research design as it aims to understand the phenomenon under investigation (De Vos, Strydom, Fouché & Delport, 2009). An exploratory qualitative research design is utilised to explore a field in which little is known, so the researcher can explore it to gain insight into the phenomenon under investigation (Henning, Van Rensburg & Smit, 2004). The rationale behind the exploratory qualitative research design

was to explore and to gain insight into the views and experiences of intercultural trainers to determine the ideal characteristics of an intercultural trainer in the South African workplace.

1.11.1.2 Sampling and research participants

According to Guest, Namey and Mitchell (2013; Flick, 2014) sampling can be defined as selecting individuals as a sampling unit who represent the sampling criteria prescribed by a study. In order to achieve the study's research outcome, the researcher defined the *sampling frame* as consisting of all registered trainers conducting training within a variety of service and production organisations within the Nelson Mandela Bay area (the geographical location of the target group). The target group is characterised by experience of intercultural work settings; experience of intercultural training; duration of experience as a trainer, and aspiration to enhance the competence in intercultural training. Against this background, the researcher decided on using the non-probability purposive expert sampling technique, as this methodology is suited to qualitative research, and allows the researcher to obtain the views of experts by way of a panel of experts (Curtis, Gesler, Smith & Washburn, 2000; Basch, 1987). Selection (inclusion) criteria that guided the sampling process included that the trainers had to:

- be registered trainers or had to work within a registered training practice for at least a period of three years.
- have experience of conducting their training with adults within a multicultural training environment.
- have an educational qualification within the training and development context.
- be 25 years and older.

1.11.1.3 Recruitment of participants

The researcher obtained ethical clearance for the study from an ethics committee at the North-West University (see Annexure A). Potential participants were recruited telephonically by a mediator who specified the purpose of the research and distributed the consent forms. Once consent had been granted by the research participants, a suitable date, time and location were arranged and the researcher was assisted by the mediator in order to finalise the signing of the consent forms (see Annexure B). The researcher conducted twelve semi-structured interviews either at the participant's home or (in the case of self-employed participants) after

hours at the participant's office. The interviews were conducted as to not interfere with the participant's schedule and confidentiality was adhered to at all times.

In qualitative research the size of the sample is guided by the criterion of achieving theoretical saturation, which is a situation when no "new information" is obtained during data collection (Guest, Bunce & Johnson, 2006:59; Onwuegbuzi & Collins, 2007). As the study was exploratory by nature, a total of twelve participants took part who provided their viewpoints and experiences of their training and development field. The size of the sample was deemed appropriate as data saturation was achieved.

1.11.1.4 Data collection

The researcher conducted twelve face-to-face interviews with established trainers operating in workplaces in the Eastern Cape in order to gain insight into the ideal role and characteristics that are valued for an intercultural trainer. The reason for the chosen data-generation method is that it is aligned with qualitative research and holds the advantage of assisting the researcher to understand the experiences of the research participants (Knox & Burkard, 2009). A semi-structured interviewing schedule was used and the researcher ensured that the questions were aligned with the research objectives (DiCicco-Bloom & Crabtree, 2006). In formulating the questions, the researcher intended to apply the principles of sound ethical research practice.

In order to achieve the research objectives, questions focussed on:

- Should intercultural competence training be compulsory for all trainers in South Africa?
- What characteristics are essential for an intercultural trainer to have?
- What problems can be recalled that created the greatest discomfort during the training of participants?
- What content should be included in a training programme that will recognise the skills and will serve as development opportunity for intercultural trainers?
- What selection criteria would be appropriate to use as a form of assessment for the training of individuals as intercultural trainers?
- What should be the necessary qualification for a trainer to train within an environment where diversity is present?

- What content of the training enabled a greater understanding of what cross-cultural competence is?
- What is the most pressing challenges trainers face when facilitating training within a culturally diverse environment?

1.11.1.5 *Data analysis*

The data consisted of transcripts derived from the semi-structured interviews. The interviews were tape-recorded and transcribed for analysis purposes. The interviews were analysed using thematic analysis in order to obtain a rich, detailed account of the findings (Given, 2008). Furthermore, thematic analysis is associated with qualitative research as it allows for the coding of textual data and the identification of themes. As the textual data was coded, the current study made use of deductive and inductive thematic analysis (Creswell & Creswell, 2017).

The textual data of the semi-structured interviews were read several times by the researcher with the aim of familiarising herself with the data. Thereafter the research questions were considered when data was segmented into units of meaning. Labels were ascribed to these units of meaning to capture the fundamental nature of the code. A deductive thematic analysis was used in order to obtain codes from a review of existing literature. New codes were generated through inductive thematic analysis in cases where segments of text could not be adequately described. The codes were then refined through similarities and grouping such similarities into categories or to delete redundant codes. Sub-codes were generated where appropriate (Guest, MacQueen & Namey, 2012). Through similarities and differences codes were grouped into categories and overarching themes in order to generate a detailed account of the findings.

1.11.2 Development of a curriculum framework for the training of intercultural trainers

1.11.2.1 *Methodology*

The development of a curriculum framework involved synthesising the themes and categories that emerged from the literature review as well as the findings of the qualitative study in the context of the outcomes-based approach of SAQA to outline the specific knowledge, skills and attitude components (South African Qualifications Authority, n.d.) associated with the role of the intercultural trainer. The devised curriculum framework was developed by using Kern's six step approach to curriculum development (Kern, Thomas, Howard & Bass, 1998).

1.11.2.2 Evaluation and refinement of curriculum framework based on feedback from expert panel

An expert panel was subsequently recruited to review the preliminary curriculum framework for the purpose of evaluating, refining and improving the initially proposed framework. The expert panel consisted of registered trainers who conducted training in the service and production organisations within the Nelson Mandela Bay area. The sampling technique that was deemed appropriate to recruit the expert panel consisted of non-probability purposive expert sampling (Daniel, 2012; Trochim et al., 2016). An expert panel consists of individuals who have the required knowledge and expertise to validate the content of an instrument in evaluating and eliminating irrelevant content (Clayton, 1997; Chaiyawat & Brown, 2000). This sampling technique enabled the researcher to select suitable participants that would serve as an expert panel to provide feedback in reviewing the preliminary curriculum framework based on their experience and expertise in curriculum development.

In the context of non-probability purposive expert sampling, participants were considered eligible if they:

- were registered trainers or working within a registered training practice for a period of at least one year;
- had experience of conducting their training with adults within a multicultural training environment;
- had an educational qualification within the training and development context;
- had experience of curriculum development within the training and development context;
- were 25 years or older.

According to Lynn (1986; Tilden, Nelson & May, 1990) the sample size of an expert panel is relatively small, and as such five established trainers with experience in curriculum development were selected as an expert panel to assess the envisaged framework for the training of intercultural trainers.

1.11.2.3 Data collection and procedure

The researcher adhered to ethical principles when recruiting the expert panel in obtaining ethical clearance from the NWU Basic and Social Science Research Ethics Committee (ethics

number: HS-2016-0056). Once ethical clearance was obtained the trainers were recruited telephonically by a designated mediator in which the purpose of the research and the process of distributing the consent forms were discussed. The ethical procedures associated with the study were explained to the participants informing them that their participation was voluntary and that they could withdraw from the study at any time without penalty. Furthermore, they were informed that confidentiality would be adhered to as their responses would be treated confidential and anonymously in the write-up of the findings. Once consent has been granted the expert panel was sent a copy of the initial curriculum framework by email for the purposes of providing critical feedback based on what they perceived to be the weaknesses and strengths of the curriculum framework. Furthermore, they were requested to provide suggestions to improve the curriculum framework.

The feedback received by the expert panel has been stored on the researcher's laptop and password protected to enhance data security. Furthermore, a backup of the expert panel's feedback has been kept on an external device in a secure location in the researcher's home. The expert panel will be provided with a summary of the main findings to those who requested it.

1.11.2.4 Data analysis and refinement of the curriculum framework

The expert panel's responses were thematically collated with reference to:

- the weakness of the curriculum framework
- strengths of the curriculum framework
- suggestions to improve the curriculum framework.

The feedback received from the expert panel with reference to the weakness, strengths and suggestions of improvement were evaluated based on its relevance to existing literature. The internal logic and structure of the preliminary curriculum framework were considered in evaluating the expert panel's feedback, and where applicable were then incorporated into the curriculum framework.

1.12. Issues of credibility and trustworthiness

In order to ensure credibility and trustworthiness of the research process and outcome, the principle of data triangulation was applied in the study. According to Rovai, Baker and Ponton (2014:28), data triangulation involves using "multiple sources of data" for the purpose of obtaining answers to the research questions. The sources that were used involved literature,

face-to-face interviews and written accounts of the participants' contributions in the form of emails. The researcher intended to operationalise the following six principles (Morse, Barrett, Mayan, Olson & Spiers, 2002:11):

- *Methodological coherence*: Keeping the research questions in mind, the researcher ensured congruence between the research strategy and the various components and elements of the research process. This was achieved by aligning the research questions with the research methods that were used in the study. By ensuring this, credible data were collected that enabled trustworthy interpretations on which recommendations were based.
- *Sampling sufficiency*: While 20 participants were suggested, the size of the sample was determined by applying the principle of sampling saturation implying that the eventual size of the sample was reached when no new data was obtained; only confirming what already has been obtained.
- *Developing a dynamic relationship between sampling and collecting and analysing data concurrently*: By enabling a continuous process of data collection by means of interviewing, note-taking, transcription, and analysis, as well as analytical and reflective thinking, the researcher ensured credibility. The latter was further enhanced by applying the principle of methodological coherence.

1.13. Ethical considerations

Ethical clearance was obtained from the NWU Basic and Social Sciences Research Ethics Committee (ethics number: HS-2016-0056). It was of utmost importance to this study that the researcher ensured that she was competent to execute the proposed investigation (Marshall & Rossman, 2016). In this particular study, the researcher had already conducted a literature study in order to familiarise herself with the concept of interculturality and intercultural competence. This allowed the researcher to capture the core elements of intercultural competence and to proceed with her research in a meaningful manner. The competence of the researcher also pertained to her integrity within the research endeavour. It was in the best interest of the study that the researcher refrained from being judgemental in all areas of the research (Hewitt, 2007). The researcher remained objective when conducting the study as well as during the process of writing her thesis.

After ethical clearance was obtained, the target group for the face-to-face interviews and expert panel were recruited telephonically by a mediator who explained the ethical procedures and nature of the study. Participants were informed that their participation was voluntary and

that they could withdraw from the research at any time. Participants were informed that all responses would be kept confidential, that they were to be given pseudonyms in the write-up of the findings and that their true identities were only known to the researcher. Thereafter, a suitable time and location were arranged with the consenting participants for the face-to-face interviews. Informed and signed consent was obtained from the participants in order to take part in the interviews and to tape-record the semi-structured interviews. The face-to-face interviews were conducted after working hours or in the participants' home as to not interfere with the participant's daily work routines and to avoid them having to incur any travel expenses. Informed and signed consent was also obtained from the expert panel to assess the initial framework for the purposes of evaluation and feedback. After consent was obtained, a copy of the initial framework was sent by e-mail to the consenting participants with the aim of providing critical feedback. A summary of the main findings that emerged from the study was provided to those participants who requested it.

The data, which included tape-recorded information, participants' contributions provided by email, as well as the researcher's journal and signed consent forms, were securely stored in the researcher's home.

1.14. Proposed chapter division

The article method, as prescribed by the NWU, was followed in the writing of the thesis. The layout of this work is outlined below:

Chapter 1: Introduction, problem statement, and objectives

Chapter 2: Article 1: Intercultural competence: a review of the literature

Chapter 3: Article 2: The characteristics that are valued as ideal for the professional intercultural trainer in the South African workplace

Chapter 4: Article 3: Intercultural training as a profession: a proposed curriculum

Chapter 5: Conclusions, limitations, and recommendations

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CHAPTER 2: INTERCULTURAL COMPETENCE: A REVIEW OF THE LITERATURE

ARTICLE 1

ABSTRACT

Training and development form an essential part of organisations as they need to uphold their financial status within a competitive globalised market. The organisational environment is characterised by cultural diversity and this necessitates reviewing the training and development platform, and in particular the role of the trainer with a focus on intercultural competence. However, literature on this topic is diverse and fragmented. This prompted the main aim of this study, which was to conduct a narrative literature review of the role of the intercultural trainer, specifically in relation to the various intercultural competencies required of such a trainer. Various peer-reviewed articles as well as international studies were reviewed. The following themes emerged, suggesting that intercultural trainers should: (a) create and foster a learning environment (b) use effective training delivery methods (c) remain continuous life-long learners and engage in self-reflection (d) establish credibility with trainees (e) conduct a needs analysis (f) evaluate the outcome of training objectives (g) have experience in training and development industry (h) be able to develop learning materials (i) be subject experts and (j) have the skills to facilitate training. These themes are important, because intercultural trainers must be enabled to adopt to cultural diverse organisational contexts. The identified roles of the intercultural trainer signify their value as their role has been overlooked in organisations.

Keywords: intercultural competence, role, intercultural trainer, narrative literature review, interculturality

Introduction

The organisational context undergoes transformation due to the demands of globalisation. The South African economy is not excluded from these demands and as a result finds it necessary to stay in touch with the trends of globalisation. One way of staying abreast is through training and development. However, the diverse workplace environment of South African companies should be understood for training and development to be effective. Therefore, the services of an intercultural trainer should be sought. This should be done in conjunction with the required knowledge, skills and attitudes to conduct training effectively. Therefore, this article is on the role of the intercultural trainer and related competencies.

A narrative literature review was conducted following specific inclusion criteria. Such criteria guided the researcher to consult relevant sources on a national and international level and utilising search terms to locate such sources.

The role of a professional intercultural trainer

The workplace environment is subject to continuous transformation as a result of globalisation, particularly with reference to how organisations have to shift their focus to stay abreast with economic trends in order to survive in the international market. Globally, organisations resort to various avenues to produce products of an acceptable standard to maintain financial stability. These avenues may include acquiring the latest technological equipment, assigning expatriates to international assignments, utilising work teams, and particularly also investing in a skilled workforce who is capable of meeting the economic demands of the organisation (Wild, Wild & Han, 2008; Ochieng & Price, 2010). It is for this reason that organisations resort to training and development with particular reference to a national level where unemployment and skills shortages dominate the South African economy (Bendix, 2010).

According to Bendix (2010:549) South Africa is ranked “low on the global competitiveness register”. This is largely due to training not being provided to employees which results in a decrease of productivity. Furthermore, emigration contributes significantly to South Africa’s low economic ranking as skilled or qualified South Africans are pursuing opportunities across international borders for various reasons. Such reasons may include unstable economic conditions, redundancy in employment or improved financial conditions (Gopinath, 2003). This has further contributed to lower levels of productivity in the South African economy. This has raised the awareness that employees should be skilled in order to enhance productivity. The challenge confronting South African organisations is to rebuild the economy by investing in training and development.

According to Saxena (1983) and Harris, Simons and Bone (2000), transformations in an organisational context necessitate the re-examining of the role of the intercultural trainer. Global companies expand across international borders in order to remain competitive. This phenomenon brings with it a significant emphasis on interculturality. The essence of interculturality is encapsulated by the interaction that takes place between people from diverse cultural backgrounds (Simons & Krols, 2010). This becomes evident when global companies expand across international borders through migration, expatriatism and outsourcing, which allow for the integration of diverse cultures across time and space, and for individuals with distinct cultural backgrounds to interact with one another (Giddens, 2010). Through these

interactions, language and cultural differences come to the fore and as a result, cultural diversity cannot be ignored within an organisational context.

The role of the trainer needs to be revised in order for him or her to adapt to the cultural diversity in an organisational context. As such, there is a need for intercultural competent trainers in the workplace. This view is supported by Busstra (2007) who argues that the role of the intercultural trainer has been overlooked in the context of organisations. The priority of future research should be to document the roles and competencies of intercultural trainers who are encountering cultural diversity in the workplace. In this article, the role of the intercultural trainer will be examined by conducting a literature study. The researcher will draw on the sociological concepts of social structures, roles and boundary settings, thereby aiming to outline an integrated sociological contextualisation of the role of the intercultural trainer. It is important to note that literature documented these roles and boundaries for the purposes of a trainer and not an intercultural trainer. Cultural diversity has been overlooked on a national level when describing the roles of a trainer. This supports the aim of this article as to explore the role of the intercultural trainer in the South African workplace, contextualised within a sociological framework.

Roles: a sociological conceptualisation

In order for intercultural trainers to understand what is required of them to enact the role of an intercultural trainer, it would be necessary to first understand the concept of role. Hence, this section will scrutinise the notion of 'role' as it is conceptualised in a sociological context.

From a sociological perspective, a role can be defined as the "behaviour expected of a status in relation to another status" (Ferrante, 2013:114). This is supported by Morris *et al.* (2006) who describe a role as being central to a profession as it allows for distinct differences between professions to be defined. These differences are confined to appropriate and anticipated behaviours, conforming to the standard of a profession, in directing the execution of this behaviour (Taylor *et al.*, 1995). The standard serves the purpose of providing stability in prescribing expected behaviour, leading to increased awareness and understanding of the profession being occupied (Fulcher & Scott, 1995). In the context of the intercultural trainer, these standards refer to the necessary intercultural competencies required to equip the intercultural trainer to enact his/her professional role in multi-cultural organisations.

The concept 'role' should not be isolated from the social system in which the role functions. According to Parsons (2013:25), a sociological system can be defined as a structure "of the relations between members involved in the interactive process". The role of each of these

members is the starting point from which the interaction takes place and contributes to the development of relationships between individuals. The structure of the sociological system is made up of the participation of members in performing appropriate behaviours. It is thus an interactive process in which the member knowingly executes his or her role efficiently within a given social structure that is also comprised of other inter-related statuses and accompanying roles (Parsons, 2013). One may then argue that the sociological system is characterised by two central components, namely action and order (Bailey, 1994). These components are interlinked as the action component takes place through participation and the second component, order, ensures that the participation occurs in an orderly manner. The essence of the sociological system allows for an occurrence to be investigated by studying the correlation that exists between the members' participation (Bailey, 1994). Applying the essence of the sociological system to the study, the concept of intercultural competence will be examined in great detail in order to gain clarity about the role of the intercultural trainer. It is hoped that this examination will lead to the formation of a standard against which the role of the intercultural trainer can be executed in an environment characterised by cultural diversity.

Boundaries serve the purpose of supporting the role of the intercultural trainer. Therefore, it is deemed necessary to examine the setting of boundaries, which will be the focus of the next section.

Boundary setting for the role of the intercultural trainer

In the event of having to fulfil responsibilities in a diverse cultural workplace environment, an intercultural trainer needs to understand the boundaries of the role to be performed. Francis and Gould (2012) stipulate that the required roles of a given status are performed against the platform of boundaries. However, it is important to clarify boundaries, especially when various roles are required to be performed in a given status such as that of the intercultural trainer. The advantage of clear boundaries is that it will prevent role ambiguity and role conflict. According to Cohen (1969), a boundary takes the form of limiting the behaviour to be performed. Subsequent behaviour will be bound by the roles, and should any participation occur beyond this boundary, role ambiguity will be experienced as a consequence. This is supported by Rahim (2011) who maintains that role ambiguity leads to consequences such as a lack of feeling fulfilled along with a low level of self-assurance, and increased levels of stress and conflict with those with whom interaction occurs. The latter may escalate in the event of the intercultural trainer not being able to explain group expectations to the group. Group members will not experience clarity as to what is expected from them and conflicted feelings may arise in the group. As a result, the group will not be able to function effectively (O'Connell & Cuthbertson, 2009). The conflicted feelings of the group members may escalate into group

conflict that will prohibit the group from completing group tasks. Therefore, the group will not be able to progress towards achieving their goals. In support of this notion, a study conducted by Au and Fukuda (2002) concluded that role boundaries contribute positively to the overall well-being of the individual in that satisfaction is experienced through efficient performance and this results in lower levels of stress. The focus on establishing boundaries is vital to the fulfilment of the expected responsibilities as well as meeting the expectations of those with whom interaction takes place. Therefore, the importance of setting boundaries cannot be overlooked as it will enable the intercultural trainer to understand what is expected from him or her when interacting with learners from diverse cultural backgrounds in the workplace. It is essential then that boundaries should be taken into account when examining the role of the intercultural trainer.

Methodology

The researcher conducted a literature review in order to identify the role of the intercultural trainer on a national and international level. According to Neuman (2007), a literature review is conducted in order to obtain information of the phenomenon under investigation. This is supported by Ling Pan (2016; Rozas & Klein, 2010) who point out that it allows the researcher to familiarise himself/herself with, and to gain insight of the phenomenon under investigation. Therefore, conducting a literature review will allow for a knowledge base to be established in relation to the role of the intercultural trainer on a national and international level. Conducting a literature review was deemed essential in the context of the present study, as the overall aim of the work as a whole is the development of a curriculum framework for the training of intercultural trainers, based in part on the most significant themes emerging from existing literature in relation to this topic. A literature review was therefore required in order to understand and document the role of the intercultural trainer.

The execution of the literature review included establishing inclusion and exclusion criteria. This involved collecting similar studies that focus on a similar topic as the current phenomenon under investigation and that is relevant to the research questions of the study (Petticrew & Roberts, 2006). While inclusion and exclusion criteria are typically used in the context of systematic literature reviews (Arksey & O'Malley, 2007; Jesson, Matheson & Lacey, 2011), this strategy was also adopted here in order to enhance the rigour of the literature review. Furthermore, instead of a generalised narrative approach to the review, a more rigorous and systematic process of thematic analysis (Tuckett, 2005) was used to analyse the literature and identify the most salient themes in relation to the topic.

Inclusion criteria

Consulting relevant peer-reviewed journal articles and any seminal works with a focus on intercultural competence formed part of the inclusion criteria. These articles were sourced from electronic databases which included Taylor and Francis, EBSCOhost, ScienceDirect, Emerald, Wiley-Online, SAGE and JSTOR. Consulting peer-reviewed journal articles serves the purpose of remaining unbiased in gathering appropriate information. These journal articles have been peer-reviewed by credible experts in order to ensure quality and validity of the chosen research methodology (Dawidowicz, 2010). Peer-reviewed journal articles published between 2001 and 2016 were consulted. The reason for selecting journal articles from 2001 is that the concept of culture was described in having six dimensions in 2001 (Hofstede, 2001). This served as a frame of reference in understanding cultural differences and is fundamental in order to understand the concept of intercultural competence. "Intercultural competence" was used as the main search term to search for peer-reviewed journal articles. Other search terms included 'training', 'trainer/s', 'cultural competence', 'cultural diversity' and 'role/s'. Articles that had these search terms in the title were considered for inclusion. Thereafter, journal articles were considered for inclusion in which the term "intercultural competence" formed part of the abstract. Only peer-reviewed journal articles published in English were included in the study. However, if journal articles were published in a language other than English but contained an English abstract, then these articles were also considered for inclusion.

The aforementioned inclusion criteria allowed for a larger number of international studies to be included.

Exclusion criteria

Exclusion criteria for this study comprised of studies in which the search terms were not present in the title or in the abstract. Studies published before 2001, and not written in English or regarded as seminal works, were also excluded.

Data analysis

Thematic analysis was utilised to analyse the data, which is deemed appropriate for qualitative research. Thematic analysis is an analytical technique which ensures trustworthy inferences concerning the phenomena of interest (Krippendorff, 2013; Given, 2008).

Thematic analysis is appropriate for this study as it aims to identify categories and themes from the existing literature in relation to the role of the intercultural trainer. The research questions of the study provided direction in determining the contents of literature to be

analysed (Vaismoradi, Turunen & Bandas, 2013). Therefore, the role of the intercultural trainer was used as guiding theme in analysing the collected data from literature. The phases that were followed when conducting the thematic analysis were: (a) preparation, (b) organising, and (c) reporting (Elo & Kyngäs, 2008).

During the preparation phase, the researcher immersed herself in the data by rereading the data several times (Polit & Beck, 2003). This allowed the researcher to become familiar with the data and to select a unit of analysis. The units of analysis depended on the research questions and consisted of words and sentences (Royse, 2008). This allowed for data to be coded during the next phase of organising, a process which involves assigning descriptive labels to segments of text (Elo & Kyngäs, 2008). Codes were subsequently examined for similarities and differences and grouped together into categories based on conceptual similarities. To reduce the number of categories, higher order themes were created by grouping similar categories (Vaismoradi, Turunen & Bandas, 2013).

The last phase involves reporting the findings in a tabular format, listing the categories and themes pertaining to the roles and definitions of the intercultural trainer. The findings of the analysis will be reported in detail in order to demonstrate a link between the findings and the data. This will enhance the credibility of the study (Polit & Beck, 2003).

Theoretical framework

The concept of intercultural competence

The findings that emanated from the narrative literature review will be elucidated by drawing on the framework proposed by Deardorff (2006; 2009) who suggest that intercultural competence should be scrutinised in terms of knowledge, skills and attitudinal components.

Knowledge component

The first component of intercultural competence involves the knowledge component. The knowledge component is comprised of knowledge which aids the intercultural trainer to become aware of cultural differences and to acquire knowledge of diverse cultures, including their cultural practices (Deardorff, 2009). This knowledge is processed intellectually and assists the intercultural trainer to comprehend the meaning of cultural awareness and cultural knowledge as essential parts of the knowledge component (Deardorff, 2009). This in turn will assist the intercultural trainer to understand learners from diverse cultural backgrounds, thereby enabling appropriate behaviour of interacting with culturally diverse learners.

In the aforementioned sections it was mentioned that intercultural awareness and cultural knowledge are essential when intercultural trainers interact in a multicultural environment (Trainers Network, 2009; Kambutu & Nganga, 2008), as these factors assisted trainers to interact and to understand the cultural background of other cultures. This is supported by Deardorff (2006:9) who maintains that intercultural competence involves the acquisition of “knowledge of others and knowledge of self”. Intercultural awareness relates to the fact that the intercultural trainer should have the knowledge of his or her own cultural background and cultural practices which in turn will create awareness to understand the cultural background and cultural practices of learners (Deardorff, 2006). Therefore, the knowledge component does not end with the intercultural trainer understanding his or her own cultural background but also requires that the intercultural trainer should acquire information from culturally diverse learners in the training environment. Davis and Cho (2005) support this view in that transformation of learning has to form an integral part of intercultural competency development. Only then will intercultural competence be acquired through a growth process in which the individual will gain the required knowledge in order to behave in culturally appropriate ways.

Behavioural component

The second component of intercultural competence involves the behavioural component. The behavioural component can be defined as the performance of a specified task in order to accomplish an outcome (O'Rourke, 2001). According to Deardorff (2006) this performance is evidenced via specific skills. A skill can be further defined as using knowledge in order to execute behaviour to accomplish a task (Deardorff, 2006; Grugulis, 2007). This is supported by Deardorff's (2006) definition of intercultural competence in that skills will allow the intercultural trainer to obtain knowledge from learners from diverse cultural backgrounds and then use this knowledge in order to relate to these learners.

Deardorff's (2006) definition of intercultural competence stipulated that the behavioural component of a skill assists the intercultural trainer to discover information in order to interact with culturally diverse learners. This point was raised in relation to the intercultural trainer's role in conducting a needs analysis whereby questioning skills could assist to determine the needs of the learners (Thorne & Mackey, 2007). It is important to note that questioning skills should not be limited to exploring the needs of the learners but should be applied where the intercultural trainer seeks further information from the learner (Matveev, 2016).

Attitude component

The final component of intercultural competence consists of the attitude component. It can be defined as an “internal state of readiness” which develops through experiences and exerts an influence on how an individual respond (Rajecki, 1990:5). This definition can be further elaborated by revisiting Deardorff’s intercultural competence model (2006) which highlights a shift in the intercultural trainer’s perspective in the achievement of intercultural competence. Therefore, this requires the willingness of the intercultural trainer to acquire an essential attitude, namely respect. This is supported by Deardorff’s definition of intercultural competence (2006) in that intercultural competence enables respect for the values and beliefs of those who are culturally different.

Findings: A description of the intercultural trainer’s role

In this section, the themes derived from existing literature on the topic are discussed in terms of their relevance and applicability to elucidating the role of an intercultural trainer in a South African context. Ten themes were identified, which include: Create and foster a learning environment; the use of training delivery methods; remaining continuous life-long learners and engaging in self-reflection; establishing credibility with trainees; conducting a needs analysis, and evaluating the outcome of training objectives.

Create and foster a learning environment

A prominent theme that emerged from the literature review was that the role of the intercultural trainer should be directed towards creating learning opportunities for learners from diverse cultural backgrounds. Therefore, the workplace should be transformed into a learning environment which adds value to learning and the nurturing thereof. This will bring about the participation necessary for culturally diverse learners to experience learning.

The means by which a learning environment should be created will prescribe the expected behaviour of the intercultural trainer. This will allow the intercultural trainer to have the necessary ‘know-how’ required in order to embrace learners from culturally diverse backgrounds. According to Berardo and Deardorff (2012), the responsibility of the intercultural trainer is to create a learning environment in which learners will have the freedom to participate by sharing experiences and not feel threatened when doing so. The safety of the learners should be protected at all times and an environment created without discrimination, bullying or any form of harm to the emotional well-being of the learner. The intercultural trainer should establish ground rules that would indicate to the learners how interaction should take place and how the training programme will be run (e.g. indicating break times) (Berardo & Deardorff,

2012). Ground rules serve the purpose of establishing the expected behaviour from learners and likewise that of the intercultural trainer (Coetzee *et al.*, 2007). The above should not be isolated from creating a learning environment but should be considered in conjunction with the utilisation of training methods as essential in establishing an environment where participation plays an active part in generating learning.

The effective use of training delivery methods

In the majority of literature that was reviewed, emphasis was placed on the importance of training delivery methods. According to Fowler (2006), the intercultural trainer's role should be broadened by utilising a variety of effective training methods. This view is supported by Olson (1994) who states that the role of intercultural trainers involves the use of training methods that will enable learners to learn. This can only be achieved when the intercultural trainer utilises a training method that "promotes productive responses" from learners (Saks & Haccoun, 2010:145).

Intercultural trainers must have the necessary knowledge to decide when to utilise different training methods in the workplace environment. However, before such methods can be effectively selected and applied, it is essential that the intercultural trainer understands the similarities and differences between the most commonly used training methods. Saks and Haccoun (2010) stipulate that a training method is selected to transfer information set out in a training programme. As mentioned earlier, the responsibility for learning should remain with the learner and the role of the intercultural trainer is to utilise the most appropriate training method to pave the way for the learner to be involved in the learning process. There are multitudes of training methods available and the intercultural trainer needs to scrutinise their suitability for learning to occur. Training methods which are more frequently used in the training and development field range from discussions and demonstrations, to those which allow for more active participation, for instance case studies, role play and in-basket exercises (Geet, Deshpande & Deshpande, 2009). Each of these methods is best suited for a specific objective to be achieved (Grobler, Wörnich, Carrell, Elbert & Hatfield, 2006). However, the strength of each of these training methods cannot be realised should the intercultural trainer not be competent in his or her role to appropriately select and utilise these methods effectively. For this reason, each of these training methods will be briefly outlined in order to clarify their purpose:

- *Discussion* is used to obtain responses from learners to determine whether learning has been achieved, and in return, it allows for generating attitudes on a particular topic. It allows for open communication and subsequently the intercultural trainer should take

care not to allow this method to take up too much time as this might enable the discussion to digress from the original focus point (Erasmus & Van Dyk, 1999).

- *Demonstration* is a practical way of illustrating how to perform a particular task (Sisson, 2001). It is best used where the actual tasks of the job need to be illustrated to the learner. The intercultural trainer's competence should produce a demonstration in which the performance of the task is broken up into smaller segments, followed by a discussion on the practical illustration of the task. The advantage of this method of training is that it holds the attention of the learner through the physical display of a task to be performed coupled with an opportunity for the learner to demonstrate the observed illustration (Sahu, 2006).
- *Case study* presents a written account of an organisational problem to be analysed (Coetzee *et al.*, 2007). It is expected of the intercultural trainer to be acquainted with the training material in order to brief the learner on the case to be studied. The case study method necessitates the learners' conceptualising of the problem in order to suggest a possible solution, taking into account the facts provided. The proposed solution should be critically evaluated by the intercultural trainer by requesting the learners to clarify the reasoning behind the proposed solutions. On that account the case study will allow diverse solutions to materialise according to which the organisational problem can be approached from multiple directions.
- *Role-play* allows for an organisational problem to be reproduced by enacting various roles that represent the context of the organisational problem. This particular training method allows for knowledge and the practical experience thereof to be combined in order to generate learning and is mostly used for training related to selection and interviewing, conducting meetings and conflict management. It should be followed by a discussion to critically evaluate the enactment of roles to aid the learner's understanding of the training material. The intercultural trainer needs to ensure at all times that the enactment of roles and the discussion afterwards take place in a non-threatening environment to protect the learner against any criticism or embarrassment. Therefore, the intercultural trainer has to maintain discipline during the enactment of roles in order to create a realistic but simultaneously secure environment in the interest of the culturally diverse learners (Erasmus & Van Dyk, 1999).

- The final training method comprises *in-basket exercises*. Its practicality can be observed in problem-solving and decision-making scenarios where the learner is required to make instant decisions in solving the given problem. These exercises are often presented in electronic form requesting a command from the learner to execute a decision, bearing in mind his or her decision regarding the previous command. In-basket exercises assist the learner to arrange work demands according to priority and formulate decisions. The intercultural trainer's responsibility is to facilitate the exercise in which the learner's understanding is guided by solving a problem and implementing a subsequent decision (Woodside, de Villiers & Marshall, 2016).

The intercultural trainer is expected to use training methods in which the learners feel at ease to work through a scenario where differences of opinion might be experienced (Landis, Bennett & Bennett, 2004). It is for this reason that the intercultural trainer should make use of various training methods to maximise learning in order for the learning to be transferred and applied in the workplace (Fee, 2011). Hence the intercultural trainer needs to be acquainted with and knowledgeable in utilising training methods in order to plan and organise the training effectively (Wilson, 2005). This supports the research objective of this research endeavour, namely to devise a curriculum plan for the training of intercultural trainers and the way forward to facilitate the professional recognition thereof.

Remaining continuous life-long learners and engaging in self-reflection

One of the critical aspects of the role of the intercultural trainer, as evinced by the thematic analysis of the literature, is to remain a continuous life-long learner. A study conducted by Evans, Dovaston and Holland (1990) examined the changing role of workplace trainers by selecting twenty-five companies in which to conduct interviews. The authors revealed that the workplace trainers identified the need for continuous professional development as the in-house appointment of these trainers was not based on their qualifications or training skills but rather on their leadership qualities and commitment to the company. This study is supported by Mamaqi, Miguel and Olave (2011) who concludes that continuous training for the role of the trainer needs attention. Intercultural trainers should take it upon themselves to stay abreast of the latest trends in the training and development field (Lawson, 2006). Intercultural trainers should strive towards keeping up to date with information in their subject field as they otherwise often find themselves detached from developments in the training and development industry (Andres, 1999; Lawson, 2006).

A comparable study conducted by Buiskool, Broek, Van Lakerveld, Zarifis and Osborne (2010) identified key competencies for professional intercultural trainers in the training and education

field by reviewing a variety of documentation including job descriptions, educational programmes and career advertisements, and by conducting interviews with participants in the training and education industry in order to determine the competencies essential to the field. The results of the study revealed that the intercultural trainer should direct his or her interest towards personal development to emerge as an autonomous lifelong learner (Buiskool *et al.*, 2010). This is supported by the Lifelong Learning UK (2007) for sector skills in the United Kingdom, who stipulates in the standards set for development that it is expected of the intercultural trainers to embark on learning themselves by means of either attending seminars or enrolling in formal courses. In embarking on these learning expeditions, self-reflection is critical to improve the intercultural trainer's competence in the capacity of a life-long learner.

As an autonomous lifelong learner, the intercultural trainer should consider learning as important and self-direct his or her own learning to improve his or her knowledge in order to provide a service of excellence to learners from diverse cultural backgrounds (Steward, 2009). Being a lifelong learner empowers the intercultural trainer as learning is vital for continuous professional development. The benefit of being accountable for learning is that the intercultural trainer stays informed of developments in the training and the economic sector as organisations rely on the expertise of intercultural trainers to improve the skills of their workforce in order for them to remain competitive (Barbazette, 2005).

However, a sub-theme that emerged from the literature was that self-reflection and being aware of directing learning towards personal growth are likewise essential in order to proceed along the path of becoming a lifelong learner. Therefore, the intercultural trainer should realise that self-reflection adds value in directing learning towards professional development (Armitage *et al.*, 2012). This view is supported by that of Inácio and Salema (2011) who conclude that the intercultural trainer's ability to apply reflective thinking allows for the acquisition of knowledge and skills. Self-reflection should not only be utilised when the intercultural trainer takes part in professional courses, but should be practised regularly, especially in the context in which the intercultural trainer interacts with diverse cultures (Deardorff, 2011). In this regard learning from experiences forms an essential part of self-reflection in order for the intercultural trainer to complement his or her competencies in order to achieve personal growth (Pretty, Guijt, Scoones & Thompson, 1995). Learning experiences should be acknowledged in that learning occurs in various contexts such as educational programmes, workplace environments or any other related environment in which the experience is transformed into learning through self-reflection (Kozlowski & Salas, 2010).

On this basis the intercultural trainer needs to regard his or her role as a lifelong learner as being essential for continuous professional development. In addition, this will foster the

replenishment of innovative ideas vital for the effective functioning of an intercultural trainer. By embarking on continuous development the intercultural trainer's acquisition of new knowledge will be accompanied by the broadening of his or her skills which will have a positive impact on the learning experience of culturally diverse learners.

Establishing credibility with trainees

Another essential theme that was emphasised in the majority of literature sources reviewed was the importance of establishing credibility with trainees. The essence of credibility can be captured by defining it as the degree to which learners perceive an intercultural trainer's expertise and skills as trustworthy (Holladay & Quiñones, 2008; Rosania, 2001). The influence of intercultural trainers is powerful when they possess the necessary knowledge and skills (competence) to add value to the training outcomes. An impression of credibility should be developed by the trainers from the onset of the training. This is also highlighted by Sessoms (1995) in that credibility should be established at the beginning of any training session and should take precedence before the intercultural trainer commences with the training in order to ensure success. Sessoms (1995) mentions that in order to enhance credibility initially, the intercultural trainer should familiarise the learners with his or her occupational and personal background. This will allow the learners to form an impression of the intercultural trainer and of what they can expect during the course of the training session. As a result, the intercultural trainer's credibility reflects a truthful framework as to what the learners can expect in the training. Simultaneously, the intercultural trainer gains the respect and trust of the learners in being perceived as truthful (McArdle, 2015). In this way the intercultural trainer's credibility lays the foundation to exert influence in the direction of success or failure.

According to McCroskey and Teven (1999), the credibility of an intercultural trainer depends on an essential facet, namely competence. The concept of competence suggests a broad background to the capabilities of an intercultural trainer. McCroskey and Teven (1999) define the concept of competence as the capability of being knowledgeable. However, this conceptualization is somewhat limited, but is elaborated upon by Bellis (2001), who defines competence as knowledge and skills performed in a given context according to prescribed standards set out by a governing body. Thus the performed knowledge and skills consist of capabilities which equip a trainer to produce outputs in a training context. This is supported by Andres (1999) whose view it is that an intercultural trainer's competence involves his or her gained experience over time and the knowledge and skills he or she transfers to learners. It is essential that the knowledge and skills of the intercultural trainer be of an acceptable standard for the impression of a credible intercultural trainer to be formed. It is only then that an intercultural trainer can be regarded as competent, as someone who possesses the necessary

knowledge and skills. A study conducted by Bax (2002) revealed insights from experienced trainers stipulating that credibility needs to be established and is necessary to add value to the thoughts and behaviours of learners. The experienced trainers furthermore revealed that it is crucial that trainers need to convince learners of the value of the content of the training, including explaining how the trainer will assist them to acquire the knowledge of the content of the training. This can be supported by the intercultural trainer sharing his or her professional background with the learners, thereby allowing the learners to gain an understanding of the intercultural trainer's competence, abilities, and experience which will enable the intercultural trainer to guide the learners' learning (Sessoms, 1995).

The learners' cultural backgrounds play a major role in how they perceive the trainer's credibility. It is thus essential that the trainer should establish credibility with learners from diverse cultural backgrounds from the onset of training. This is evident in a cross-cultural study conducted by Johnson and Miller (2002) in which the relationship between credibility and learning was investigated. In this study a comparison was drawn between two groups, the one of American and the other of Kenyan descent. The perceptions of culturally diverse learners of trainers who had trained in a multicultural environment were explored. An essential feature in this study is the role that the learners' culture played in affecting the way in which they perceived the credibility of the trainer. This will be elucidated by providing a brief differentiation between the two cultures in the study, placing the focus on power distance. According to Hofstede (2001) power distance refers to the degree to which power is assigned to individuals according to the value which society attaches to wealth, status and authority. The culture of America is significant in valuing a lower power distance of a more egalitarian nature (Johnson & Miller, 2002). This implies that a trainer will have to take cognisance of the fact that students from an American culture might not respect the trainer because of their controlling attitude. However, the trainer should take into account that the American students could display a controlling attitude in light of the student's individualistic character (Roach & Byrne, 2001). On the other hand, students from Kenya will value a higher power distance in which their culture regards relationships according to a perpendicular structure. This allows for greater respect to the individual who is seen as superior: thus students from the Kenyan culture will display greater respect towards the trainer than their American counterparts in regarding the trainer as someone with higher status (Jonson & Miller, 2002). The study of Johnson and Miller (2002) noticed the extent to which the trainers took into account the cultural background of the students, resulting in a positive relation between the trainer's credibility and the student's acquisition of learning. Trainers were perceived as effective along with being credible in the way in which they approached the students. Thus this draws attention to the fact that an

intercultural trainer should take the cultural background of the learner into consideration when attempting to establish credibility and when training in a multicultural environment.

Johnson and Miller's (2002) study revealed that the trainer's application of knowledge and skills benefited learners in the acquisition of learning. Therefore, the trainer's approach was perceived as favourable by the learners. Thus the learners acquired a perception of the trainer as being effective which resulted in a positive correlation between learning and the credibility of a trainer. In conclusion, the intercultural trainer should not demand credibility, but should take cognisance of the fact that the demonstrated capabilities worthy of credibility should be performed according to a prescribed standard of excellence.

Conducting a needs analysis

Conducting a needs analysis emerged from literature as constituting a significant part of the role of the intercultural trainer. It should be noted that needs analysis and needs assessment are used interchangeably in literature. In the context of this section, the concept of needs analysis will be utilised throughout.

It is expected of an intercultural trainer to conduct a needs analysis in order to ensure that the actual training taking place addresses the learning gaps of the learner. The importance of conducting a needs analysis lies in the fact that it allows the intercultural trainer to focus on any inconsistencies or learning gaps amongst learners (Albu, 2010). These learning gaps should be acknowledged by the intercultural trainer in determining the discrepancies that occur between the existing knowledge or behaviour and the expected knowledge or behaviour of the learner. In the workplace environment this is known as a "performance gap" in which the intercultural trainer will determine the extent of the gap between the "actual and the desired performance" (Grobler *et al.*, 2006:306). The identified gap illustrates the existence of a need to be addressed. Consequently, it assists the intercultural trainer in identifying the learning need thereby creating direction for the appropriate training intervention. Hence it is necessary for an intercultural trainer to conduct a needs analysis.

The process of a needs analysis has been extensively described in literature (Erasmus & Van Dyk, 1999; Jerling, 1996; Barbazette, 2006). First and foremost, it is essential that the intercultural trainer collects information that will assist in determining the learning gaps of the learner. The intercultural trainer can collect information from learners in various ways. The most prominent strategy involves having conversations with learners. In addition, the learner's behaviour can be observed throughout the training session (Grobler *et al.*, 2006). Conducting individual conversations takes place at the onset of the training when the intercultural trainer

seeks to establish the expectations of the learner (Tuttle, 2013). The intercultural trainer plays a crucial role in these discussions by encouraging all learners to participate in sharing their expectations of the training to be received. Actively sharing their expectations will encourage learners to commit to the training as they are given the opportunity to be part of the needs assessment process (Grobler *et al.*, 2006; Thorne & Mackey, 2007).

In addition, the learning gap can also be addressed through observation. When a learning gap has been determined through observation, the intercultural trainer will then engage in direct consultation with the learner. The role of the intercultural trainer is to guide the learner in creating an awareness of the learning gap and to provide the necessary support through motivation. This will encourage the learner to participate in order to address the learning gap (Drummond, 2008). However, the intercultural trainer should take cognisance of the fact that observing the learner's behaviour might cause the learner to experience anxiety and the necessary precautions should be taken. The intercultural trainer should address the learner's anxiety by allowing him or her to feel at ease and by providing support in order to minimise the learner's tension (Drummond, 2008). Therefore, the intercultural trainer should be aware of and sensitive towards the learner's behaviour. The focus is on encouraging the learner's behaviour through guidance and applying the necessary expertise to address the learning gaps of the learner.

Evaluating the outcomes of training objectives

It is essential that the outcomes of training objectives be evaluated as part of the role of the intercultural trainer. The effectiveness of the training is measured against an evaluation of the outcome of the training objectives. According to Edwards, Scott and Raju (2003), training objectives are descriptive in nature and specify the expected performance of the learner, coupled with the necessary guidance of the intercultural trainer's actions to assist learners in reaching the training objectives. The intercultural trainer should be aware of the fact that training objectives are not only prescribed by the training programme but they can also be identified during the needs analysis process. The essence of the training objectives is captured when the intercultural trainer comprehends the training objectives in order to apply the necessary expertise and make use of appropriate training activities to reach the training objectives (Buckley & Caple, 2009). Only then can the purpose of evaluation come to its full potential.

Evaluation can be defined as a practice to ascertain whether or not the training activities have produced the expected outcomes (Deb, 2009). The purpose of evaluation is twofold, namely to prove and to improve. Primarily, evaluation is utilised to ascertain whether learning occurred

as a result of training and to observe the effect of the implemented training activities (Edwards, Scott & Raju, 2003). On the other hand, should the outcome of training not be to the satisfaction of the intercultural trainer, then the necessary improvements need to be implemented to improve either the existing training session or training to be conducted in the future. However, before the intercultural trainer implements any improvements, an objective evaluation should be done (Edwards *et al.*, 2003). The intercultural trainer should rely on two kinds of objective evaluation, namely evaluating the learner's performance and administering an examination at the conclusion of the training, which commonly takes the form of a pen and paper-based test (Ghodsian, Bjork & Benjamin, 1997). Evaluation of the learner's performance occurs while the intercultural trainer assesses the demonstrated skills of the learners during training (Waagen, 2000). The intercultural trainer assigns an activity for learners at the beginning of the training session, taking into account their cultural background and requesting them to perform the instructed activity. This provides an opportunity for the learners to receive immediate feedback on their performance in which the areas deemed necessary for improvement are identified. Conversely, a pen and paper-based test is administered at the end of the training session, allowing learners the necessary time to process the acquisition of knowledge. The value of administering a pen and paper-based test allows for the training taken as a whole to be evaluated. It is expected of the intercultural trainer to provide feedback to the learners on the results achieved in the paper-based test (Waagen, 2000). The intercultural trainer should be sensitive at all times when feedback is provided in support of the learner so as to not offend the learner. The paper-based test and evaluating the learner's performance should measure the training objectives at all times and, more specifically, should be customised to the current training provided in order to optimise the acquisition of learning (Waagen, 2000).

The benefit of the evaluation of the extent to which training objectives have been achieved can thus not be underestimated. The acquisition of knowledge and skills should be evaluated continuously to foster the value of learning. Therefore, evaluating the outcome of training objectives is of vital importance for change to be implemented in future training endeavours.

Experience in the training and development industry

Experience is an invaluable asset in any industry, specifically in a context where training needs to be conducted in a multicultural environment. This begs the question: How can experience benefit an intercultural trainer?

Experience helps avoid the pitfalls of trial-and-error, which might be an obstacle for novice intercultural trainers (Vaughn, 2005). Frequent training encounters should foster expertise as

the intercultural trainer learn to deal with problems effectively in a multicultural environment (Piskurich, 2003). The expertise of experienced intercultural trainers is invaluable to novice trainers (Conway & Cassidy, 2001). This view is supported by Swanson and Falkman (1997) who conducted a study on the ability of experienced trainers in the business industry. The authors identified 36 expert trainers with at least five years of training experience and requested them to complete a survey. It was expected of the expert trainers to provide problem-solving strategies as novice trainers encountered various problems. The authors arrived at the conclusion that trainers with experience had the necessary competence to apply problem-solving approaches with ease (Swanson & Falkman, 1997). In one instance the authors noted how experienced trainers knew when to adjust the training by observing the learners' behaviour. The experienced trainers were flexible in their approach in order to adjust the training to suit the needs of the learners (Swanson & Falkman, 1997). Therefore, experience benefits the intercultural trainer in having the necessary problem-solving, analytical, and evaluation skills in order to create an action plan in a problematic scenario. This is of vital importance where the intercultural trainer interacts with culturally diverse learners.

According to Deardorff (2009) and Wan (2014), those who practise in the training and development industry should have experience in training culturally diverse learners other than in their home culture. A report compiled by the Trainers Network (2009) in which the core competencies of trainers were examined, stipulates that one of the core competencies of intercultural trainers is to acquire the necessary knowledge of intercultural awareness to interact effectively with learners of diverse cultural backgrounds. Intercultural awareness can be defined as the acknowledgement and understanding of cultural differences (Kambutu & Nganga, 2008; Baker, 2012). In a study conducted by Kambutu and Nganga (2008) in which they explored the effect of intercultural experiences on fostering cultural awareness amongst trainers, they determined that trainers became aware of diverse cultures when they immersed themselves in learning from other cultures. Trainers reported that this increased their awareness and understanding of other cultures, thereby assisting them to interact more effectively with diverse cultures (Kambutu & Nganga, 2008; Olson & Kroeger, 2001). Therefore, by having an understanding of the cultural background of learners, the intercultural trainer will have the necessary tolerance to solve cultural differences that will benefit the learning environment by facilitating an understanding of the cultural differences amongst learners.

Experience in conducting training in a multicultural environment will assist in acquiring intercultural competence alongside formal education (Kambutu & Nganga, 2008; Neuner,

Parmenter, Starkey & Zarate, explained by Byram, 2003). These authors recommended that since intercultural competence plays a crucial part in the training and development industry, strategies and activities aimed at enabling trainees to accrue such experiences should be incorporated in the context of a curriculum to equip intercultural trainers in future. This substantiates the need to embark on this research endeavour which explores the role and intercultural competence of an intercultural trainer to allow for intercultural trainers to receive professional recognition.

The development of learning materials

The development of learning materials forms an essential part of the role of the intercultural trainer. Learning materials form a vital part of the process of learning, thereby acting as a resource for learners. The development of learning materials should serve the functions of improving the learning of learners by means of its appropriateness to the intended audience and the accomplishment of the learning objectives (Chan, 2010). By performing these functions, the development of learning materials will support the learning of the culturally diverse learner. The responsibility rests on the intercultural trainer to ensure that the development of training materials achieves the abovementioned functions.

The intercultural trainer should develop training materials bearing in mind the audience for whom the knowledge is intended. This entails conducting the necessary research to enquire into the relevant background of the learners for example, the industry in which they will apply the knowledge, the context in which the knowledge will be applied, and possible problems that might be encountered in the industry (Chan, 2010). The intercultural trainer will then develop the training materials bearing the abovementioned aspects in mind in order to equip the culturally diverse learner with the appropriate knowledge. This will allow the employee to become knowledgeable and to apply the necessary knowledge and skills in the work environment which will possibly lead to increased productivity (Wessels, 2001). As the function of learning materials is to provide support to the learner's learning, the intercultural trainer should find a balance in covering the appropriate amount of information, as it might cause the learner to feel overwhelmed when an extensive amount of knowledge is included in learning materials. As a result, the intercultural trainer should focus on including relevant information pertaining to the learner's working experience (Wessels, 2001). The second function of the development of learning materials is that the content of the learning material should be developed so as to support and facilitate the accomplishment of the learning objectives (Chan, 2010). The learning objectives guide the intercultural trainer in researching relevant resources in order to find appropriate information to be included. Thus learning objectives should be

specific in nature in order to include appropriate information in the development of learning materials (Chan, 2010).

According to Wessels (2001), the intercultural trainer should note that as English is the medium of communication in South Africa, many learners study in their second language. The application of language should receive special attention, in particular the construction of sentences and the use of complicated wording. The intercultural trainer should be selective in wording and sentence construction to enable the learner to understand the content of the learning material (Wooldridge, 2001). Consequently, learning materials with appropriate language and vocabulary will assist the learner to accomplish the learning objectives, thus leading to increased performance and better training outcomes.

Another important facet in using appropriate language is for the intercultural trainer to take the cultural background of the learner into consideration. In essence, vocabulary selection and sentence construction should not reflect any form of discrimination (Marquardt, 2014; Dubin & Olshtain, 1986). Moreover, the cultural background of the learner should be taken into consideration continuously when developing the learning material so as to avoid any misunderstandings in the content (Marquardt, 2014; Dubin & Olshtain, 1986). A neutral and objective stance should be applied at all times with regard to culture, including the selection of examples in order to aid understanding. Therefore, in developing learning materials the intercultural trainer should rather rewrite sections which represent specific cultures in order to ensure meaningful content to all learners.

The final point which the intercultural trainer should bear in mind is that the information to be included should be appropriate to the learner's level of comprehension (Nilson, 2003). This can be facilitated through communicating information by using appropriate illustrations or examples. In the event of complicated terminology being used, the intercultural trainer should provide elaborations on terms being used which will provide a framework to which the learner can relate to the information. Therefore, the intercultural trainer should be aware of the learner's level of understanding and before developing training material the intercultural trainer should enquire as to the level at which the information should be pitched (Nilson, 2003). Training and development in South Africa are prescribed by the South African Qualifications Authority which stipulates the relevant level of understanding or the national qualification framework level at which the content of training material should be pitched (Olivier, 1998). Therefore, the intercultural trainer should have the necessary background knowledge of the authorities who regulate the training and development in South Africa in order to develop training material for the purposes of supporting the learning of learners.

Subject matter expertise

Subject matter expertise emerged as another essential aspect of the role of the intercultural trainer from literature. Many organisations make use of trainers who have the necessary background in the training of a subject specific to the organisation. This is known as a subject matter expert and the trainer either has the necessary occupational experience or academic qualification or both to provide training in a specific field of interest (Edwards, Scott & Raju, 2003). According to Pace and Sheehan (2002), a subject matter expert is selected based on possessing years of experience and knowledge acquired in a specific field and is then requested to take part in a developmental process, for instance, the development of learning material as described above. Trainers who have the necessary qualification to conduct training and a qualification in a specific field of interest along with relevant experience have an added advantage above those with only an academic qualification in a specific field of interest (Pace & Sheehan, 2002). Therefore, proficiently designed course content cannot reach its full potential unless combined with the trainer's expertise and competence. It is for this reason that organisations make use of trainers who are subject matter experts to train specific content in order to enhance the productivity of the workforce (Wilson & Smilanich, 2005).

A study conducted by Hassi, Storti and Azenoud (2011) examined the characteristics contributing to trainers being perceived as effective. The study revealed that one such characteristic pertained to the trainer's knowledge in a particular subject. This provides substantial evidence that intercultural trainers should have the necessary skills pertaining to their profession and the expertise to transfer the content of learning materials meaningfully to learners in order to facilitate the development of learning. This view is supported by Werner and DeSimone (2012) who maintain that a trainer is perceived as effective when there is a combination of competencies and acknowledgement for expertise. Therefore, an intercultural trainer should be able to facilitate training and have the accompanying expertise in support of the content of learning materials to enrich the learning of learners.

Facilitation of training

The final theme that emerged as part of the role of the intercultural trainer includes the facilitation of training. The facilitation of training requires that the intercultural trainer involve learners from diverse cultural backgrounds (McCain & Tobey, 2007). According to Hogan (2002), facilitation requires that the intercultural trainer persuade culturally diverse learners to communicate by sharing their diverse viewpoints. Thus, by taking an active approach, the intercultural trainer will explore the culturally diverse learners' responses through questioning, thereby encouraging the learners to elaborate, or seeking clarification in order for learning to

occur amongst learners (Hogan, 2002). The effectiveness of facilitation was examined in a study in which interviews were conducted with twenty trainers who performed their role as consultants in organisations (Wardale, 2013; Bettencourt *et al.*, 1983). The results indicated that trainers should display enthusiasm to encourage the participation of learners and allow learners to be open in sharing their diverse perspectives. Therefore, the intercultural trainer's enthusiasm, coupled with active involvement, can create an environment which promotes the awareness of cultural differences.

Facilitation requires that the intercultural trainer take cognisance of the fact that the culturally diverse learner should be treated with respect in the presence of diverse cultural backgrounds (McCain & Tobey, 2007). The presence of the culturally diverse learner should be valued and the behaviour of the intercultural trainer should reflect the same towards the learner. As a result, the intercultural trainer will not evaluate the diverse perspectives according to their worth but will acknowledge the diverse contributions being made (Bee & Bee, 1998). Therefore, the intercultural trainer creates awareness of the presence of diverse cultures in order to improve communication amongst learners and encourages positive connections to be formed between the intercultural trainer and the culturally diverse learner, thereby contributing to the effectiveness of facilitation.

Discussion

A literature review was conducted in order to determine the role of an intercultural trainer on a national and international level. Thematic analysis was utilised to analyse the data. Deardorff's model of intercultural competence (2006; 2009) was used as framework to classify the themes that emerged as knowledge, skills and attitudes components in relation to the roles of an intercultural trainer. Whilst these components do exhibit a significant degree of overlap in some instances, they were nonetheless regarded as useful in bringing conceptual clarity to the findings.

Knowledge component

In terms of the knowledge component, various themes were identified. The roles of remaining a continuous life-long learner and engaging in self-reflection can be classified as a knowledge and an attitudinal component. These roles are supported as a knowledge component by Deardorff (2006; 2009) who argue that the acquisition of knowledge is critical to understand the background of culturally diverse learners. Furthermore, when an intercultural trainer applies self-reflection when interacting with culturally diverse learners, this interaction is transformed into learning. This is supported by Deardorff (2006; 2009) who notes that the

intercultural trainer will become more aware of cultural differences through the acquisition of knowledge and, which will enable him or her to behave more appropriately when interacting with culturally diverse learners.

An additional component of the intercultural trainer's role involves having experience in the training and development industry in conducting training with culturally diverse learners (Wan, 2014). This validity of this role is supported by Deardorff (2009) who suggests that cultural knowledge is an essential part of the knowledge component, and suggests that cultural knowledge is not only acquired in terms of being aware of the culture of others, but also of the intercultural trainer's culture. Therefore, conducting training in a culturally diverse environment enables an intercultural trainer to acquire knowledge of his/her own culture and that of culturally diverse learners in order to understand the cultural background of learners and to effectively interact with them.

The role of an intercultural trainer further entails being able to develop learning materials. This is classified as constituting both a knowledge and a skills component. As a knowledge component, Deardorff (2009) echoes the importance of gaining knowledge of the learner's background and comprehension level in the context of developing learning materials as an intercultural trainer should acquire knowledge of the cultural background of culturally diverse learners. It can have detrimental effects if the cultural component is not taken into consideration, as the culturally diverse learner might feel being discriminated against if appropriate information has not been included in the development of learning materials.

An additional aspect of the intercultural trainer's role that is multifaceted and that can be classified as a knowledge and skills component centres on being able to use training delivery methods effectively. As part of the knowledge component, the validity of this role is supported by Saks and Haccoun (2010) who argue that an intercultural trainer should have knowledge of training delivery methods to transfer information to learners from diverse cultural backgrounds, whilst also taking into consideration the background of culturally diverse learners when selecting an appropriate training delivery method (Deardorff, 2009).

Finally, an important knowledge component of the intercultural trainer's role involves having adequate subject matter expertise in a specific field of interest. According to Marin and Navarro (2003) this role is essential as it enables an intercultural trainer to interact effectively with culturally diverse learners.

Attitude component

In terms of the attitude component, the identified themes include that the intercultural trainer should remain a continuous life-long learner and engage in self-reflection. Although this role was classified as a knowledge component, it can also be classified as part of the attitude component. These roles suggest that an intercultural trainer should remain a continuous life-long learner and engage in self-reflection in order to stay abreast of the latest trends in the training and development field (Lawson, 2006; Steward, 2009). According to Deardorff (2006; 2009) the attitude component is essential as the intercultural trainer's perspective shift towards the achievement of intercultural competence and the acquisition of knowledge of the training and development field.

Skills component

As part of the intercultural trainers' role, various themes emerged as part of the skills component. First, an intercultural trainer should have experience in the training and development industry as this allows him/her to surpass a trial-and-error based environment and to apply problem-solving and analytical skills to adjust their behaviour to suit the needs of culturally diverse learners (Vaughn, 2005; Swanson & Falkman, 1997). Furthermore, a lack of expertise in the training and development industry might compromise the role of the intercultural trainer. Additional roles related to the skill component involves developing learning materials, creating and fostering a learning environment by establishing ground rules and establishing credibility with trainees (Chan, 2010; Deardorff, 2006; Ptak, Cooper & Brislin, 1995; Coetzee *et al.*, 2007; Sessions, 1995). These roles are supported by Deardorff (2006) as constituting a skills component as the behavioural component of a skill allows an intercultural trainer to accomplish a task.

As part of the role of the intercultural trainer, he/she should be able to use a wide range of training delivery methods, such as discussion, role-play and case-study, effectively (Coetzee *et al.*, 2007; Erasmus & Van Dyk, 1999). This role is conceptualised by Deardorff (2006) as a skills component, as the intercultural trainer utilises various training delivery methods in order to obtain responses from culturally diverse learners.

The role of conducting a needs analysis as part of the skills component suggest that an intercultural trainer should determine learning gaps amongst culturally diverse learners by questioning and observing (Grobler *et al.*, 2006; Drummond, 2008). The importance of this skill is supported by Deardorff (2006) who argues that the behavioural component of

conducting a needs analysis assists an intercultural trainer to obtain information from culturally diverse learners.

As part of the skills component an intercultural trainer should be able to facilitate training and to evaluate the outcomes of training outcomes. This is achieved through questioning and encouraging culturally diverse learners to participate (McCain & Tobey, 2007; Hogan, 2002). The importance of this skill is supported by Deardorff (2006) as the skill of questioning involves culturally diverse learners in order to determine the achievement of the training objectives.

Conclusion

As an intercultural trainer conducts training in culturally diverse organisations, it becomes essential to review the role of an intercultural trainer with a focus on intercultural competence. The aim of the study was to conduct a narrative literature review of the role of the intercultural trainer as well as the required intercultural competencies. A number of peer-reviewed articles were identified and reviewed after establishing inclusion and exclusion criteria and subsequently analysed by utilising thematic analysis. Various themes emerged and were classified into a knowledge, skills and attitude component, drawing on Deardorff's model of intercultural competence (2006; 2009), as these are commonly used in educational frameworks such as those proposed by SAQA. It is hoped that this exposition of the roles of the intercultural trainer would serve as basis for the development of a curriculum for the training and possible certification of intercultural trainers in the South African context.

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CHAPTER 3: THE CHARACTERISTICS THAT ARE VALUED AS IDEAL FOR THE PROFESSIONAL INTERCULTURAL TRAINERS IN THE SOUTH AFRICAN WORKPLACE

ARTICLE 2

ABSTRACT

The development of a diverse workforce seeks the services of an intercultural trainer with the required characteristics to interact effectively with culturally diverse learners. It becomes essential to explore the characteristics of an intercultural trainer as intercultural competence has neither been adequately researched, nor been incorporated into current training qualifications in South Africa. This article addresses this gap by exploring the ideal characteristics of intercultural trainers in South African workplaces. The researcher utilised an exploratory qualitative research design. A sample of twelve registered trainers were selected based on non-probability purposive, expert sampling. Face-to-face, semi-structured interviews were conducted and data were analysed through a combination of deductive and inductive thematic analysis (Berg, 2001; Denzin & Lincoln, 2017). The findings were categorised in terms of knowledge, skill and attitudinal components. As part of the knowledge component, the study found that an intercultural trainer should be knowledgeable about culturally appropriate training methods, be culturally aware, understand the learner's situation and be informed about socio-economic and political conditions in order to understand and relate to the background of culturally diverse learners. In addition, the, intercultural trainer should be an expert in whatever he or she is training and in training methods, traits best endorsed by a formal training qualification. In terms of attitudes, the study found that an intercultural trainer should be patient, respectful, empathetic, tolerant, positive, curious and humorous when interacting with culturally diverse learners. Furthermore, an intercultural trainer should be open-minded, trustworthy, motivated and determined. In terms of ideal skills, it was found that an intercultural trainer should be professional with the ability to manage and present a training programme. Other prominent skills include the ability to communicate and possessing well-developed interpersonal and observational skills. The findings show that intercultural trainers should be equipped with a professional qualification which incorporates the required knowledge, skills and attitudes in order to effectively conduct training and interact with learners in diverse cultural environments in the South African workplace.

Keywords: *thematic analysis, qualitative research, non-probability purposive expert sampling, characteristics (knowledge, skills, attitudes), intercultural trainer*

Introduction

The fact that the current qualifications for trainers in South Africa do not prominently take culture into account, often results in counterproductive outcomes in a multicultural environment where a need exist to have these cultural elements incorporated as part of the training of an intercultural trainer. The aim of this article is to report on a study that addresses this gap by exploring the ideal characteristics of an intercultural trainer in the South African workplace.

Training and development on an international and national level

Workplace trainers are confronted by many cultural diversity dilemmas in the organisational environment (Cowley, 2010). This is largely due to the globalised arena expanding across international borders in the corporate world (Hill, 2009; Kealey & Protheroe, 1996). Business becomes competitive and to secure financial stability, working relations are established with other international companies in order to survive. This brings to the fore interculturality manifesting through interpersonal relations and international work. Interpersonal relations occurring in business meetings and social gatherings as well international work require culturally diverse individuals to cooperate with one another (Berger & Huntington, 2003). Interculturality implies that cultural differences should be recognised and valued in order to communicate effectively with individuals from diverse cultural backgrounds (Davis, Cho & Hagenson, 2005).

A prerequisite to participate with culturally diverse individuals on an international and national level comprises of having an orientation towards and awareness of culture (Naidoo, 2011). This is supported by Graf (2004) who argues that intercultural awareness and intercultural competence form part of the workforce requirements in understanding and effectively dealing with diverse cultural backgrounds. This necessitates the need for workplace trainers to work effectively with individuals from diverse cultural backgrounds (Chang, 2004). In order to do so, workplace trainers would require intercultural competence to be achieved through a process of training based on a formalised curriculum.

On an international level intercultural competence training has been standardised with a set curriculum for professional intercultural trainers. In Europe and the United States of America for example, intercultural competence training has been standardised for trainers with the focus of intercultural competence. The Intercultural Development Research Institute, which has at its foundation the profound model of Bennett (1993; 2015), namely the Developmental Model of Intercultural Sensitivity, developed a standardised curriculum which is known as the

Intercultural Development Diploma. This qualification equips intercultural trainers with the necessary intercultural knowledge and intercultural competence to become effective in the training and educational context (Intercultural Development Research Institute, n.d.). Furthermore, the Intercultural Communication Institute standardised intercultural competence training for intercultural trainers and has at its focus an undergraduate program which constitute of the Intercultural Certificate program. This program comprises three levels and range from a foundational level to the professional level. Each level focuses on outcomes ranging from theoretical background of intercultural competence, intercultural practices, as well as intercultural characteristics for an intercultural trainer (Intercultural Communication Institute, n.d.). As an academic institution, the Grand Valley State University and the Jacobs University are separately equipped with an institute for intercultural teaching and learning and a winter academy on intercultural competence (Grand Valley State University, 2013; Winter Academy on Intercultural Competence, 2017). Both of these are undergraduate curriculums offering trainers comprehensive theoretical knowledge of intercultural competence, including the core intercultural competencies of a trainer (Grand Valley State University, 2013; Winter Academy on Intercultural Competence, 2017). All of the above curriculum programs are aimed towards the professionalisation of the intercultural trainer through standardised training with the necessary learning outcomes.

On a national level, South Africa is no less different to its international counterparts in relation to diversity dilemmas. As a multi-cultural country, South Africa has eleven official languages, which include English, Afrikaans, Ndebele, Sepedi, Xhosa, Venda, Tswana, Southern Sotho, Zulu, Swazi and Tsonga (Naidoo, 2011). Each of these languages reveals a culture with its unique cultural identity, cultural practices and specific way of cultural interaction. The diversity dilemma occurs when these cultures engage with one another through communication (Horwitz, Bowmaker-Falconer & Searll, 1996).

South African companies are often characterised by a diverse workforce inclusive of international immigrants ensuring the financial continuity of South African companies in a competitive international market. International immigrants and South Africans are not only facing diversity dilemmas but also the challenge of understanding the diverse cultural backgrounds of individuals (Naidoo, 2011). These challenges can be dealt with effectively by contracting the services of an intercultural trainer. In doing so, it becomes essential to explore and clarify the credibility of such trainers which include the qualification of such trainers.

Currently a lack for a formal qualification exists for intercultural trainers to qualify as professionals in South Africa (Botha, 2011). Therefore, there is a lack of regulation and standardisation of a curriculum for the training of intercultural trainers. All qualifications are

sanctioned by the South African Qualifications Authority. Currently standardisation exists solely for the training of trainers in general without placing any focus on intercultural competence (South African Qualifications Authority, n.d.). It is thus essential to establish a curriculum for the training of intercultural trainers, and in particular to clarify what the focus, content, and learning outcomes of such a curriculum should be.

It is essential to note that there is a distinct difference between a trainer and an intercultural trainer. The term trainer in the training and development context in South Africa is often interrelated with other terms such as facilitator, skills development facilitator and the education, training and development practitioner (Cloete, 2005; Rees, 2005; van der Wagen & Ridley, 1997). According to Rae (2002) a trainer can be described as an individual who facilitates the learning of others by taking an active approach in presenting information and creating an environment conducive for learning to occur. This is supported by Towler (2009:65) in that trainers should take into account “best practices” to transfer knowledge to learners for learning to come about, enabling learners to apply their knowledge and skills in their respective work area. As the organisation assigns a training task to the trainer pertaining to the training needs identified by the organisation, the success of such training is solely depended on the trainer’s ability to combine his/her knowledge and skills to facilitate the learning process of learners by creating opportunities for learners to become actively involved in the learning process (SAMDI, 2007). However, McCracken and Wallace (2000) state that culture forms an essential part to consider when providing training to individuals from diverse cultural backgrounds. This suggests the need for the role of the trainer to expand, encapsulated through a formal qualification in order to professionally recognise the trainer as an *intercultural* trainer. This will allow for a skilled intercultural trainer to train within a multicultural environment. The intercultural trainer can be described as an individual who will enable efficient interaction with learners from diverse cultural backgrounds and will create learning opportunities addressing cultural diversity in order for learning to occur (Elmadssia & Hosni, 2012). Furthermore, an intercultural trainer can be described as an individual who creates a positive learning atmosphere in which trainees are assisted in order to gain an understanding of their learning experiences (Fowler, 2006).

In a study conducted on a national level by Cowley (2010), workplace trainers stated that they are not competent to train in a multicultural organisation as they lacked the required cultural knowledge and awareness to conduct training in a multicultural organisation.

Given the importance of interculturality in the South African workplace combined with the lack of existing formal training qualifications in this regard, a need therefore exists to research how the intercultural trainer should be trained, what the needs of these trainers in the training and

educational context are, and which characteristics they need in the South African workplace. As the South African workforce is characterised by cultural diversity, a need exists to establish a curriculum for the intercultural trainers with the focus on intercultural competence. This will pave the way towards the future development of a training qualification aimed at assisting the intercultural trainer to acquire the necessary intercultural competence to interact effectively with individuals from diverse cultural backgrounds. Research becomes essential in order to explore the challenges faced by intercultural trainers in the workplace and to determine what a curriculum should comprise of as little research has been done on the role and characteristics of the intercultural trainer in South Africa (Bisschoff & Govender, 2004; Meyer & Sloman, 2013). This is seen as problematic as South Africa is a country of diverse cultures characterised by its eleven official languages. As South Africa is unique for its cultural diversity, findings of existing international studies on intercultural competence for trainers cannot necessarily be assumed to apply nationally. Therefore, the need exists for research to be done in a South African context to explore the ideal characteristics of the intercultural trainer in South Africa, as well as how professionalisation of this occupation can best be achieved. This will assist in standardising a curriculum for the intercultural trainer to train a culturally diverse workforce effectively in a South African organisational environment. This is supported by Hassi, Storti and Azzennoud (2011) who argue that the lack of such a qualification will result in trainers not to be perceived as credible.

Based on these considerations, the main research objective that has been formulated to guide the study is to determine the ideal role and characteristics of the professional intercultural trainer in the South African workplace with the secondary research objectives of exploring:

- which roles are valued as ideal for an intercultural trainer?
- which characteristics (knowledge, innate and achieved competencies and skills, and attitudes) are valued as ideal for an intercultural trainer in the South African workplace?
- what would a curriculum plan for the training of intercultural trainers (based on the findings of the study) look like?

Research Methodology

Choice of methodology

In an attempt to meet the objectives of the study, a qualitative research method was used. According to Hennink, Hutter and Bailey (2011) a qualitative research method provides for an in-depth and interpreted understanding of the experiences of research participants. Through

qualitative research, the experiences of research participants can be explored in their natural context in order to make sense of and to interpret the meaning that the research participants attach to them (McIntyre, 2005). Furthermore, as qualitative research allows for an in-depth approach, an understanding of the experiences of research participants is gained in order to determine categories and relationships between categories when the researcher immerses himself/herself in the data (Durrheim, 2014). The chosen method is best suited for this study as the study is both exploratory and descriptive in nature as it (a) explores the notion of intercultural competency from the viewpoint of research participants, and (b) as intercultural trainers are not yet professionally recognised in South Africa, the study will provide a descriptive framework that maps the ideal role and characteristics of intercultural trainers.

Participants and sampling

The sampling frame best suited to achieve the aims of the study and which was also accessible to the researcher consisted of registered trainers conducting training within service and production organisations within the Nelson Mandela Bay area. The sampling technique of non-probability purposive expert sampling was deemed appropriate as this technique is suited to qualitative research (Curtis, Gesler, Smith, & Washburn, 2000). This technique entails the deliberate selection of a group of participants on the basis of a number of specified inclusion criteria, based on the researcher's judgement that these participants would be able to provide answers to the research questions guiding the study (Higginbottom, 2004; MacNealy, 1999). In the context of purposive sampling, it is necessary to establish and specify a set of sampling criteria (Bosswell & Cannon, 2014). In the present study, inclusion criteria required that participants:

- be registered trainers or working within a registered training practice for a period of at least one year;
- have experience of conducting their training with adults within a multicultural training environment;
- have an educational qualification within the training and development context;
- be 25 years or older.

Additionally, in order to ensure that the sample conforms to the ideal of multivocality, or representing diverse voices, care was taken to include participants of different genders and cultures (Tracy, 2010).

Due to the in-depth nature of qualitative research, sample size is typically small (Patton, 2002; Morse, 1995). According to Onwuegbuzi and Collins (2007:288), “the size of the sample should be informed primarily by the research objective, research question(s), and, subsequently, the research design.” Furthermore, sample sizes in qualitative research are typically guided by the criterion of achieving theoretical saturation, which involves that data will be collected until no new information is acquired (Patton, 2002; Morse, 1995). In the study, a total of twelve participants took part. As the study is exploratory by nature and aims to determine the viewpoints and experiences of intercultural trainers in their natural context, the size of the sample was deemed appropriate as data saturation was achieved. Table 3.1 provides an outline of the participant group.

Table 3.1: Outline of the participant group

Participant	Race	Gender	Age	Registered trainer working in a registered practice	Training experience in multicultural environment	Educational qualification (training and development context)
1	White	Female	45	Registered trainer + working in a registered practice	7 – 8 years	• Assessor course (Conduct Outcomes - Based Assessments) • MA Degree (Group Dynamics)
2	Coloured	Female	45	Registered trainer + working in a registered practice	8 years	• Assessor course (Conduct Outcomes - Based Assessments) • Train the Trainer Course; • Skills Development Facilitator course
3	White	Female	38	Registered trainer + working in a registered practice	6 years	• Assessor course (Conduct Outcomes - Based Assessments); • MA Degree (Group Dynamics)
4	Coloured	Female	37	Registered trainer + working in a registered practice	3 years	• Education Training Development Certificate
5	Black	Female	39	Working in a registered practice	8 years	• Assessor course (Conduct Outcomes-Based Assessments); Train the Trainer course; • Moderator course (conduct moderation of outcomes-based assessments)

						• BA degree (Human Resource)
6	White	Male	50	Registered trainer + Working in a registered practice	26 years	• Assessor course (Conduct Outcomes-Based Assessments) • Train the Trainer course • Moderator course (conduct moderation of outcomes-based assessments)
7	Coloured	Male	53	Registered trainer + working in a registered practice	7 years	• BA Honours (Group Dynamics) • Education Training Development Practice Certificate • Education Training Development Practice Diploma
8	White	Female	60	Working in a registered practice	17 – 24 years	• Assessor course (Conduct Outcomes-Based Assessments)
9	White	Female	55	Registered trainer + working in a registered practice	18 years	• Assessor course (Conduct Outcomes-Based Assessments) • Moderator course (conduct moderation of outcomes-based assessments) • Master's Degree (Group Dynamics)
10	Black	Male	34	Registered trainer + working in a registered practice	4 years	• Assessor course (Conduct Outcomes-Based Assessments)

11	Black	Female	42	Registered trainer + working in a registered practice	15 years	• ETDP certificate • Chemical operations qualification • Production management qualification • Assessor course (Conduct Outcomes-Based Assessments); • Moderator course (conduct moderation of outcomes-based assessments);
12	White	Female	56	Registered trainer + working in a registered practice	25 years	• BA degree • Honours degree (Psychology) • Master's degree (Management Coaching) • Assessor course (Conduct Outcomes-Based Assessments) • Moderator course (conduct moderation of outcomes-based assessments); • Train-the-trainer course

Data collection

Semi-structured interviews were used as the data-generation method for this study. This method is aligned with the qualitative approach adopted in this study, and assists the researcher to obtain insight and detail in relation to research participants' views and experiences (Knox & Burkard, 2009). Semi-structured interviews utilise a set of open-ended questions which allow the researcher to probe further into the participants' responses (Galetta, 2013). Not only does this method allow for greater depth of the participants' experiences to be recorded, but data are collected which will elicit answers to the research questions (Turner, 2010). The researcher conducted twelve (12) semi-structured interviews with established trainers operating in workplaces in the Eastern Cape. These trainers operated in different workplaces in the Eastern Cape. As is the norm in this type of interview, a semi-structured interview guide was used to facilitate the interviewing process (Kallio, Pietilä, Johnson & Kangasniemi, 2016), which consisted of the following questions:

- *Should intercultural competence training be compulsory for all trainers in South Africa? Why do you say so?*
- *What characteristics (knowledge, skills, attitudes) do you believe are essential for an intercultural trainer to have?*
- *What problems can you recall that created the greatest discomfort during the training of participants?*
- *What content should be included in a training programme that will recognise the skills and will serve as development opportunity for intercultural trainers?*
- *What selection criteria would be appropriate to use as a form of assessment for the training of individuals as intercultural trainers?*
- *What should be the necessary qualification for a trainer to train within an environment where diversity is present?*
- *What content of the training would best enable a greater understanding of what cross-cultural competence is?*
- *What are the most pressing challenges trainers face when facilitating training within a culturally diverse environment?*

All interviews were tape-recorded and the researcher made use of note-taking during the interviews. The purpose of note-taking is to further the researcher's understanding of participants' contributions and by using probing the researcher can follow up on questions which can elicit answers and add value to the study (Maykut & Morehouse, 2002; Yin, 2011).

As such, participants' responses were followed up with various prompts as and when deemed necessary by the researcher in order to elicit more extensive or detailed responses.

The twelve (12) face-to-face interviews were conducted in English (in which all participants were fluent), and lasted for approximately one hour.

Research procedure and ethical considerations

Ethical clearance for the present study was obtained from the NWU Basic and Social Sciences Research Ethics Committee (ethics number: HS-2016-0056). After ethical clearance was obtained, the target group was recruited by a designated mediator. The participants were recruited telephonically by the mediator, who fully explained the nature of the study and communicated the ethical procedures associated with the study. Participants were informed of their right to withdraw from the research at any time without penalty and that their participation was voluntary. Furthermore, they were informed that responses would be treated as confidential and that all identifying particulars would be removed in the write-up of the findings. After a cooling down period of at least 24 hours had elapsed, full informed and signed consent to take part in the interviews was obtained from all consenting participants.

A suitable time and location was arranged with the consenting participants for the face-to-face interviews. The goal when finding a suitable location is that it should set favourable circumstances for the participants and the researcher (Magnusson & Marecek, 2015). In the event of the research participant being self-employed, the face-to-face interviews were conducted in the participants' homes. In the event of the participant being employed by an employer, the face-to-face interview was conducted after working hours, in the participant's office so as to not interfere with their daily work routines, and also to avoid participants having to incur any travel expenses.

All interviews were audio-recorded with the permission of the participants and subsequently transcribed and analysed by the researcher. Interview transcripts and data have been stored on the researcher's laptop. A back-up has been kept on an external device at the researcher's home in a secure location and has been password protected to enhance data security. A summary of the main findings that emerged from the study was provided to those participants who requested it.

Data analysis

All interviews were transcribed in order to generate verbatim transcripts for analysis purposes. The preferred method of analysing and interpreting data in research studies that are

explorative, descriptive and qualitative in nature is thematic analysis (Graneheim & Lundman, 2004; Miles, Huberman, & Saldaña, 2014). Thematic analysis is a qualitative approach in which themes are identified and analysed within textual data (Fereday & Muir-Cochrane, 2006). According to Bishop and Yardley (2007) deductive data analysis is applied when existing categories from literature or previous research studies are used to code the textual data. However, when applied as only strategy, such an approach entails the risk that any new insights in the data might be overlooked as the data is viewed only through the lens of pre-existing codes. To circumvent this concern, in the present study, a combination of deductive and inductive coding was used, as this enabled the researcher to incorporate the insights derived from existing research without being confined by them, as codes were also inductively generated where appropriate.

The researcher first familiarised herself with the textual data by reading through the verbatim transcripts of the semi-structured interviews several times. Thereafter data were segmented into units of meaning and the research questions were considered in order to provide direction. These units of meaning were coded by assigning a descriptive label (or code) to each segment of text. This label served the purpose of summarising the essence of the code. The researcher started the coding process deductively with a set of codes derived from a review of literature, but also inductively generated new codes as necessary in cases where segments of text could not be adequately described by these deductive codes. The initial codes were then refined during a subsequent round of coding by identifying any similarities and subsequently grouping these codes into categories or to delete redundant codes. Furthermore, codes were split into sub-codes where relevant (Guest, Namey, & Mitchell, 2013; Tracy, 2010). During the next phase, codes were examined for similarities and differences and subsequently grouped into categories and overarching themes in order to generate a descriptive account of the data.

Credibility and trustworthiness

Credibility and trustworthiness were ensured throughout the research process. According to Corbin and Strauss (2008), credibility can be defined as the use of methodological procedures in documenting findings that are sufficiently detailed and justified based on the researcher's interpretation of the participants' expressions. Credibility is further encapsulated by trustworthiness in which a qualitative study should adhere to ethical principles and the findings should accurately represent the expressions of the participants (Rasmussen, Ostergaard & Beckmann, 2006). Credibility and trustworthiness were ensured by utilising acceptable research methods and procedures appropriate for qualitative research such as thematic analysis and semi-structured interviews. These methods and procedures were described in detail enabling the reader to determine the credibility of the research. Furthermore, purposive

sampling was utilised to ensure that participants provide credible data. This was achieved as the participants were registered trainers conducting training within a variety of service and production organisations within the Nelson Mandela Bay area. Participants were informed of the topic and the purpose of the study in order to ensure that credible data were obtained. When recruiting the participants, the researcher adhered to ethical principles as ethical clearance was obtained from the NWU Basic and Social Science Research Ethics Committee. The findings of the study were sufficiently described to ensure that it represents the expressions of the participants.

Findings

In this section, the findings of the study are described in three subsections, which include knowledge, skills and attitudes.

Knowledge

Awareness of one's own culture

Being aware of one's own culture was valued as part of the characteristics of an intercultural trainer by several participants. According to participant 7, an intercultural trainer should understand *"how much you value your own culture"* (Participant 7, Face-to-face interview). The intercultural trainer can obtain such an understanding through questioning *"like who am I; where do I come from and how does this influence what I do"* (Participant 3, Face-to-face interview). According to participant 1 (Face-to-face interview), this will assist the intercultural trainer in having a *"clearer understanding of why and the importance of my cultural values"* in order to *"be the best trainer that you can be and that you can help bring out that awareness in your trainees"* (Participant 3, Face-to-face interview).

Awareness of others' cultures

One of the most dominant themes that emerged from the data in relation to valued characteristics of an intercultural trainer was being aware of the culture of others. Many participants indicated that an intercultural trainer should have knowledge of others' cultures in order to be aware of cultural differences. One participant stated that *"I think an intercultural trainer should have knowledge and be aware of first of all what is it that differentiate a culture from another culture"* (Participant 7, Face-to-face interview). Furthermore, one participant stated that having knowledge of others' cultures would allow intercultural trainers to *"understand the cultural background of the participants"* (Participant 6, Face-to-face interview). Another participant stated that knowledge of others' cultures would allow culturally appropriate

behaviour and enable trainers *“to know how to deal with the different cultures.”* To illustrate what he meant, this participant gave the example that: *“Some cultures will greet you and others won’t and some do not like to be touched and you need to know how to deal with that”* (Participant 4, Face-to-face interview). Furthermore, being knowledgeable and aware of cultural differences will equip the intercultural trainer to *“.... use the differences to the betterment of the training rather than derailing it”* (Participant 3, Face-to-face interview).

A subtheme relating to awareness of other cultures centres on the notion of broader international and contextual socio-economic and political awareness, which involves that an *“intercultural trainer must have political awareness and an understanding of socio-economic impact of international trends on South Africa....”* (Participant 2, Face-to-face interview). To illustrate what was meant another participant stated that *“we need to actually sit back and think...., what is the history behind this, why is this happening now and using that to interpret what is happening in the present”* (Participant 3, Face-to-face interview). It is essential that an intercultural trainer has political awareness, *“because I think we make the assumptions that we know what is happening in South Africa and we know the path that we will walk and I doubt that it is true”* (Participant 3, Face-to-face interview). Another participant supported that an intercultural trainer should understand international trends by stating *“I think that they must be trained in the broad fields of the world itself and to know the main characteristics of who a European is....”* (Participant 7, Face-to-face interview). An understanding of international and political trends together with *“.... experiences of other people’s cultures and experiences from what we see on TV”* will assist the intercultural trainer *“to interpret what is happening in the present”* (Participant 3, Face-to-face interview). Furthermore, this will allow the intercultural trainer *“to relate to learners from different socio-economic backgrounds”* (Participant 2, Face-to-face interview).

Cross-cultural awareness

Another dominant theme which emerged from the data centers on being aware of and having knowledge of the history, traditions and values of other cultures and evaluating one’s own culture in relation to other cultures. Whereas the first two themes dealt with awareness of one’s own and other cultures as individual competencies, this theme suggests that these knowledge bases should be synthesized into a higher-order level of cross-cultural awareness. Such awareness requires the capacity to simultaneously be aware of one’s own culture as well as that of another person during interaction, in order to perceive, anticipate and understand differences in attitudes and behavior. One participant illustrated this notion with an example by saying that *“different cultures have different ways of showing respect to women which are different to what I am used to....”* (Participant 8, Face-to-face interview). Not only

should intercultural trainers be knowledgeable about the differences between cultures in order to evaluate their own culture, but they should be aware that cultural traditions and values can be adopted through interaction. This is supported by a participant who stated that *"We are working with people from different cultures all the time and at some point we are not even aware that we have picked up another culture, their way of being and made it our own...."* (Participant 1, Face-to-face interview). To conclude, an intercultural trainer should know traditions, values and history in order to evaluate his/her own cultural background in relation to other cultural backgrounds. Not only will the intercultural trainer be able to differentiate between cultural backgrounds but he/she will be aware of when cultures adopt other cultures' traditions and values when interacting with diverse cultural backgrounds.

Knowledge of situational background of participants

The participants suggested that intercultural trainers should become familiar with the situational background of learners, in particular their education, culture and occupation. For example, a participant stated that it is *"also very important as you go into a class and I always ask, what culture am I dealing with, what level am I dealing with, what competency am I dealing with"* (Participant 4, Face-to-face interview). The importance of having the knowledge of the situational background of participants was echoed by a participant who stated that *"if you have an idea of who is coming through that door you already potentially know some of the problems that you are going to face, some of the things that you have to think about"* (Participant 3, Face-to-face interview). This was further emphasized by a participant who stated that the intercultural trainer would be better prepared by establishing *"what qualifications has my learner got in order to determine on what level my preparation must be."* (Participant 6, Face-to-face interview). Therefore, having knowledge of the situational background of participants will allow the intercultural trainer to be aware of potential problems and to prepare the learning material that would accommodate the participants' situational background.

Training qualification

Another dominant theme that emerged from the data related to the characteristics of the intercultural trainer was the importance of having specific knowledge of training methods which ideally needs to be endorsed by a formal training qualification. One participant stated *"as a trainer you need to be qualified when it comes to qualification because we are not teaching"* (Participant 5, Face-to-face interview). Another participant expressed similar sentiments by saying *"that goes without saying that they would have to learn and be trained trainers"* (Participant 7, Face-to-face interview). The importance of a training qualification was further supported by a participant in that an intercultural trainer who is responsible for learning

amongst learners should *“know the psychology behind learning as learners learn in different ways”* (Participant 9, Face-to-face interview). Therefore, mere knowledge of one’s own and others’ cultures is not sufficient as an intercultural trainer should acquire specific knowledge (attested to by means of a formal qualification) in terms of how to conduct training in general in order to facilitate a learning process amongst culturally diverse learners.

The training qualification theme was elaborated upon by the emergence of a subtheme emphasising the importance of intercultural appropriate training methods. Not only is it essential that the intercultural trainer be generally qualified in order to deliver training but he/she should have knowledge of training methods considering the cultural background of participants. This was supported by a participant in an example who stated that *“If you have a mixed group of Americans and Pakistanis, you might be prompted to use diverse training strategies but if you only have a group of Americans you will be able to use one strategy as you are dealing only with one culture in the class”* (Participant 6, Face-to-face interview). Knowledge of intercultural appropriate training methods would equip the intercultural trainer to apply suitable methods in the context of diverse cultural backgrounds. One participant gave a specific example of how such training methods would allow the intercultural trainer *“.... to structure my seating arrangements in a certain way or I might think as to what I am going to say as I will not offend one of these people so that knowledge will be an enormous help”* (Participant 3, Face-to-face interview).

Another additional subtheme, which emerged from the data and expands on the theme of the importance of having a training qualification, consists of the need for the intercultural trainer to be a subject matter expert. The significance of an intercultural trainer needing the required knowledge to train on a given subject was emphasized by participant 7 who stated that an intercultural trainer *“.... should have some subject matter knowledge in the field that they are planning to train....”* (Participant 7, Face-to-face interview). In being knowledgeable to train on a given subject for example mathematics, an intercultural trainer would be able to share his/her expertise in order for learners to acquire the necessary mathematical competencies in learning that *“mathematics is just a set of rules and a language and to learn that language in maths you will do fine in maths. And then you focus on the rules and say to them these are the rules and then explaining to them step-by-step, they learn more”* (Participant 2). In being a subject matter expert, the intercultural trainer will be able to accommodate learners from diverse educational backgrounds as participant 4 stated *“like when I explain costing, there is more than one way to get to the answer or manipulating numbers to get to a certain answer”* as *“you are sitting with people with NQF level 5 maths who don’t know how to work out a calculation or a fraction or sum....”* (Participant 4, Face-to-face interview). Therefore, it is not just

knowledge of training methods in general that is of importance, but also that the intercultural trainer possesses a high level of subject matter expertise in order to train on a given subject.

Skills

Interpersonal skills

One of the most dominant themes that emerged from the data in relation to valued skills of an intercultural trainer is possessing good interpersonal skills. Many participants indicated that an intercultural trainer should have well-developed interpersonal skills in order to “.... *interact with diverse cultures*.” (Participant 9, Face-to-face interview). Being able to interact with diverse cultural backgrounds, would equip the intercultural trainer “....*to deal with different environments*” (Participant 5, Face-to-face interview) as “*sometimes it is easy and you can get people to relax and connect very quickly and other times not*” (Participant 3, Face-to-face interview). In such an environment the onus “*is not always about the subject it is about the interaction with the people, sharing the experiences whether they are positive or negative, but it is how you deal with them*” (Participant 2, Face-to-face interview). Furthermore, having the necessary interpersonal skills will allow the intercultural trainer to “*not only understand the different cultures, but also being able to work and get better results from people*.” (Participant 2, Face-to-face interview).

Communication skills

The first subtheme that emerged from the data relating to the main theme of interpersonal skills is communication skills. Many participants strongly expressed the sentiment that an intercultural trainer should have well-developed communication skills. One participant stated “*remember a facilitator/trainer must be a verbal person*” (Participant 6, Face-to-face interview) “*so your communication skills as a trainer needs to be good....*” (Participant 8, Face-to-face interview) as the intercultural trainer needs to “*know how to deal with different environments, in terms of communication and interaction*” (Participant 5, Face-to-face interaction). Not only should the intercultural trainer be able to communicate but as part of communication skills the intercultural trainer should be able “*to read the non-verbal because if you are not solely relying on the person’s mouth then you have the ability to read the body language better*” (Participant 3, Face-to-face interview).

Furthermore, numerous participants regarded communication skills as being comprised of a number of different facets such as questioning skills, language awareness, and listening. The intercultural trainer should also “*have competencies.... which includes all those things like questioning....*” (Participant 7, Face-to-face interview). Questioning skills will provide clarity on

problematic occurrences in order to decide on an appropriate remedy and in addition “.... to rectify any misconceptions” (Participant 7, Face-to-face interview).

As the intercultural trainer is interacting with culturally diverse learners through communication and questioning, it is inevitable that he/she should be *“somebody who is an active listener and has deep listening skills”* (Participant 1, Face-to-face interview). This was supported by another participant who felt that the intercultural trainer should apply listening skills by *“listen first and then reply. When someone is talking to you in class don’t turn your back on that person and walk towards the white board. Listen and have eye contact”* (Participant 6, Face-to-face interview). Not only will listening skills assist in understanding the multicultural environment but also problems that might exist in the learners’ occupational background as *“the facilitator then is almost the scapegoat for such problems and that can take some time in listening to the participant’s problems before training can commence.”* (Participant 9, Face-to-face interview). The final facet of interpersonal communication skills which some participants identified in a culturally diverse environment is that *“language is always going to be a problem when you are dealing with people from different cultures whatever your first language is as, it will not necessarily be theirs”* (Participant 8, Face-to-face interview). One of the participants mentioned that *“it is not going to be feasible for all trainers to become multilingual but in an ideal world that will certainly help as well”* (Participant 3, Face-to-face interview) as it demonstrates *“.... a willingness to know a little bit more about another culture”* (Participant 9, Face-to-face interview).

As the intercultural trainer is interacting with culturally diverse learners it becomes evident that in order to understand the culturally diverse background of learners, communication skills should be utilised in conjunction with listening, questioning and language awareness.

Emotional intelligence

Another subtheme which emerged from the data centers on emotional intelligence, and suggests that an intercultural trainer should have the ability to be aware of his/her own emotions and the emotions of culturally diverse learners. One participant supported this in stating that an intercultural trainer *“.... should be a good reader of people. You can call it emotional intelligence”* (Participant 8, Face-to-face interview). Another participant illustrated with an example that an intercultural trainer should be aware and assess his/her own emotions or those of others when *“.... I am not getting the buy-in and I am not getting the participation that I want. Is it them that the problem is with or is it my issues prohibiting them from getting what they should get out of it? So, it is not just about looking at the participants and their baggage, their culture and their experience, it is about your own as well”* (Participant 3, Face-

to-face interview). Therefore, when an intercultural trainer is aware of his/her emotions as well as the emotions of learners from diverse cultural backgrounds, will the intercultural trainer be able assess to assess a diverse cultural environment.

Conflict management

Another subtheme of interpersonal skills that emerged from the data centers on conflict management. In a multicultural environment where cultural, educational and occupational differences exist, it is essential that an intercultural trainer should manage these differences *“especially when having a diverse group”* (Participant 6, Face-to-face interview). The importance of having conflict management skills was supported by another participant who mentioned *“I would think that if you do have culturally diverse people and if they do cause conflict it can sort of upset the flow of your lesson a bit. So, one has always got to be aware of that and to be able to minimize the conflict....”* (Participant 7, Face-to-face interview). In order for the intercultural trainer to manage conflict effectively, he/she *“must be assertive”* (Participant 4, Face-to-face interview). This was supported by another participant who agreed that assertiveness is required as the nature of assertiveness is *“stronger than suggesting. So yes definitely, an assertive nature”* (Participant 3, Face-to-face interview). Furthermore, being assertive an intercultural trainer would *“.... take control of a situation if it becomes heated and the willingness to stand up for what you believe in, but not at the expense of others”* (Participant 8, Face-to-face interview).

Not only is it necessary that the intercultural trainer take control of a multicultural environment should the need arise but he/she should exercise self-control in order to *“understand if somebody doesn’t believe you or you get questioned about something that sometimes there is a place that you just need to walk away. You will get to that and it is ok to walk away”* (Participant 2, Face-to-face interview). Therefore, the intercultural trainer will take a neutral stance in problematic occurrences. An example was provided by one of the participants who stated *“I am not going to shout at anyone, they are adults. And I am not going to stand on my head for them, if they want to engage they will learn from one another, we are all going to learn from one another....”* (Participant 1, Face-to-face interview).

Therefore, it is critical that an intercultural trainer has the ability to manage conflict effectively in order to diffuse problematic situations in a multicultural environment through assertiveness and self-control. These skills will assist the intercultural trainer to manage an environment effectively characterised by differences in order for learning to occur amongst culturally diverse learners.

Observation skills

Another theme that emerged from the data centers on observation. Some participants mentioned that good skills of observation are critical as part of the characteristics of an intercultural trainer as he/she should be aware of *“what is going on in that class, like what are you trying to train?... so that you can pull people back in and not lose people, because that can happen easily”* (Participant 9, Face-to-face interview). It is essential that an intercultural trainer observes incidences in a diverse training environment as culturally diverse learners *“... see things differently, learn, pick things up completely differently to someone that had been taught and trained and that had been through schooling at a certain level”* (Participant 4, Face-to-face interview). *“I might start from my own frame of reference”* but observation will allow the intercultural trainer to determine that if *“some of the groups are not picking it up, I will try and put it into their frame of reference”* (Participant 1, Face-to-face interview). Therefore, observation is critical in order to observe the *“way people say things or in their behaviour, facial expressions because if you don’t pick it up there is possible damage that can be done”*. (Participant 9, Face-to-face interview). As the situational background of culturally diverse learners differ, this will likely be reflected in diverse rates and levels of learning amongst such learners. It is critical that an intercultural trainer carefully observes learners within a multicultural environment in order to identify and address individual learning styles and needs in order to guide culturally diverse learning towards the required level of competency.

Presentation skills

An additional theme that emerged from the data centers on presentation skills. Aside from interacting and communicating with culturally diverse individuals, the intercultural trainer should have the *“ability to speak clearly and to present... as opposed to always following your book”* (Participant 8, Face-to-face interview). The intercultural trainer should be able to present practical subjects such as accounting which requires demonstration as opposed to theoretical subjects where visual illustration would be appropriate. This was supported by an example by one of the participants that with *“accounting you can’t just show a picture, you need to show the steps on the board”* (Participant 4, Face-to-face interview). Presentation skills include the notion that *“what you speak and your style of presentation should reflect the same message....”* (Participant 9, Face-to-face interview).

Management

The second last skills-related theme that emerged from the data centers on management. It is essential that an intercultural trainer has *“management skills in order to manage themselves”* (Participant 8, face-to-face interview) and to manage *“different cultural groups”* (Participant 2, face-to-face interview). An intercultural trainer should have management skills *“... if there is an incident in the class”* in order to *“ensure that learning takes place and that the learning environment is up to standard and that the mood in the class is”* conducive for learning to occur (Participant 6, Face-to-face interview). Furthermore, some participants identified that the theme of management skills consists of subthemes which include problem-solving, analytical abilities, and action skills. Not only should the intercultural trainer be able to manage incidences in a culturally diverse environment but such incidences should be solved *“immediately, that is why I said we need to understand, we need to be aware and then solve the problem if there is any problem. We need to be trained so that we can know how to deal with those problems if there is any problem”* (Face-to-face interview, Participant 5). In order to solve problems, the intercultural trainer should acquire analytical skills to *“.... analyse the situation and to decide what your reaction is going to be”* (Participant 2, Face-to-face interview). Analytical skills will equip the intercultural trainer to be able to *“gage which differences is going to cause obstacles and which ones you can capitalise on to move the training along”* (Participant 3, Face-to-face interview).

In analyzing a problem, the intercultural trainer then needs to take the necessary action for learning to occur. This was supported by a participant that *“...if people in that group choose not to respect somebody else, then that has to be dealt with whether it is the removal of the person or counselling on the side, or whatever, but it needs to be dealt with”* (Participant 8, Face-to-face interview). Not only should problems be analysed and solved for learning to occur but culturally diverse learners should be protected from any harm in a culturally diverse learning environment. This was illustrated by a participant in an example as two learners caused a problematic situation and the participant in his capacity as trainer took the necessary action by asking the learners to leave the learning environment *“and it was my early days of facilitation still and I said to them you two go and sort that out, because it really has nothing to do with me as the facilitator or with the rest of the class.”* (Participant 7, Face-to-face interview). Therefore, it is essential that an intercultural trainer should manage a culturally diverse environment by analyzing problematic occurrences and taking appropriate action to protect culturally diverse individuals from possible harm.

Furthermore, a few participants identified miscellaneous additional subthemes as part of management skills which include planning and preparation, time-orientation, goal orientation, flexibility and creativity. A culturally diverse training environment requires an intercultural trainer *“to prepare and plan accordingly for the training that needs to be conducted”* (Participant 9, face-to-face interview). As the intercultural trainer plans the training to be conducted, he/she needs to bear in mind the learning outcomes that culturally diverse learners should achieve. This was supported by participants as *“I have to somehow work out my class”* (Participant 4, Face-to-face interview) to *“.... focus on the outcomes what you want the person to walk out with even if it is just the mindset”* (Participant 2, Face-to-face interview).

Training can only be planned effectively if appropriate time slots have been allocated to present the training programme and allowing culturally diverse learners sufficient time to conduct learning activities. Therefore, the intercultural trainer needs to be *“.... cautious for time”* (Participant 6, Face-to-face interview) as *“.... we are faced with limited time and we train the individuals on a very specific item, something the client wants us to teach or train on for example incapacity. So, you have two days in which to fit the information in so you can’t devote too much time on it otherwise the client will say that this is not what I actually hired you for....”* (Participant 3, Face-to-face interview).

Aside from considering time management in planning a training programme, an intercultural trainer should be flexible and creative in accommodating the differences that exist between culturally diverse learners. The intercultural trainer should identify the necessity to adapt his/her *“training style to accommodate these cultural differences”* (Participant 7, Face-to-face interview) in order for learning to occur. These cultural differences can be accommodated by the intercultural trainer in finding *“different angles of explaining”* (Participant 4, Face-to-face interview) and *“be creative in order to A) identify what this thing is you are speaking about and B) to make sense of it to other people....”* (Participant 7, Face-to-face interview). Therefore, *“it is about creating an environment where people question and learn and start a mindset and teaching people that it is ok to think different or to be exposed to diverse views”* (Participant 2, Face-to-face interview).

Professional skills

The final skills-related theme centers on professional skills. Interacting and communicating with culturally diverse learners and managing a culturally diverse environment should be done via a professional approach. Being professional requires that the intercultural trainer should train *“professionally in accordance with a professional code of conduct”* (Participant 6, Face-to-face interview). This requires that an intercultural trainer should behave appropriately in

order to address the learning demands of culturally diverse learners and differences that might cause problems. This will enable a learning environment in which differences between learners are acknowledged through respect, thus enabling effective learning amongst culturally diverse learners.

Attitudes

Curiosity

One of the most dominant themes that emerged from the data as part of the attitudes that are valued for an intercultural trainer is curiosity. As the backgrounds of learners differ in culture, education and occupation, it is essential that the intercultural trainer has “*an inquisitive nature*” (Participant 7, Face-to-face interview) as “*I need to figure out who this person is*” (Participant 3, Face-to-face interview). Acquiring questioning skills as part of the skills that were valued by several participants will enable the intercultural trainer to expand his/her interest to question for example the age, cultural, educational and occupational background of the learner. This will allow the intercultural trainer to familiarize himself/herself with the diverse backgrounds of the learners.

Humour

An additional theme that was identified centers on humour. The intercultural trainer should “*use a sense of humour to lighten things up*” (Participant 2, Face-to-face interview) especially in “*classes where you have to train and retrain and repeat the whole time*” (Participant 4, Face-to-face interview). At times culturally diverse learners are struggling to grasp the content and it requires from the intercultural trainer to retrain and repeat where necessary. This allows for a serious atmosphere to emerge. Humour becomes valuable in such an incidence in order to lighten the atmosphere and to reinforce a positive atmosphere for learning to occur.

An intercultural trainer needs to build relationships with culturally diverse learners and humour can be used in order “*to break the ice*” during the initial stages of interaction (Participant 4, Face-to-face interview). It becomes evident that humour serves as an advantage in a multicultural environment but it is essential that the intercultural trainer should use humour appropriately in order to create a positive learning environment and not offend culturally diverse learners.

Open-mindedness

An additional theme that has been identified as part of the attitudes of an intercultural trainer is open-mindedness. As differences exist between culturally diverse individuals, it is essential

that an intercultural trainer be open towards such differences. This was supported by a participant who stated that *“people are different and you need to take the differences into account....”* (Participant 3, Face-to-face interview). The intercultural trainer should be open towards such differences and allow these differences in a multicultural environment as it stimulates learning amongst culturally diverse individuals *“because there is never only one view. There always tends to be a different angle between cultures which makes it more interesting”* (Participant 9, Face-to-face interview).

These culturally diverse views should be acknowledged by the intercultural trainer who should remain non-judgemental. Being non-judgemental emerged as a subtheme as part of the attitudes of an intercultural trainer and centers on the notion that an intercultural trainer *“cannot make a judgement and say that that is not right”* (Participant 1, Face-to-face interview). The intercultural trainer needs to be aware that differences will exist amongst culturally diverse individuals *“and that should be a reciprocal acceptance of other cultures if you are emotionally mature to do that”* (Participant 7, Face-to-face interview). Therefore, the intercultural trainer should suspend judgement and not let his/her personal opinions intrude, and should rather resort in being open towards differences in a multicultural environment.

Respect

An additional essential attitude that was identified by participants as part of the characteristics of an intercultural trainer is respect. Not only should an intercultural trainer be open towards differences in a multicultural environment but he/she *“should have tremendous respect for everybody’s culture”* (Participant 8, Face-to-face interview). These differences may include diverse cultural beliefs and customs and *“.... diverse mannerisms”* (Participant 4, Face-to-face interview) and the intercultural trainer should *“show respect for that belief or custom or whatever it is”* (Participant 9, Face-to-face interview). Therefore, the intercultural trainer should respect differences in a multicultural environment through acknowledgement and acceptance and should encourage culturally diverse learners to display similar behavior.

Tolerance for ambiguity

Another theme that emerged from the data as part of the characteristics of the intercultural trainer centers on tolerance for ambiguity. It is essential that an intercultural trainer adjust his/her behavior in responding appropriately in ambiguous situations. In a multicultural environment characterised by differences, the possibility exists for ambiguity to occur. Such an ambiguous situation was illustrated in an example by one of the participants who stated that the submission date for evidence of learning was perceived differently by the participant

in her capacity as trainer and by culturally diverse learners (Participant 2, Face-to-face interview). In another example the participant stated that one of the learners *"couldn't grasp it the way I saw it and I asked her what are you doing and she showed me and we came to the exact same answer. So, she saw it differently"* (Participant 4, Face-to-face interview).

In the abovementioned incidences, the intercultural trainer was faced with ambiguous situations and was required to adjust his/her behavior in order to respond appropriately. It is essential for the intercultural trainer to respond appropriately in order to address the needs of culturally diverse learners.

Patience

Patience was identified as a theme as part of the attitudes of the intercultural trainer. An intercultural trainer will encounter diverse demands in a multicultural environment and should confront such demands through acceptance by demonstrating the necessary patience. This was supported by a participant who stated that *"a facilitator/trainer must have patience...."* (Participant 6, Face-to-face interview). Another participant stated that the literacy levels of the culturally diverse learners required the necessary acceptance and patience from the intercultural trainers in which *"the facilitators sat with them and took their time with them"* (Participant 6, Face-to-face interview).

In another example one of the participants implied that patience had to be demonstrated in a situation in which the culturally diverse learners did not pay attention when the learning content was initially presented. The participant stated that *"then you get other people where you talk and they are not interested, but when they call you to their desk, then they are interested that you re-explain everything"* (Participant 4, Face-to-face interview).

It is evident that an intercultural trainer will be confronted by diverse demands in a multicultural environment due to the diverse backgrounds of culturally diverse learners. Therefore, it is critical that an intercultural trainer attend to and address such demands with patience in order for learning to occur amongst culturally diverse learners.

Empathy

An additional theme that emerged from the data centers on empathy. It is essential that an intercultural trainer *".... must have empathy as well"* (Participant 7, Face-to-face interview). The backgrounds of culturally diverse learners differ in education, culture and occupation, and it is essential that an intercultural trainer should understand these backgrounds and the feelings of culturally diverse learners that accompany these backgrounds. This can be done

by demonstrating an “.... *understanding for that person whether it means that you are taking them aside or speaking to them afterwards*” (Participant 8, Face-to-face interview).

It is essential for an intercultural trainer to demonstrate empathy in order to “*relate to the learner, because this woman for example is going at 12:00 o'clock to go and divorce her husband*” (Participant 4, Face-to-face interview). In a multicultural environment with diverse backgrounds it is critical that an intercultural trainer acknowledges and understands the diverse feelings that accompany the backgrounds of culturally diverse learners.

Trustworthiness

Trustworthiness emerged as a theme in the data and centers on the notion that culturally diverse learners should be able to trust an intercultural trainer in order to share their diverse feelings, thoughts and attitudes. This was supported by a participant who stated that “*you stand in front of them, so they will need to trust you*” (Participant 5, Face-to-face interview). Culturally diverse learners should be able to rely on an intercultural trainer in being consciously aware that their trust would not be deceived in any way. This also applies in the instance where “*a question that is posed by the learner and you say no, I will come back to you tomorrow*” (Participant 5, Face-to-face interview). To maintain the trust of culturally diverse learners in such a situation, an intercultural trainer should follow through on the promise that feedback will be provided the following day. Therefore, an intercultural trainer should demonstrate trustworthy behavior at all times in order to create an environment which will elicit confidence in the trainer's dependability.

Positive approach

A positive approach was identified as a main theme which emerged as part of the essential attitudes of an intercultural trainer. As an intercultural trainer interacts with culturally diverse learners, it is vital that he/she should “.... *try to be positive*” (Participant 4, Face-to-face interview) as a “*person who deals with human beings should be friendly*” (Participant 5, Face-to-face interview). This will require from an intercultural trainer to apply a “*direct approach with a sense of care..., because you've got to engage them*” (Participant 1, Face-to-face interview). Therefore, an intercultural trainer should be positive and friendly in order to create a learning environment for learners to participate and engage in conversations.

Determination

The attitude of determination emerged as a theme as part of the characteristics of an intercultural trainer. The intercultural trainer should be determined in creating a positive

learning environment in order to achieve the learning objectives. This was supported in an example by one of the participants who stated that *“you have a group of learners and they are so overwhelmed and it is an RPL group and then you look at the learners and you think shame and that is when you work and you work”* (Participant 2, Face-to-face interview). Furthermore, another participant stated that *“if you are not fired up or ready for the day then your attitude won’t be right. That is most important that your mindset as a facilitator must be right”* (Participant 6, Face-to-face interview). This will enable an intercultural trainer to achieve *“...at the end of the training with determination and with passion and will all of that getting them to the destination which is the outcome that you have aimed for”* (Participant 9, Face-to-face interview). Therefore, an intercultural trainer should persevere with a positive mindset through changing circumstances in a multicultural environment in order to obtain the learning objectives of a training session.

Motivation

An additional theme that emerged from the data centers on motivation. There are two facets to motivation, namely self-motivation and motivational. The first facet of motivation is self-motivation so it is important to note that an intercultural trainer cannot be determined and achieve learning outcomes without being motivated. In being motivated the intercultural trainer will encourage culturally diverse learners to participate in discussions which will enable learning to occur. The second facet is motivation as the intercultural trainer can encourage learning amongst culturally diverse learners by saying that *“you know what I do believe that you can do this, you’ve gone through the assessments and this is what is required from you to become successful”* (Participant 2, Face-to-face interview). Therefore, *“...it becomes about convincing them that this is going to work as opposed to focusing on what you are really trying to convey”* (Participant 3, Face-to-face interview). Motivating culturally diverse learners and being self-motivated in a positive learning environment characterised by friendliness will stimulate learning amongst culturally diverse learners in order to discover new information.

Self-efficacy

The final theme that emerged from the data as part of the characteristics of an intercultural trainer centers on self-efficacy. An intercultural trainer needs to have confidence that he/she is capable of training culturally diverse individuals. This kind of confidence was demonstrated by participants in examples as one participant told herself *“... if someone else can do it, why can’t I. I like a challenge, that is me.”* (Participant 5, Face-to-face interview). Another participant stated *“... I’ve encountered racism and drama, dealt with a lot of nonsense in management but I’m able to walk away and say I’ve learned how to manage myself and I’ve*

learned how to multi-skill and I've learned to how make certain choices" (Participant 2, Face-to-face interview).

One participant stated that he did not have the necessary intercultural background to understand and interact with culturally diverse individuals in the past. *"I taught myself, knowing the background and doing further studies in intercultural studies to improve myself"* (Participant 6, Face-to-face interview). However, acquiring academic knowledge and accumulating experience enabled him to develop the necessary confidence in order to train in a multicultural environment. Therefore, self-efficacy will allow an intercultural trainer to demonstrate that he/she *"will be the superior for that day and not let the cultural influence take over the class"* (Participant 6, Face-to-face interview). The intercultural trainer should thus demonstrate the necessary confidence in his/her capabilities to meet the changing demands of a multicultural environment which is characterised by diverse cultures and backgrounds.

Discussion

This study set out to explore the characteristics of an intercultural trainer in the South African workplace by using an exploratory qualitative research design. Twelve semi-structured interviews were conducted with registered trainers in the Eastern Cape. Data were analysed by means of thematic analysis, drawing on a combination of inductive and deductive approaches. In relation to the latter, the framework proposed by Deardorff (2006) was used to structure the findings in terms of knowledge, skills and attitudinal components, as these dimensions accord with the approach adopted by SAQA. Findings revealed several characteristics in the form of knowledge, attitudes and skills that participants valued as ideal for an intercultural trainer.

Knowledge

Findings suggest that it is critical for an intercultural trainer to have knowledge of his/her cultural background as well as the cultural background of others. This is congruent with literature which highlights this as one of the core intercultural competencies of an intercultural trainer as it will allow for effective interaction as well as understanding the cultural practices of culturally diverse learners (Trainers Network, 2009; Deardorff, 2006). Another prominent finding which emerged is that an intercultural trainer should have some subject matter knowledge in the field that they are training or are planning to train, coupled with a formal training qualification. Literature supports this finding as several authors argue that intercultural trainers who have a formal training qualification and a qualification in a subject matter of interest have an advantage over those trainers without such formal training qualifications

(Pace & Sheehan, 2002; Edwards, Scott & Raju, 2003). Taken together, this lends support to the importance of the broader aim (of which this study forms part) to devise a curriculum plan for the training of intercultural trainers in order to equip and certify intercultural trainers to conduct training in a multicultural environment. Finally, congruent with the finding of knowledge of training methods, several authors have reported that an intercultural trainer should have knowledge of training methods and cross-cultural awareness when conducting training with learners from diverse cultural backgrounds (Fowler, 2006; Olson, 1994; Saks & Haccoun, 2010).

Attitudes

A number of themes that emerged from the data analysis seem to have attitudinal dimensions at their core. A primary finding that emerged from the present study indicated that an intercultural trainer should have respect for those who are culturally different. This concurs with existing literature where it has been argued that the intercultural trainer should respect the diverse backgrounds including cultural beliefs and values that exist amongst culturally diverse learners, especially in performing his/her role in the facilitation of training (McCain & Tobey, 2007; Deardorff, 2006). An additional primary finding congruent with literature suggests that an intercultural trainer should have empathy with individuals from diverse cultural backgrounds. Literature supports this finding as empathy is considered as an essential attitude in training contexts and a lack thereof can have a negative impact in forming relationships with culturally diverse individuals (Lolla & Davis, 1991; Abe & Wiseman, 1983).

Another significant finding that emerged is that an intercultural trainer should have a positive approach when interacting with individuals from diverse cultural backgrounds. Existing literature that directly speaks to this attitude could not be located, and as such, this represents an important finding that emerged from the present study. Therefore, further research is required in order to explore the significance of this attitude as part of the intercultural competencies of an intercultural trainer.

Additional themes which also emerged as part of the attitudes of an intercultural trainer include curiosity, humour, being non-judgemental, open-mindedness, tolerance for ambiguity, trustworthiness, motivation, self-efficacy, patience and determination. Several authors have noted the importance of tolerance of ambiguity, humour, open-mindedness, trustworthiness and patience as part of the characteristics of an intercultural trainer (Deardorff, 2006; Bean, 2006; Simons & Krols, 2010; Holladay & Quiñones, 2008). The remaining attitudes which include curiosity, being non-judgemental, motivation, self-efficacy and determination need

further research as insufficient evidence has been found in existing literature to connect these attitudes to the required characteristics of the intercultural trainer.

Skills

Findings that emerged from the data revealed a number of skills that are regarded as essential to the characteristics of the intercultural trainer. The most prominent finding congruent with literature that emerged from the data centers on communication skills. The importance of this skill set has been underscored by various researchers (Lloyd & Härtel, 2010; Beamer, 1992). This skill is supported by literature in the intercultural trainer's role of conducting a needs analysis as he/she will collect information by engaging in conversations with culturally diverse learners (Grobler, Wärnich, Carrell, Elbert, & Hatfield, 2006; Tuttle, 2013). Additional findings that emerged from the data include an emphasis on the importance of questioning and listening skills. This finding finds support in previous studies where it has been noted that a lack of questioning and listening skills will not allow for active participation and for culturally diverse learners to feel part of the learning environment (Prendiville, 2008; Matveev, 2016; Thorne & Mackey, 2007).

Further findings that emerged in relation to the characteristics deemed important for the intercultural trainer include interpersonal skills, language awareness, emotional intelligence, conflict management skills, assertiveness skills, self-control, observation, presentation skills, management skills, problem-solving skills, analytical skills, action skills, planning skills, goal-orientation, time-management skills, flexibility, creativity and professional skill. The importance of observation, presentation, problem-solving skills, planning, goal-orientation, time-management, flexibility, creativity and professional skills as part of the characteristics of the intercultural trainer are well supported in existing literature (Edwards, Scott & Raju, 2003; Wait, 2004; Browell, 2000; Swanson & Falkman, 1997; Caudron, 2001 & Wilson, 2005). However, previous research appears to be silent on the role and importance of the remaining skills, which include interpersonal skills, language awareness, emotional intelligence, conflict management, assertiveness, self-control, management, analytical and action skills. Therefore, further research is required to examine these skills as part of the characteristics of the intercultural trainer.

The concept of intercultural competence provides a broad framework within which to articulate what is required of an intercultural trainer. The understanding of cultural differences requires the acquisition of knowledge, knowing how to interact with individuals from diverse cultural backgrounds (the behavioural component), and having a learned propensity towards those who are culturally different (the attitude component). Taken together, given that the cultural

component has been neglected thus far in the context of existing training qualifications, the required knowledge, skills and attitudes should be incorporated into a curriculum plan to equip intercultural trainers to conduct training and interact effectively in a culturally diverse workplace environment.

Limitations of the study

A limitation of this study was that it was conducted within the Nelson Mandela Bay area. The participants were from African, white and coloured cultural backgrounds. Whilst this does represent a reasonably diverse sample, it must be acknowledged that these cultural backgrounds do not represent all the cultural backgrounds in South Africa. Furthermore, there was an unequal distribution of gender within the demographics of the participants. This occurred as some of the participants who were contacted with the aim of obtaining a more gender-diverse sample did not meet the selection criteria of having an educational qualification within the training and development context. Therefore, the findings might have been different if there was equal gender distribution and if the cultural backgrounds of the participants represented the diverse cultural backgrounds in other demographic areas.

Recommendations

It is recommended that future studies should be extended beyond the Nelson Mandela Bay area and should include a broader sample base which includes participants from other racial groups and a more equal representation of gender. Participants from other racial groups and genders will likely have diverse views and experiences. This will enable findings that will reflect a more diverse set of views and experiences which may therefore be more transferable to other cultural contexts and provinces in South Africa. Future studies could also focus on investigating those findings that were not supported by literature such as certain findings that emerged as part of the attitudes and skills component.

Furthermore, it is recommended that a curriculum framework be developed in order to incorporate the characteristics (knowledge, skills and attitudes) of an intercultural trainer. This will enable current trainers in South Africa to conduct training and to interact effectively with culturally diverse learners in the South African workplace.

Conclusion

Intercultural competence has been largely overlooked when considering the characteristics of trainers in the South African context. To address this gap, the aim of this study was to determine the characteristics that are valued as ideal for the intercultural trainer in the South

African workplace by using an exploratory qualitative research design. Participants were selected by utilising a non-probability purposive expert sampling technique. Data were collected by conducting semi-structured interviews and thematic analysis was applied to analyse and interpret the data. Various findings emerged and were classified in terms of knowledge, skills or attitudinal components, drawing on the framework proposed by Deardorff (2006). It was concluded that the training and development of intercultural trainers should incorporate these characteristics as important outcomes in the context of a curriculum framework that will allow the intercultural trainer to be professionally recognised in the South African workplace. As such, it is hoped that the findings of this study would serve as a preliminary step towards the development of such a curriculum framework.

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CHAPTER 4: INTERCULTURAL TRAINING AS A PROFESSION: A PROPOSED CURRICULUM

ARTICLE 3

ABSTRACT

It is critical that intercultural trainers should be equipped with the required intercultural competence in order to interact and conduct training effectively in a culturally diverse workplace environment. This can be achieved through a process of training based on a standardized curriculum. On a national level, the training of trainers is standardized by a qualification that does not consider the critical cultural component which trainers require to conduct training in a diverse South African workplace environment. Therefore, a curriculum needs to be developed and standardized for intercultural trainers to qualify as professionals in the training and development field. The study on which this article is based, aimed to develop such a curriculum framework for the training of intercultural trainers, using the procedure outlined by Kern, Thomas, Howard and Bass (1998). The information for the development of the curriculum framework consisted of four phases. The first phase entailed a literature review to uncover characteristics of intercultural trainers; followed by a second phase in which these characteristics were tested with a group of IC trainers in practice to identify ideal characteristics for a IC trainer. The third phase was a review of literature on curriculum design. The fourth phase entailed consultation with an expert panel to review the preliminary curriculum framework. For the final phase, purposive sampling was used to recruit five participants in the Nelson Mandela Bay area to serve on the expert panel. The revised curriculum incorporated the expert panel's feedback as well as the role and characteristics of the intercultural trainer. The final curriculum framework was aligned in accordance with the South African Qualifications Authority's guidelines for incorporating learning outcomes into each learning component. It is recommended that the proposed framework serve as a starting point for the development of a more comprehensive training programme and associated qualifications to promote the professionalization of intercultural trainers in South Africa.

Keywords: *intercultural trainer, curriculum framework, professional socialization, expert panel, characteristics (knowledge, skills, attitudes)*

Introduction

Globalisation has forced organisations to “coordinate production and business interactions” across international borders in order to ensure financial stability (Choy, 2007:1). As a result of globalisation organisations are capitalising on innovative strategies involving phenomena such

as migration, expatriatism and outsourcing, that will assist in embarking on new product development ventures in order to stay abreast with their international counterparts (Ritzer & Dean, 2015). These innovations allow for diverse cultural individuals to interact with one another. Therefore, the workforces of organisations have diversified as individuals from different cultural, language, academic and occupational backgrounds have to interact and cooperate in order to ensure that the organisation achieves capital growth (Mor Barak, 2014). It is essential that organisations invest in training endeavours in order to ensure a skilled workforce when embarking on new ventures. This will ensure that products are produced of an acceptable standard to maintain financial stability (King & McGrath, 2002).

In the context of the ever-increasing diversity and multi-culturally of the workplace, a growing need exists for training endeavours that are aimed at assisting organisations and their employees to manage a culturally diverse work environment. Investing in the training of a diverse workforce often implies that organisations contract the services of an intercultural trainer. This speaks to the need to professionalise intercultural training.

Sociologically speaking, the concept of profession pertains to an occupation which requires specialised training obtained through academic and/or practical experience. A profession is characterised by competence, autonomy and practising authority in line with the ethical standards of a profession (Hodson & Sullivan, 2012; Sciulli, 2005). Brante (2011) and Bergen (1992) point out that a profession is based on a body of knowledge and the practical application of skills allowing the required competence for efficient performance in an occupation. As such, a profession is an occupation which requires a diverse range of characteristics differentiating it from other professions (Saks, 2012).

Intercultural competency training will enable an intercultural trainer to obtain knowledge, skills and attitudes to understand, and to interact and communicate with culturally diverse learners. Furthermore, intercultural competency training will equip an intercultural trainer to create a positive learning climate for learning to occur amongst culturally diverse learners. Therefore, intercultural competency training involves mastering the knowledge, skills and attitudes required to conduct training and to effectively interact with culturally diverse learners. This notion is supported by Hickerson and Middleton (1975; Graf, 2004) who stated that intercultural competency training is a twofold process as it involves developing competencies in (a) conducting training and (b) effectively interacting and communicating with learners from diverse cultural backgrounds. Therefore, conducting training in a culturally diverse workplace environment requires the intercultural trainer to be aware and to understand the cultural differences in order to apply appropriate training methods for learning to occur amongst culturally diverse learners (Pedersen, 1983; Lawson, 2016).

Based on the above it is argued that it is critical that trainers develop the required intercultural competence through a process of training based on a standardised curriculum. On an international level, intercultural competence training for trainers has been standardised with the focus on intercultural competence. In Europe and the United States of America, various forms of intercultural competence training exist, which consist of either undergraduate programmes or postgraduate programmes (University of Groningen, 2018; London School of International Communication, 2018). The Intercultural Communication Institute offers an undergraduate curriculum programme which range from a foundation phase to a professional phase which equip intercultural trainers with intercultural competence, theory and learning experiences of intercultural practices (including intercultural communication) and intercultural characteristics (The Intercultural Communication Institute, n.d.). The Institute for Intercultural Teaching and Learning at Grand Valley State University as well as the Winter Academy at Jacobs University offer a similar undergraduate curriculum programme to equip intercultural trainers with essential intercultural competencies which include intercultural awareness and sensitivity (Grand Valley State University, 2013; Winter Academy on Intercultural Competence, 2017). Furthermore, the Intercultural Development Research Institute offers an undergraduate curriculum program which is based on the Developmental Model of Intercultural Sensitivity proposed by Bennett (1993). This programme focuses on intercultural competence and intercultural application by examining case studies (Intercultural Development Research Institute, n.d.). The abovementioned curriculum programs are designed to equip a trainer with intercultural competence through standardised training and learning outcomes with the aim of professionalization.

However, on a national level, intercultural competence training has not received as much attention as it has internationally. This is considered to represent a significant gap given the cultural richness of South Africa characterised by the country's 11 officially recognised languages and its associated cultures which are also reflected in the South African workforce, and thus necessitates the need for greater attention to be paid to intercultural competence training (Heugh, 1999). The workforce of South African companies is characterised by cultural diversity consisting of international immigrants and South African workers working together towards a common goal of achieving financial stability within a globalised arena (Bendix, 2001). According to Crisp and Turner (2011) and Mazibuko and Govender (2017), it is essential that a diverse workforce be managed through training endeavours that will enhance financial stability as a result of effective intercultural relationships. Therefore, bearing in mind the cultural diversity of the workforce, it is essential that organisations embark on training endeavours to enhance intercultural competence among its employees, which may likely entail contracting the services of an intercultural trainer. It is critical that such trainers should

receive the required intercultural competence training with the focus on intercultural competence in order to understand and interact effectively with culturally diverse individuals (Kleynhans, Markham, Meyer, van Aswegen & Pilbeam, 2006; Swanepoel, Erasmus & Schenk, 2008).

Currently the training of trainers is standardised by a qualification allowing trainers to qualify as training and development practitioners. This qualification is regulated and endorsed by the South African Qualifications Authority (South African Qualifications Authority, n.d.). It is essential to note that this qualification standardises the training for trainers in general without the focus being placed on intercultural competence. The need exists to regulate and standardise a curriculum for intercultural trainers to qualify as professionals in South Africa. Not only is it essential to standardise a curriculum, but the contents and the learning outcomes of this curriculum should equip intercultural trainers with the required knowledge, skills and attitudes to engage with culturally diverse individuals and to conduct training in a multicultural environment (van der Wagen & Ridley, 1997; Blitz, Edwards, Mash & Mowle, 2016). The lack of a standardised qualification for intercultural trainers results in ineffective training being delivered, characterised by a lack of knowledge, and utilising inappropriate training methodologies not suitable for the cultural context of workplace environments (Werner & DeSimone, 2009).

In addition, despite qualifying as general training practitioners, due to a lack of specific training in relation to interculturality, trainers may lack the required interpersonal skills to effectively interact with culturally diverse learners (Sims, 2006). This is supported by Travers, Rule, Syed and Lawlor (2018) who state that the lack of intercultural competency training may affect the quality of training and cause harm to culturally diverse learners by, for example, leaving them feeling frustrated and excluded. As a result, they might then withdraw from the training programme, and as a consequence, the intended outcomes of the training might be undermined.

Furthermore, not only is there a lack of formal qualification in the training of intercultural trainers, but there is an inconsistency in the standard of trainers as workplace trainers in South Africa are generally either fully qualified as training and development practitioners or only partially qualified. In these cases, in spite of the practitioners' existing formal qualification endorsed by SAQA, workplace trainers often lack the required intercultural competence to conduct training in a multicultural diverse workplace environment, resulting in a variety of negative outcomes as outlined previously (Allais, 2012). In addressing these problems in the South African training and development environment, the development of a standardised curriculum framework with the focus of intercultural competency training is critical in order to

equip intercultural trainers to function effectively within culturally diverse workplace environments.

Based on the above, the aim of this study is to develop a curriculum framework for the training of intercultural trainers. The need for such a framework is critical as it will contribute to the cultivation of a more standardised set of competencies amongst intercultural trainers, comprising the knowledge, skills and attitudes required to conduct training and effectively interact in the culturally diverse South African workplace. Furthermore, not only will this curriculum framework serve to guide and standardise training and thus equip intercultural trainers with the required intercultural competence, but it will also serve to align the professionalization of intercultural trainers with prevailing trends in the international arena.

As prerequisites in developing a curriculum framework, it was required to explore the roles as well as the intercultural competencies required for an intercultural trainer to conduct training in a culturally diverse workplace environment. A literature study was conducted in which the concept 'role' was examined from a sociological perspective in order to examine and understand the role of an intercultural trainer (see chapter 2). Furthermore, the concept of intercultural competence was examined in order to distinguish between the knowledge, behavioural and attitude component. This understanding formed the basis of a qualitative study that was subsequently conducted to investigate the knowledge, skills and attitudes (intercultural competence) required for an intercultural trainer to conduct training within a culturally diverse workplace (see chapter 3). However, a gap still remains in that no formal training curriculum exists to guide the training and certification of intercultural trainers.

Aim

The aim of this paper is to propose a curriculum framework that would serve as a guideline to train intercultural trainers. For the curriculum framework to be developed it was required to (a) clarify the role and intercultural competence of an intercultural trainer by drawing on existing literature as well as the findings of a qualitative study informed by this aim, and (b) to integrate and incorporate these findings into a curriculum framework by clearly outlining the desired knowledge, skills and attitudes components within an outcomes-based framework.

Professional socialisation

The concept of professional socialisation should be reviewed in order to address the research aim of recognising an intercultural trainer as a professional in the South African training environment.

Defining the concept of professional socialisation

According to Cohen (1981; Clouder, 2003) professional socialisation can be defined as a developmental process through which an individual acquires the relevant competence (knowledge, skills and attitudes) and an internalised occupational identity associated with a profession. This is supported by Miller (2010; McGowen & Hart, 1990) who explain that professional socialisation involves a process of entering into an educational program in which the individual's self-concept change and develop into a professional identity. This is further elaborated upon by describing the stages of professional socialization. The first stage of professional socialisation involves the pre-socialization stage, which is influenced by family life experiences as well as experiences gained during primary and secondary schooling. During this stage the individual forms an image of the profession that he/she wants to pursue which is then influenced by the individual's surroundings (Shuval, 1980; du Toit, 1995). The development of the individual's professional identity is influenced by the knowledge and attitudes communicated in the family and social experiences during primary and secondary schooling (Cohen-Scali, 2003). The second stage consists of the formal socialization stage in which an individual receives formal training in the form of a qualification that consist of theory and the practical application thereof. The practical application consists of activities that aids the learning of behaving in an appropriate manner within a profession. Furthermore, the theory and the practical application thereof equips the individual with the required competence which coincides with the purpose of professional socialisation of attaining the mandatory knowledge and skills specific to the identified profession (Kramer, Maquire, Halfer, Brewer & Schmalenberg, 2013; Shuval, 1980). The development of the individual's professional identity is further influenced in participating in practical activities and is influenced by processing the feedback received and through implementing behavioural change (Hall, 2002; Kegan; 1982). After the completion of a formal qualification, the individual enters the final stage of post-socialization stage. During this stage the individual is relying on knowledge and practising the theory gained during the formal stage in a professional capacity. Therefore, the individual reflects in order to perform the routinized tasks competently within the chosen profession (Shuval, 1980; George, 2009). The individual's professional identity is further developed in this stage as the individual is participating in relationships and activities at work. The development of the professional identity is a continuous process as the individual gains clarity of the knowledge, skills and attitudes associated with a profession (Dobrow & Higgins, 2005).

The stages of professional socialisation signify the importance of developing a curriculum framework in order to allow the intercultural trainer to receive formal training to acquire the relevant competence to practise as a professional in the training and development field.

Furthermore, acquiring the required formal training will aid the development of a professional identity through the stages of professional socialisation that is associated with a profession as an intercultural trainer. It will equip the intercultural trainer to progress to the post-socialization stage in order to practise as a professional intercultural trainer.

During the process of professional socialisation the individual acquires professional roles that are related to the chosen profession (Baretti, 2004). Professional roles refer to the values and the behaviour expected of an individual to be performed specific to a profession and that enable cultural understanding of the chosen profession (Brinkerhoff, Ortega & Weitz, 2014; Lunenberg, Dengerink & Korthagen, 2014). During the stages of professional socialization, the individual is actively involved in the learning of the expected role performance. This is particularly evident in the formal stage of professional socialisation as the individual takes part in group activities in order to acquire the relevant competence and engages in a “reflective practice” in collaboration with academic staff and peers (Ongiti, 2008:65) Therefore, the individual is actively taking part in the acquisition of knowledge, skills and attitudes that is linked to the development of professional roles within a designated profession. Furthermore, during the post-socialization stage the roles of the profession are internalised as the individual is exposed to the field of profession and adapts to the culture of the chosen profession (Salaman, 1974; Tsang, 2010; Shuval, 1980). The internalisation of the professional role allows the individual to connect with the profession and to practise the expected behaviours, values and ethical guidelines associated with the profession.

Research methodology

Choice of methodology

On a national level a need exists to develop a curriculum framework for the training of intercultural trainers as the current qualification excludes the required intercultural competence for an intercultural trainer to train and interact effectively in a culturally diverse work environment. The South African Qualifications Authority allows for learning to be incorporated in a curriculum in the form of learning outcomes (The South African Qualifications Authority, n.d.), and it was therefore deemed appropriate to develop a curriculum framework for the training of intercultural trainers that outlines the required intercultural competencies as learning outcomes. To facilitate this process, the methodology proposed by Kern, Thomas, Howard and Bass (1998) for curriculum development was utilised. Based on this process, the development of a curriculum framework required that a review of existing literature be conducted to gain an understanding and to identify existing themes pertaining to the role of the intercultural trainer (Phase 1); themes and categories emerging from the findings

pertaining to the ideal characteristics of the intercultural trainer be described (Phase 2); a review of existing literature on curriculum design be conducted (Phase 3); and an expert panel be used to review the preliminary curriculum framework for the purpose of finalising it (Phase 4). The following sections outline the specific implementation of each of these phases in the context of the present study.

Phase 1: Review existing literature to identify existing themes pertaining to the role of the intercultural trainer

A literature review was undertaken with the aim of identifying salient themes pertaining to the role of the intercultural trainer. Furthermore, elements associated with a qualitative meta-synthesis method (Zimmer, 2006) were incorporated into the review in order to enhance the rigor of the process. In particular, a systematic process of thematic analysis was employed to facilitate the identification of categories and themes from the selection of qualitative studies. In turn, this allowed for a description of the intercultural trainer's role to be identified as themes from existing literature.

As far as inclusion criteria were concerned, peer-reviewed journal articles published between 2001 and 2016 and seminal works with the focus on intercultural competence formed part of the inclusion criteria. Articles that had terms such as 'training', 'trainer/s', 'cultural competence', 'cultural diversity' and 'role/s' in the title and 'intercultural competence' as part of the abstract, were considered for inclusion. Electronic databases which included Taylor and Francis, EBSCOhost, ScienceDirect, Emerald, Wiley-Online, SAGE and JSTOR were consulted to source the journal articles. As part of the inclusion criteria, peer-reviewed journal articles published in English were considered. Peer-reviewed journal articles and seminal works which did not conform to the inclusion criteria were excluded from the literature review. Relevant sources on a national and international level were consulted that formed part of the inclusion criteria.

Phase 2: Identifying the ideal characteristics of the intercultural trainer

During the second phase, a qualitative study was undertaken with the aim of identifying the ideal characteristics (knowledge, skills and attitudes) that an intercultural trainer should possess. A qualitative research method was considered appropriate as it allowed the researcher to obtain an in-depth understanding of the experiences of the research participants to determine the ideal characteristics that are valued for an intercultural trainer (Hatch, 2002; Silverman, 2013). An exploratory qualitative research design was used in selecting twelve registered trainers based on the non-probability purposive expert sampling technique. These

trainers conducted training within service and production organisations within the Nelson Mandela Bay area. Ethical principles were adhered to when recruiting and conducting face-to-face semi-structured interviews with the registered trainers. The data were analysed by means of thematic analysis as it was deemed appropriate for the exploratory qualitative nature of the study (Hsieh & Shannon, 2005). The researcher familiarised herself with the data by reading the interview transcripts several times, and subsequently segmented data into units of meaning and assigned a descriptive code to each segment of text. This descriptive code served the purpose of summarising the fundamental nature of the code. Coding was conducted deductively by deriving a set of codes from reviewing literature. This approach was supplemented by inductive coding in cases where text could not be adequately described by these deductive codes. Redundant codes were then deleted in some instances, and in other cases were split into sub-codes. During a subsequent round, similarities between codes were then identified and such similar codes were consequently grouped into categories and overarching themes in order to generate a descriptive account of the intercultural competencies required by intercultural trainers.

Phase 3: Conduct a review of existing literature on curriculum design

Developing a curriculum required existing literature in relation to curriculum development and design to be conducted Kern's six step approach towards curriculum development (Kern *et al.*, 1998) was followed. The first step of curriculum development entails identifying a problem/need that exists by conducting extensive research. Subsequently, during step two, a needs assessment is conducted by consulting targeted learners who can provide further clarity on the identified problem/need. Step two serves as a prerequisite for the third step which involves incorporating goals and objectives in curriculum development in the form of learning outcomes (Kern *et al.*, 1998; Kern, 2009; Kern, 2016). The fourth step involves incorporating educational strategies enabling the achievement of the learning outcomes (Thomas & Kern, 2004). Thereafter the final steps of implementing the curriculum and requesting feedback for improvement purposes are typically implemented. However, in the present study the framework was not implemented.

Phase 4: The use of an expert panel to review the preliminary curriculum framework

During the final phase of the study, the preliminary curriculum framework was sent to a purposively selected panel of five experts in order to obtain feedback and suggestions for improvement. The methodology used to facilitate this phase is outlined below.

Participants

The sampling frame best suited to review the preliminary curriculum framework consisted of registered trainers who conducted training in the service and production organisations within the Nelson Mandela Bay area. The sampling technique that was deemed appropriate to achieve the aims of the qualitative nature of the study consisted of non-probability purposive expert sampling (Daniel, 2012; Henry, 1990). This technique enabled the researcher to select suitable participants that would serve as an expert panel to provide feedback in reviewing the curriculum framework. The purpose of an expert panel is to evaluate content and to eliminate irrelevant content and to restate sections where required (Hyrkäs, Appelqvist-Schmidlechner & Oksa, 2003; Chaiyawat & Brown, 2000). According to Murry and Hammons (1995; Clayton, 1997) an expert panel can be defined as individuals who have the required knowledge and expertise to provide feedback to validate the content of an instrument.

In the context of non-probability purposive expert sampling, inclusion criteria are required (Flick, 2014), and in the present study, participants were required to:

be registered trainers or working within a registered training practice for a period of at least one year;

- have experience of conducting their training with adults within a multicultural training environment;
- have an educational qualification within the training and development context;
- have experience of curriculum development within the training and development context;
- be 25 years or older.

Only five established trainers who complied with the inclusion criteria were selected to serve on the expert panel. This both meets the minimum number of participants required to be selected for an expert panel, and is also congruent with qualitative research involving expert panels in general where sample sizes are usually relatively small (Lynn, 1986; Tilden, Nelson & May, 1990). In qualitative research the sample size is determined by data saturation when no new information is obtained during data collection (Klenke, 2008). As the study is exploratory by nature and aimed to determine the feedback of the expert panel for the purposes of reviewing the curriculum framework, the sample size was deemed appropriated as data saturation was achieved. Table 4.1 provides an outline of the expert panel.

Data collection and research procedure

The expert panel was recruited telephonically by a designated mediator in order to assess the initial framework for the purposes of evaluation and feedback. The nature of the study as well as the ethical procedures associated with the study were explained to the participants. Ethical clearance was obtained from the NWU Basic and Social Sciences Research Ethics Committee (ethics number: HS-2016-0056). Participants were informed that their participation was voluntary and that they could withdraw from the study at any time without penalty. Furthermore, they were informed that their responses would be treated as confidential and would be treated anonymously in the write-up of the findings. After a cooling down period of at least 24 hours had elapsed, full informed and signed consent was obtained from all consenting participants. Thereafter the participants were sent a copy of the initial framework by e-mail and requested to scrutinise the proposed framework with the aim of providing critical written feedback in relation to what they perceived to be:

- the weaknesses of the curriculum framework,
- the strengths of the framework,
- additional suggestions that could be implemented to improve the curriculum framework.

Table 4.1: Biographical details of the research participants (expert panel)

PARTICIPANT	RACE	GENDER	AGE	REGISTERED TRAINER WORKING IN A REGISTERED PRACTICE	TRAINING EXPERIENCE IN MULTICULTURAL ENVIRONMENT
1	White	Female	45	Registered trainer + working in a registered practice	7 – 8 years
2	Black	Female	42	Registered trainer + working in a registered practice	15 years
3	White	Female	60	Working in a registered practice	17 – 24 years
4	White	Female	55	Registered trainer + working in a registered practice	18 years
5	White	Female	56	Registered trainer + working in a registered practice	25 years

Feedback of the expert panel has been stored on the researcher's laptop and a backup has been kept on an external device in the researcher's home in a secure location. Furthermore, the data has been password protected in order to enhance data security. A summary of the main findings was provided to those participants who requested it.

Data analysis

The responses received from the expert panel were then thematically collated with reference to the following three dimensions:

- Weaknesses of curriculum framework;
- Strengths of curriculum framework;
- How the curriculum framework can be improved.

Each individual point of feedback was then evaluated in turn in terms of its relevance based on findings emanating from existing literature as well as the internal logic and structure of the framework, and then incorporated into the framework where applicable. Credibility of the data was enhanced by using purposive selection criteria. This ensured the recruitment of knowledgeable participants in curriculum development to provide credible data.

Development of the preliminary curriculum framework

In this section, the findings and outcomes related to each of the six steps of curriculum development proposed by Kern *et al.* (1998) are outlined.

Phase 1: Summarising the role of the intercultural trainer as key themes that emerged from literature

Ten themes were identified and derived from reviewing literature on the role of an intercultural trainer. These themes include: Create and foster a learning environment; the use of training delivery methods; remaining continuous life-long learners and engaging in self-reflection; establishing credibility with trainees; conducting a needs analysis, and evaluating the outcome of training objectives. These themes are summarised in terms of their relevance and applicability in describing the role of the intercultural trainer in the South African context. A brief discussion is provided to indicate how they were incorporated into the curriculum framework.

Create and foster a learning environment

A prominent theme that emerged from literature is that it is the responsibility of an intercultural trainer to create and foster a learning environment conducive for learning to occur amongst culturally diverse learners (Marsick, 1988; Mackey & Livsey, 2006). An intercultural trainer should create a learning environment by establishing ground rules that will assist in safeguarding the interests of culturally diverse learners to feel comfortable to participate (Leach, 1996; Ptak, Cooper & Brislin, 1995; Hitchcock & Anderson, 1997). An intercultural

trainer should create a learning environment by utilising training delivery methods that will enable an active environment through participation amongst culturally diverse learners. This theme was supported in the curriculum framework by emphasising the importance of the intercultural trainer's optimistic attitude and his/her tolerance for ambiguity. The optimistic attitude of the intercultural trainer will enable a learning environment to foster critical thinking and learning by means of learners' participation (Coetzee, Botha, Kiley & Truman, 2007). Furthermore, this theme was supported by the intercultural trainer's attitude of tolerance for ambiguity in exerting a positive influence in a culturally diverse training environment for learning to occur and critical thinking to be fostered (Mahal, 2014).

The use of training delivery methods

The role of the intercultural trainer is broadened by utilising training delivery methods in a diverse workplace environment to enhance learning amongst culturally diverse learners (Olson, 1994; Buch & Bartley, 2002), and to obtain "*productive responses*" from such learners (Saks & Haccoun, 2010:145). The intercultural trainer should have knowledge of a variety of training delivery methods and the capacity to scrutinising their suitability for a culturally diverse environment. These training delivery methods include discussion, demonstration, case study, role-play and in-basket exercises (Erasmus & Van Dyk, 1999; Sisson, 2001; Sahu, 2006; Coetzee *et al.*, 2007; Woodside, de Villiers & Marshall, 2016). Therefore, it is critical for the intercultural trainer to have knowledge of these training delivery methods in order to comprehend the strength of each of these methods for the purposes of promoting active participation and learning in a culturally diverse environment. This theme was incorporated in the curriculum framework as a knowledge component which requires that an intercultural trainer should be able to demonstrate knowledge of training delivery methods in selecting and applying an appropriate training method that will suit the cultural context of the training environment. Furthermore, the intercultural trainer should apply an appropriate training method that will enhance learning amongst culturally diverse learners.

Remaining continuous life-long learners and engaging in self-reflection

Another critical theme that emerged from literature elucidates that intercultural trainers should remain continuous life-long learners in staying abreast of the latest trends in the training and development field and strive towards keeping up to date with information in their subject field (Lawson, 2006; Andres, 1999). Therefore, intercultural trainers should self-direct their learning in continuously develop themselves on a professional level to provide a training and delivery service of excellence in staying connected with developments in their subject and within the training and development field (Steward, 2009; Attwell, 1997). This theme was supported in

the curriculum framework in the knowledge component of a subject matter expert in which an intercultural trainer has to acquire knowledge in a given subject relating to his/her educational or occupational background or a diverse workplace environment (Pace & Sheehan, 2002; Lawson, 2016). Therefore, an intercultural trainer should regard his/her role as a lifelong learner by taking learning into consideration as part of his/her continuous professional development in the training and development field.

Establishing credibility with trainees

Another theme that emerged from the literature review as part of the role of the intercultural trainer involves that an intercultural trainer should establish credibility with culturally diverse learners. An intercultural trainer's competence which include his/her knowledge, skills and attitudes as well as being perceived as trustworthy by culturally diverse learners will allow the intercultural trainer to establish credibility with culturally diverse learners (Rosania, 2001; Dennis, Foy, Monrouxe & Rees, 2018). It is essential that an intercultural trainer establishes credibility from the onset of the training by familiarising culturally diverse learners with his/her occupational and personal background in order to ensure success before commencing with the training (Sessoms, 1995). This theme was supported by the attitude component of trustworthiness which requires that an intercultural trainer be reliable and honest in maintaining confidentiality when interacting with culturally diverse learners (Jansson, 2007).

Conducting a needs analysis

As part of the intercultural trainer's role, a needs analysis should be conducted to determine and address learning gaps during training. Therefore, an intercultural trainer should focus on any learning inconsistencies that exists amongst culturally diverse learners by means of careful observation (Albu, 2010; Rossett, 1987). It is critical that the intercultural trainer acknowledges the learning gaps that might exist between the existing knowledge or behaviour and the expected knowledge or behaviour of the culturally diverse learner. Only then can such a learning gap be effectively addressed by consulting with the culturally diverse learner to collect information and to encourage participation that will aid the achievement of the expected knowledge or behaviour (Grobler, Wörnich, Carrell, Elbert & Hatfield, 2006; Tuttle, 2013). This theme was supported in the curriculum framework by the inclusion of outcomes related to the intercultural trainer's skill of observation as well as the attitude of motivation. The skill of observation requires that an intercultural trainer should identify any occurrences within a multicultural environment in order to intervene or adjust his or her approach where necessary (Lippett, Miller, Sharpe, Bruen & Anderson, 2006). The intercultural trainer's attitude of motivation will provide the necessary motivation to observe and to discover information of

culturally diverse learners to intervene where necessary to promote learning (Lange & Paige, 2003).

Evaluating the outcome of training objectives

Another critical theme that emerged as part of the role of the intercultural trainer involves evaluating the outcome of training objectives. Training objectives prescribe the expected performance of culturally diverse learners. Therefore, it is critical that an intercultural trainer should evaluate the outcome of training objectives in order to determine the effectiveness of training (Edwards, Scott & Raju, 2003; Rae, 1999). Evaluating the outcome of training objectives will enable an intercultural trainer to determine if a needs exists for improving the performance of culturally diverse learners or to determine if they have demonstrated the expected performance (Edwards, Scott & Raju, 2003). This theme was supported in the curriculum framework by including the skill of goal orientation, which involves that an intercultural trainer should be determined in achieving the learning outcomes and evaluating the acquisition of new tasks when managing a culturally diverse environment (Vrugt, Oort & Zeeberg, 2002; Yamazaki & Kayes, 2004).

Experience in training and development industry

Another theme that emerged as part of the role of the intercultural trainer involves experience that is required in the training and development industry to succeed in a trial-and-error based environment (Vaughn, 2005). Experienced intercultural trainers will guide novice trainers in applying problem-solving strategies, being flexible in addressing problematic scenarios in a multicultural environment as well as applying analytical and evaluation skills to create an action plan in a problematic scenario (Swanson & Falkman, 1997; Vaughn, 2005). Furthermore, an experienced intercultural trainer will acquire knowledge in being aware of other cultures in order to interact effectively with culturally diverse learners which is critical when conducting training in a multicultural workplace environment (Kambutu & Nganga, 2008; Olson & Kroeger, 2001). This theme is supported by various skills specified in the curriculum framework including problem-solving, flexibility and analytical skills as well as knowledge of cultural awareness. These skills will enable an intercultural trainer to examine a problematic situation from different angles, analyse and examine the viewpoints and beliefs of culturally diverse individuals and alter his/her behaviour when necessary (Coetzee, Botha, Kiley & Truman, 2007; Yamasaki & Kayes, 2004; Ross, 2008). As this theme was supported by cultural awareness it is critical to note that cultural awareness appeared in three forms in the curriculum, namely cultural self-awareness, awareness of others' cultures and cross-cultural awareness. These three forms of cultural awareness will enable an intercultural trainer to gain

knowledge in his/her cultural beliefs, perceptions, values and origin in order to have an understanding of the cultural background of others enabling an evaluation of his/her own culture in relation to other cultures (Lucas, 2003; Lum, 2011, Matveev, 2016). Gaining experience in the training and development field and being equipped with the skills of problem-solving, flexibility and analytical skills as well as the three forms of cultural awareness and experience will allow an experienced intercultural trainer to transfer such skills and knowledge to novice trainers. This supports the research aim that intercultural trainers should receive the required intercultural competence that is constituted in a curriculum in order to transfer such knowledge and skills to novice trainers in the training and development industry.

The development of learning materials

The development of learning materials was identified as an additional theme as part of the role of the intercultural trainer. An intercultural trainer can develop learning materials that will serve as learning resource in order to equip culturally diverse learners with appropriate knowledge (Chan, 2010; Wessels, 2001). In developing learning materials, an intercultural trainer should take into consideration using appropriate language for the learner's level of comprehension as well as the cultural background of the learner for the purpose of finding appropriate information to include in the learning materials (Dubin & Olshtain, 1986; Chan, 2010). Therefore, an intercultural trainer should be aware of the learner's academic and cultural background. This theme is supported by specifying the background of learners as part of the knowledge component, which involves that an intercultural trainer will gain the required knowledge and understanding of the culturally diverse learner's situational background which include the learner's academic, occupational and cultural background. This knowledge will enable an intercultural trainer to understand the impact of the learner's situational background on his/her behaviour (Miville, Duan, Nutt, Waehler, Suzuki, Pistole, Arrendondo, Duffy, Mejia & Corpus, 2009). Therefore, should the intercultural trainer understand the situational background of the culturally diverse learner, specifically the academic background he/she can then develop learning materials that will suit the academic level of the culturally diverse learner.

Subject matter expertise

The second last theme that emerged from literature as part of the role of the intercultural trainer involves the importance of having subject matter expertise. This theme involves that an intercultural trainer has obtained the required knowledge in the form of an academic qualification or as occupational experience or both for the purpose of providing training in a specific field of interest (Edwards, Scott & Raju, 2003; Wilson & Smilanich, 2005) Intercultural

trainers who have the required academic qualification to conduct training in a specific field of interest as well as the relevant experience has an added advantage above those with only an academic qualification in a specific field of interest (Pace & Sheehan, 2002). This theme is supported by the curriculum framework as an additional knowledge component in that an intercultural trainer should acquire knowledge in a given subject relating to a diverse workplace environment or to his/her educational or occupational background.

Facilitation of learning

This theme requires that an intercultural trainer should have the skill of facilitating learning by involving diverse cultural learners in the training process by taking an active approach and exploring their responses through questioning. This will encourage culturally diverse learners to elaborate and will allow the intercultural trainer to seek clarification to ensure that learning occurs amongst culturally diverse learners (Hogan, 2002; McCain & Tobey, 2007). Furthermore, it is critical that an intercultural trainer demonstrates respect when engaging with culturally diverse learners to value the presence of the culturally diverse learner and to acknowledge the contributions being made (Bee & Bee, 1998). This theme was supported in the curriculum framework by including the skill of questioning and the attitude of respect. The intercultural trainer should demonstrate the ability to question culturally diverse learners appropriately in the search for information or gaining an understanding of the phenomenon of interest. It is critical that an intercultural trainer demonstrates respect in a culturally appropriate way by acknowledging the diverse cultural backgrounds of learners whilst questioning such learners in the search for information (Deardorff, 2009).

Phase 2: Summarising the characteristics (knowledge, skills and attitudes) of the intercultural trainer

An exploratory qualitative research approach was utilised in order to determine the characteristics (knowledge, skills and attitudes) of an intercultural trainer. The emerged themes were grouped into three sections namely, knowledge, skills and attitudes.

Knowledge

Various themes emerged that had a relation to the knowledge component consist of possessing a training qualification, being knowledgeable in relation to intercultural appropriate training methods, having cultural awareness, situational background, socio-economic and political awareness and subject matter expertise. Findings revealed that a *training qualification* is required for an intercultural trainer to conduct training in a culturally diverse workplace environment (Young, 2013). Furthermore, a qualification will not only allow an intercultural

trainer to conduct training but will aid in understanding the learning styles of culturally diverse learners in order to apply *interculturally appropriate training methods* for learning to occur amongst culturally diverse learners. The intercultural trainer should not only have knowledge of conducting training but knowledge in a cultural context as he/she is conducting training in a culturally diverse environment. Findings revealed that it is critical for an intercultural trainer to have *cultural self-awareness* and *awareness of other's cultures* to understand and be aware of his/her own cultural beliefs and values as well as those of diverse cultural learners in order to understand the cultural background of learners. Furthermore, the intercultural trainer should be equipped with knowledge of *cross-cultural awareness* in order to evaluate his/her cultural history and traditions in relation to those of diverse cultural learners and be aware of the existence of culturally differences. Findings revealed that an intercultural trainer should have knowledge of the cultural, academic and occupational background of culturally diverse learners (*situational background of others*) as well as knowledge of socio-economic and political conditions (*socio-economic and political awareness*) in order to understand and relate to the background of culturally diverse learners. The final knowledge component identified by the findings revealed that an intercultural trainer should be a *subject matter expert* in obtaining knowledge in a specific subject that relates to his/her educational or occupational background.

Attitude

Various themes emerged in the attitude component which comprise of having a positive approach, motivation, curiosity, empathy, patience, respect, trustworthiness, tolerance for ambiguity, determination, humour, open-mindedness, non-judgemental attitude, and self-efficacy. Findings revealed that as part of the ideal characteristics an intercultural trainer should have a positive attitude (*positive approach*), be motivated (*motivation*) and curious (*curiosity*) to create an environment for learning to occur and to discover facts of culturally diverse learners. Furthermore, attitudes of *empathy*, *patience* and *respect* are critical in order to accept changing circumstances and understanding the feelings, thoughts as well as the cultural background of diverse learners. Therefore, the intercultural trainer should be trustworthy (*trustworthiness*) in reassuring culturally diverse learners that they can depend on him/her as their trust will not be violated. Findings also revealed that attitudes of *tolerance for ambiguity* and *determination* are critical in order to respond appropriately to ambiguous intercultural situations as an attitude of *determination* will assist an intercultural trainer to persevere through difficult circumstances to achieve the learning objectives. Attitudes which include *humour*, *open-mindedness* and being *non-judgemental* were considered essential as part of the attitude component as an intercultural trainer should create a lighter environment when necessary and be open and non-judgemental towards the thoughts and beliefs of

culturally diverse learners. Therefore, it is essential that an intercultural trainer should have an attitude of *self-efficacy* in which he/she believes in his/her abilities of achieving success in a culturally diverse training environment.

Skills

Various themes emerged as part of the skills component which include interpersonal, communication, language awareness, listening, questioning, emotional intelligence, conflict management, assertiveness and self-control skills, presentation, observation, management, problem-solving, analytical, action, planning and preparation, goal-orientation, time-management, flexibility and professional skills. Findings revealed that an intercultural trainer should have several skills which include *interpersonal skills* in order to interact effectively with culturally diverse learners. Furthermore, findings revealed that interpersonal skills should consist of a subset of skills including *communication, language awareness, listening, questioning, emotional intelligence, conflict management, assertiveness and self-control skills*. This will allow an intercultural trainer to not only interact effectively but to build meaningful relationships with learners from diverse cultural backgrounds. It is also critical that an intercultural trainer should have *presentation skills* in order to present the learning material to learners taking into account their cultural background and to *observe (observation skills)* the progress of the training and any occurrences that might occur in a diverse cultural environment with an unbiased approach. Not only should the intercultural trainer observe any occurrences but he/she should manage (management skills) the training programme as well as the culturally diverse environment with associated skills which include *problem-solving, analytical, action, planning and preparation, goal-orientation, time-management and flexibility*. Therefore, an intercultural trainer should conduct training and interact professionally (*professional skills*) with culturally diverse learners in accordance with a code of conduct within the training profession.

A need exists to convert the abovementioned characteristics in practical recommendations by developing a curriculum that will outline the required knowledge, skills and attitudes as well as the achievement thereof in the form of learning outcomes.

Phase 3: Applying Kern's six step approach of curriculum design

Developing a curriculum requires literature to be consulted in order to guide the development of a curriculum. The third phase of developing the curriculum framework was to conduct a review of existing literature on curriculum design. After conducting an extensive review of various literature sources, a prominent step by step approach was identified as appropriate as

it coincided with the research process of the study. This step by step approach consisted of Kern's six step approach of curriculum development (Kern *et al.*, 1998). The first step identified by Kern's approach consisted of "problem identification and general needs assessment" (Kern *et al.*, 1998:8). This step involves an identification of a problem or a need that exists within a particular field by conducting extensive research in order to determine the problem or the need. The first step is critical as the purpose of developing a curriculum is to address the problem or a need that exists within a particular field (Thomas & Kern, 2004; Kern, 2009). This was applied by conducting extensive research of the literature that existed on an international level as well as a national level in order to determine the role and characteristics of intercultural trainers. It was determined that the current problem concerning the training of trainers in South Africa involves that intercultural competence was overlooked as a critical component as part of the professional development of trainers. Therefore, the need exists to develop a curriculum framework to qualify trainers in South Africa with the required intercultural competence.

The second step of Kern's six step approach involves conducting a "*needs assessment of targeted learners*" (Kern *et al.*, 1998:20). According to Kern (2009; 2016), this step involves targeting participants in a specific field to assess the participants' needs. This step involves determining the needs that have been mastered in the form of knowledge, skills and attitudes and to determine the required needs within the specific field. To achieve this step, a qualitative study was conducted in which the specific needs of twelve purposively selected intercultural trainers in relation to the required KSA's were explored by means of semi-structured interviews that were subsequently analysed by thematic analysis. After applying thematic analysis these themes and categories were incorporated into the curriculum framework.

The third step of Kern's approach involves that the curriculum to be developed should meet specific goals and objectives in the form of learning outcomes (Kern *et al.*, 1998; Skeith, Carrier, Shivakumar, Langlois, le Gal, Harris & Gonsalves, 2018). The development of the curriculum framework was guided by the research aims of the study which stipulated that a curriculum framework should be developed to equip trainers with the required knowledge, skills and attitudes to practise as intercultural trainers in the South African workplace characterised by cultural diversity. Furthermore, the curriculum framework incorporated the learning outcomes to be achieved of each knowledge, skills and attitude component in accordance with the outcomes based approach of the South African Qualifications Authority (South African Qualifications Authority, n.d.). The learning outcomes in the curriculum framework described the learning that the intercultural trainer will achieve for each knowledge, skill and attitude component through a process of training.

The fourth step of Kern's approach involves educational strategies consisting of selecting educational methods in the form of learning activities that will allow for the achievement of the learning outcomes and in turn "maximise the impact of the curriculum" (Thomas & Kern, 2004:600; Windish, Gozu, Bass, Thomas, Sisson, Howard & Kern, 2007). The development of the curriculum does not comply with Kern's fourth step of incorporating educational methods as the curriculum was developed as a preliminary framework. Therefore, contents for the framework should still be developed by incorporating appropriate educational methods that will enable the achievement of learning outcomes.

The final step in Kern's approach involves the implementation of the developed curriculum in the form of piloting before introducing the curriculum to the targeted learners. Thereafter the effectiveness of the curriculum is evaluated by requesting relevant feedback for the purposes of improvement (Kern, 2009; 2016). It should be noted that the curriculum framework of this study was not implemented as it was developed as a framework but an expert panel in the field of curriculum development was consulted in order to evaluate the relevance of the curriculum and to refine the curriculum framework where necessary.

Description of the preliminary curriculum framework for the training of intercultural trainers in the South African workplace (a result of phases 1-3)

The curriculum framework was developed to reflect the competencies that would equip an intercultural trainer to conduct training within a diverse workplace environment. It is essential to note that as this curriculum can only be considered as a framework, a theoretical and practical application base have not been incorporated in order for the curriculum to be implemented in the training and development field. The curriculum framework serves as a guideline to outline the required intercultural competencies essential for an intercultural trainer to practise in a diverse South African workplace environment.

The competencies required for an intercultural trainer consisted of three components namely knowledge, skills and attitudes. Each of these components were defined in describing the importance thereof as well as incorporating the learning outcome that can be expected. This is in accordance with the outcomes based approach of the South African Qualifications Authority (South African Qualifications Authority, n.d.). The most critical knowledge component of the preliminary curriculum framework comprises of possessing a training qualification. This knowledge component implicates that a body of training knowledge should incorporate knowledge that would equip an intercultural trainer to conduct training within a diverse cultural workplace environment. The attitudes component was incorporated into the training qualification as an intercultural trainer should possess certain attitudes when

practising in a diverse cultural workplace environment. The attitudes component was extended upon in the form of incorporating it into other knowledge and/or skills components where applicable and supported by literature and considered as part of the learning outcome. Furthermore, it was evident that the predominant attitude consisted of respect as supported by literature and therefore incorporated in the applicable skills and knowledge component as part of the learning outcomes.

It is essential to note that within the knowledge component an intercultural trainer should have cultural awareness when interacting with learners from diverse cultural background. Cultural awareness formed the main category as awareness was further expanded upon in that the intercultural trainer should not only be aware of his/her own culture but the culture of others including having the knowledge to evaluate his/her own culture in relation to other cultures. It is critical to note that the knowledge component focuses on culture as an essential element as the intercultural trainer should not have knowledge of culture but of training methods that is culturally appropriate when conducting training with learners from diverse cultural backgrounds.

The skills component was divided into two main categories namely interpersonal and management skills. The category of interpersonal skills consisted of skills that will equip an intercultural trainer to communicate effectively with culturally diverse learners by taking into account language barriers that might exist during interaction. Furthermore, the intercultural trainer should also be equipped with assertiveness which will assist in taking control of a situation when encountering challenging situations in a culturally diverse workplace environment. The category of management skills consisted of skills that will allow an intercultural trainer to manage a diverse cultural environment to enable learning to occur amongst culturally diverse learners. These skills consisted amongst others problem-solving, analytical and actions skills which are essential to analyse a problematic situation by solving and taking the necessary action in a culturally diverse environment. Another critical skill that is required when interacting in a culturally diverse environment consisted of flexibility. The importance of this skill was demonstrated in the learning outcome as the intercultural trainer needs to adapt to the changing demands which are brought about when conducting in a culturally diverse training environment.

Table 4.2: A framework for a preliminary curriculum plan for the training of intercultural trainers in the South African workplace

FRAMEWORK FOR A PRELIMINARY CURRICULUM PLAN FOR THE TRAINING OF INTERCULTURAL TRAINERS IN THE SOUTH AFRICAN WORKPLACE	
KNOWLEDGE & ATTITUDES COMPONENT	
Training Qualification (knowledge component) The intercultural trainer should be equipped with a specific body of training knowledge in order to conduct training in a culturally diverse environment (Coetzee <i>et al.</i>, 2007). The significance of a training qualification was supported by a participant who stated that “.... you need to know how to conduct such trainings” (Participant 10, Face-to-face interview) in order to “know the psychology behind learning as learners learn in different ways” (Participant 9, Face-to-face interview). According to Young (2013) a qualification allows for knowledge, skills and a broader set of attitudes to be developed by means of a learning process which in turn is associated as part of a profession. Therefore, the following attitudes were identified by the data:	
Defining the attitude component and the necessity thereof	Learning Outcomes (LO)
➤ Curiosity According to existing literature an intercultural trainer should be inquisitive to investigate, learn and expand his/her interest from his/her own culture to other cultures (Samovar, Porter & McDaniel,	○ To display an attitude of curiosity and inquisitiveness in relation to his/her own and other cultures.

2012). This was supported by the participants who were interviewed for this study, who stated that an intercultural trainer should "...have an inquisitive nature..." (Participant 7, Face-to-face interview) and that they "need to figure out who this person is...." (Participant 3, Face-to-face interview).	
➤ Humour An intercultural trainer should express enjoyment in displaying appreciation of an occurrence that is amusing, comical, strange or absurd (Norrick & Chiaro, 2009). According to the participants who were interviewed for the study, it is essential that an intercultural trainer should have "a sense of humour...." (Participant 2, Face-to-face interview) to ".... create a lighter environment because some of the learners can be quite serious, and to break the ice..." (Participant 4, Face-to-face interview).	○ Demonstrate an individually and situationally appropriate capacity to express and/or appreciate humour in the context of intercultural training.
➤ Non-judgemental The intercultural trainer should not express an opinion which is based on personal preferences or standards when interacting with culturally diverse learners (Guilherme, Glaser & del Carmen Mendez-Garcia, 2010). Participants who were interviewed for this study supported this by stating that an intercultural trainer "cannot make a judgement and	○ Demonstrate a non-judgemental attitude in the non-expression of any form of judgement when interacting with culturally diverse learners.

say that that is not right” (Participant 1, Face-to-face interview). As a result, “it backfires on you because you then start making assumptions and then you tend to judge people according to what I know about people who come from that background....” (Participant 3, Face-to-face interview).	
➤ Open-mindedness In a multicultural environment an intercultural trainer should be non-prejudiced and open towards individuals from diverse cultural backgrounds in displaying an interest towards their thoughts, beliefs and reasoning (Bhawuk & Brislin, 1992). This was supported by the participants who were interviewed for this study as the intercultural trainer “should be open-minded as the training environment is characterised by different ages, race and cultures” (Participant 12, Face-to face interview). Therefore, an intercultural trainer “.... must be open and understanding of other people and their cultures” (Participant 8, Face-to-face interview) as “....it makes it interesting if it is more than one culture, because there is never only one view. There always tend to be a different angle between cultures which makes it more interesting” (Participant 9, Face-to-face interview).	○ Demonstrate an open-minded attitude in being interested in the thoughts, beliefs and reasoning of culturally diverse learners without being prejudiced.

➤ Respect The intercultural trainer should demonstrate acceptance, recognition and acknowledgement in culturally appropriate ways towards individuals with culturally diverse values and beliefs (Deardorff, 2009). According to the participants who were interviewed for the study, an intercultural trainer should have “.... respect because I think respect is the foundation phase for everything” as “....in terms of cultural diversity we have to accept one another and greet one another with respect” (Participant 10, Face-to-face interview).	○ Demonstrate respect in a culturally appropriate way by acknowledging the culturally diverse backgrounds, values and beliefs of learners in a multicultural training environment.
➤ Tolerance for ambiguity The intercultural trainer should be able to adjust and respond effectively to ambiguous intercultural situations (Budner, 1962). Tolerance for ambiguity was supported in an example that was provided by one of the interviewed participants who stated that one of the learners “couldn’t grasp it the way I saw it and I asked her what are you doing and she showed me and we came to the exact same answer. So, she saw it differently” (Participant 4, Face-to-face interview). Therefore, tolerance for ambiguity can have a positive influence in a culturally diverse training environment that will enable learning to occur amongst culturally diverse learners (Mahal, 2014).	○ Demonstrate tolerance for ambiguity in the ability to alter his/her approach in order to effectively respond to ambiguous intercultural situations.

➤ Trustworthiness In a training environment an intercultural trainer should be reliable, dependable and provide reassurance of not violating the trust of culturally diverse learners (Jansson, 2007). This was supported by the participants who were interviewed for the study, who stated that when an intercultural trainer interacts with culturally diverse learners, “.... they will need to trust you”. (Participant 5, Face-to-face interview). This also applies in an instance where “a question that is posed by the learner and you say no, I will come back to you tomorrow” (Participant 5, Face-to-face interview). Therefore, an intercultural trainer should “....be honest when not having all the answers. I think that is important” (Participant 12, Face-to-face interview).	○ Demonstrate trustworthiness in being honest and maintaining confidentiality in keeping his/her word and following through on what is promised when interacting with culturally diverse learners.
➤ Determination The intercultural trainer should be determined in continuously attempting to achieve an objective regardless of unpleasant situations (Torres, 2009). The importance of the attitude of determination was demonstrated in an example by the interviewed participants who stated that “you have a group of learners and they are so overwhelmed and it is an RPL group and then you look at the learners and you think ‘shame’, and that is when you work and you work” (Participant 2, Face-to-face interview). This will allow that the	○ Demonstrate determination to achieve the learning objectives of the training programme regardless of the circumstances.

intercultural trainer achieve “....at the end of the training with enthusiasm and with passion and will all of that getting them to the destination which is the outcome that you have aimed for” (Participant 9, Face-to-face interview).	
➤ Motivation The intercultural trainer should be inspired to discover facts about culturally diverse individuals in order to assist the learning process (Lange & Paige, 2003). This was supported by the interviewed participants who stated that an intercultural trainer should “.... motivate people....” (Participant 2, Face-to-face interview) as “it becomes about convincing them that this is going to work as opposed to focusing on what you are really trying to convey” (Participant 3, Face-to-face interview).	○ To display an attitude of motivation in constantly seeking new information that will assist culturally diverse learners to acquire learning.
➤ Self-efficacy The intercultural trainer should believe in his/her capabilities to achieve success in meeting the demands of a given situation (Ross, 2008). This was supported and demonstrated in an example by the interviewed participants who stated that “I taught myself, knowing the background and doing further studies in intercultural studies to improve myself” (Participant 6, Face-to-face interview) in being “the	○ Demonstrate self-efficacy in effectively managing any challenges that may arise within a culturally diverse training environment.

superior for that day and not let the cultural influence take over the class” (Participant 6, Face-to-face interview).	
➤ Patience The intercultural trainer should be inclined to be patient and accept the changing demands of an intercultural situation (Lee, McCauley & Draguns, 1999). According to the interviewed participants, an intercultural trainer should “.... have patience....” (Participant 6, Face-to-face interview) as the literacy levels required from the intercultural trainer to “sat with the learners and took their time with the learners”. (Participant 6, Face-to-face interview).	○ Demonstrate patience by accepting the realities and changing demands that may arise in a culturally diverse training environment.
➤ Empathy The intercultural trainer should identify the thoughts, feelings and attitudes of a culturally diverse individual through recognition and understanding (Karim, 2003). This was supported by the interviewed participants as the intercultural trainer “.... must have empathy as well” (Participant 7, Face-to-face interview) in order to demonstrate “.... understanding for that person whether it means that you are taking them aside or speaking to them afterwards” (Participant 8, Face-to-face interview). This will enable the intercultural trainer to “.... relate to the learner because this woman for example is going at	○ Demonstrate empathy by identifying and understanding the emotions, cognitions and attitudes of culturally diverse learners.

12:00 o'clock to go and divorce her husband" (Participant 4, Face-to-face interview).	
➤ Positive approach The intercultural trainer should be optimistic in developing a learning environment which promotes learner participation and critical thinking for development to occur (Coetzee <i>et al.</i>, 2007). According to the interviewed participants an intercultural trainer should have a "positive approach" (Participant 7, Face-to-face interview) as a "positive attitude will help me in a situation as some situations that would be happening in the training environment I don't invite them or I don't choose them but what is most important to me is how I respond to those situations" (Participant 10, Face-to-face interview).	○ Demonstrate a positive, optimistic approach in creating a learning environment that is conducive for culturally diverse learners to actively participate in order to acquire learning.
Defining the knowledge component and the necessity thereof	Learning Outcomes (LO)
• Intercultural appropriate training methods Intercultural appropriate training methods consist of applying a procedure through which training is delivered in order to suit the cultural/group context within the training environment (Landis, Bennett & Bennett, 2004; Thomas, 2008). This was supported by the interviewed participants who stated that an intercultural trainer should have knowledge of "training methodology and more process oriented	○ Demonstrate knowledge of intercultural appropriate training methods by applying a training procedure that is appropriate in a multicultural training environment.

where you are more of a guide. You know that power dynamic where you sense the differences in that power dynamic you know from chairing a meeting to really just broadly just facilitating a group just getting to their own decision” (Participant 1, Face-to-face interview). This will allow an intercultural trainer to “structure my seating arrangements in a certain way or I might think as to what I am going to say as I will not inflame one of these people so that knowledge will be an enormous help” (Participant 3, Face-to-face interview).	
• Cultural awareness a) Cultural self-awareness According to Lum (2003; Fei 2015; Harry, 1992) the foundation of intercultural competence is for an intercultural trainer to understand and be aware of his/her cultural beliefs, values and origin thereof. This is supported by a participant who stated that it is essential for the intercultural trainer to create an understanding and awareness of his/her own cultural values, belief and origin in order to “help bring out that awareness in your trainees” (Participant 3, Face-to-face interview).	○ Demonstrate knowledge in understanding his/her own cultural beliefs, values and origin thereof.

b) Awareness of others' cultures According to existing literature an intercultural trainer should understand the cultural background of others including their cultural values, beliefs and norms as this will enable understanding in how the cultural background of others influences their thoughts and behaviour (Lum, 2011; Zakaria, 2000; Flohr, 2007). According to the participants who were interviewed for this study, this is essential as the intercultural trainer should "know how to deal with the different cultures. Some cultures will greet you and others won't and some do not like to be touched and you need to know how to deal with that" (Participant 4, Face-to-face interview). Therefore, the intercultural trainer should be aware that "there are differences and to acknowledge that there are differences and to teach people in any training that they must understand that there are differences and respect them" (Participant 8, Face-to-face interview).	○ Demonstrate knowledge of others' cultures in understanding and respecting the cultural background of culturally diverse learners including their cultural values, beliefs and norms.
c) Cross-cultural awareness An intercultural trainer should have the necessary knowledge and understanding of the cultural traditions and history of others in order to evaluate one's own culture in relation to other own culture. Such awareness will equip the intercultural trainer to not only be aware of	○ Demonstrate knowledge of the cultural traditions and history of culturally diverse learners and respectfully acknowledging such differences when interacting with culturally diverse learners.

his/her own culture but to perceive and understand differences in attitudes and behaviour during interaction (Lucas, 2003; Knutson, 2006). The objective of cross-cultural awareness is to understand that differences reside in one's own culture in respect with other cultures and to respect such cultural differences (Knutson, 2006). This was supported and illustrated in an example by the interviewed participants who stated that "different cultures have different ways of showing respect to women which are different to what I am used to" (Participant 8, Face-to-face interview). Therefore, an intercultural trainer must "be able to look at other cultures, see the similarities we have instead of rating them and see the differences that we have and be able to accept and be aware of these differences" (Participant 7, Face-to-face interview).	
• Background of learners a) Socio-economic and political awareness The intercultural trainer should be searching for answers questioning worldwide factors such as cultural, socio-economic and political conditions (Slimbach, 2010). This will enable "political awareness, understanding of socio-economic impact of international trends on	○ Demonstrate awareness of socio-economic and political conditions in having general knowledge of cultural, socio-economic and political conditions on a national as well as international level.

South Africa and be able to related to learners from different socio-economic backgrounds” (Participant 2, Face-to-face interview).	
b) Situational background of learners An intercultural trainer should have knowledge of the learner’s cultural, academic and occupational circumstances through which thoughts, attitudes and knowledge are developed. This will enable the intercultural trainer to understand how the learner’s situational background impacts the learner’s behaviour within the training environment (Miville, Duan, Nutt, Waehler, Suzuki, Pistole, Arrendondo, Duffy, Mejia & Corpus, 2009). According to the participants who were interviewed for the study, it is “also very important when you go into a class I always ask, what race am I dealing with, what level am I dealing with, what competency am I dealing with” (Participant 4, Face-to-face interview). Therefore, “if you have an idea of who is coming through that door you already potentially know some of the problems that you are going to face, some of the things that you have to think about” (Participant 3, Face-to-face interview).	○ Demonstrate knowledge of the cultural, academic and occupational circumstances of learners in culturally diverse training environments, and to demonstrate some understanding of how such situational background might impact on the learner’s behaviour.
Additional knowledge component acquired in a specialised subject related field	

• Subject matter expert In addition to being knowledgeable in knowing how to conduct training, an intercultural trainer should acquire knowledge in a given subject, relating to his/her educational or occupational background (Pace & Sheehan, 2002). For example, an intercultural trainer working in the finance sector should have the necessary subject matter expertise in relation to the world of finance in order to be able to engage effectively with learners within this context. This was supported by the interviewed participants as an intercultural trainer “should also have knowledge of the topic” (Participant 12, Face-to-face interview) and “.... have experience in training the subject as there are trainers in the field who call themselves trainers but who are not qualified to train” (Participant 12, Face-to-face interview).	○ Demonstrate additional knowledge which pertains to a subject other than conducting training that relates to his/her education or occupational background.
SKILLS COMPONENT	
Skills	Learning Outcomes (LO)
• Interpersonal skills An intercultural trainer should have the ability to engage and relate with individuals from diverse cultural backgrounds in order to establish meaningful relationships (Yamazaki & Kayes, 2004). This is essential in order to deal “.... with a diverse environment” (Participant 12, Face-to-interview) as the onus “is not always about the subject it is about the interaction with the people, sharing the experiences whether they	○ Demonstrate relevant interpersonal skills when interacting with learners from diverse cultural backgrounds in a training environment which include:

are positive or negative, but is how you deal with them” (Participant 2, Face-to-face interview). Interpersonal skills can occur by means of and requires the following subset of skills:	
a) Communication skills An intercultural trainer should engage in a communicative process between learners from diverse cultural backgrounds in which meaning is ascribed through interaction in order to communicate effectively (Gudykunst, & Kim, 1997). By engaging in a communicative process an intercultural trainer can create a relaxed learning environment in being humorous when appreciating amusing occurrences (Norrick & Chiaro, 2009; Agochiya, 2009). Furthermore, to create an environment conducive for learning, an intercultural trainer should empathically communicate with culturally diverse learners in being non-judgemental (French, 2015). This was supported by many interviewed participants as one participant stated “remember a facilitator/trainer must be a verbal person” (Participant 6, Face-to-face interview) “so your communication skills as a trainer needs to be good....” (Participant 8, Face-to-face interview) as the intercultural trainer needs to “know how to deal with different environments, in terms of communication and interaction” (Participant 5, Face-to-face interaction).	○ Demonstrate the ability to communicate effectively, empathically and non-judgementally with culturally diverse learners.

b) Language awareness A multicultural environment requires that an intercultural trainer should be aware and cognisant of possible language related barriers or culturally specific elements that may manifest when engaging with diverse cultures (Garrett & James, 2000). According to the participants who were interviewed for the study “language is always going to be a problem when you are dealing with people from different cultures whatever your first language is as it will not necessarily be theirs” (Participant 8, Face-to-face interview). Therefore, an intercultural trainer should “.... have to understand the culture and even the language and how to greet them as it is very different so it is definitely a necessity....” (Participant 11, Face-to-face interview).	○ Demonstrate the ability to be aware of diverse languages in understanding and being cautious when conversing in a newly acquired language in a multicultural training environment.
c) Listening An intercultural trainer should be actively involved when interacting with culturally diverse learners in paying attention to the spoken language. This will allow to determine the thought processes, feelings and outlook of culturally diverse learners by asking questions when appropriate (Coetzee, Botha, Kiley & Truman, 2007). This was supported by the interviewed participants who stated that an intercultural trainer should be “somebody who is an active listener and has deep listening skills” (Participant 1, Face-to-face interview). Listening skills are essential as the intercultural trainer should “take	○ Demonstrate the ability to listen to the thoughts, feelings and viewpoints of culturally diverse learners during interaction.

some time in listening to the participant's problems before training can commence" (Participant 9, Face-to-face interview).	
d) Questioning The intercultural trainer should search for information in order to gain an understanding of the phenomenon of interest by asking questions (Lippett, Miller, Sharpe, Bruen & Anderson, 2006). According to the participants who were interviewed for the study it is essential that an intercultural trainer should have "the ability to question; so definitely questioning skills" (Participant 9, Face-to-face interview) as ".... sometimes in training you will only get the information from the people so you should be able to provoke people to get answers...." (Participant 11, Face-to-face interview).	○ Demonstrate the ability to effectively and appropriately question culturally diverse learners in searching for information to gain understanding of a particular phenomenon of interest.
e) Emotional intelligence The intercultural trainer should take cognizance of and assess his/her emotions and understand the emotions of culturally diverse learners for the purposes of reinforcing positive behaviour (Wharam, 2009). This was supported by many interviewed participants who stated that "in a training environment participants may be forced to attend the training or they do not want to learn from the training. The facilitator should be emotionally mature enough to handle such cases...." (Participant 12, Face-to-face interview).	○ Demonstrate the skill of emotional intelligence in being aware of and assessing his/her own emotions in order to understand the feelings of culturally diverse learners.

f) Conflict management The intercultural trainer should be able to take the necessary steps to attend to cultural or personality differences through cooperation in order to build relationships (Brew & Cairns, 2004). This was supported by many interviewed participants as one participant state “I would think that if you do have culturally diverse people and if they do cause conflict it can sort of upset the flow of your lesson a bit. So, one has always got to be aware of that and to be able to minimize the conflict....” (Participant 7, Face-to-face interview).	○ Demonstrate the ability to manage conflict by managing cultural or personality differences amongst culturally diverse learners.
g) Assertiveness The intercultural trainer should be able to express with confidence his/her emotions and beliefs using a direct and authentic approach without having a detrimental impact on culturally diverse learners (Bellack & Hersen, 1979; Barbazette, 2005). According to the participants who were interviewed for the study, an intercultural trainer should have “....an assertive nature” (Participant 3, Face-to-face interview) in order to “take control of a situation if it becomes heated and the willingness to stand up for what you believe in, but not at the expense of others” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to assertively yet non-offensively communicate his/her feelings and beliefs and manage challenging situations that might arise during the course of training.

h) Self-control In a diverse cultural environment, the intercultural trainer should manage his/her thoughts, emotions and behaviour within complex circumstances (Ross, 2008). It is essential that the intercultural trainer maintain self-control in order for learning to occur. This was supported by a participant who stated “I am not going to shout at anyone, they are adults. And I am not going to stand on my head for them, if they want to engage they will learn from one another, we are all going to learn from one another....” (Participant 1, Face-to-face interview).	○ Demonstrate the ability to appropriately control his/her thoughts, feelings and behaviour when encountering difficult circumstances in a culturally diverse training environment.
• Observation An intercultural trainer should be able to identify occurrences within a multicultural environment with an unbiased approach (Lippett, Miller, Sharpe, Bruen & Anderson, 2006). It is essential that the intercultural trainer observe in order to know “.... what is going on in that class like what are you trying to train so that you can pull people back and not lose people because that can happen easily” (Participant 9, Face-to-face interview).	○ Demonstrate the ability to accurately and objectively observe the progress of training as well as the unfolding situation in a culturally diverse training environment in order to prompt any necessary adjustments or interventions.
• Presentation skills	○ Demonstrate the ability to effectively present information to culturally diverse learners by making use of audio-visual equipment and other relevant presentation skills.

The ability to present a topic of significance to an audience through the use of audio-visual equipment for the purposes of creating interest and considering the cultural background of the audience (Coetzee, Botha, Kiley & Truman, 2007). Being equipped with presentation skills will allow an intercultural trainer with the “ability to speak clearly and to present... as opposed to always follow your book” (Participant 8, Face-to-face interview).	
• Management skills The intercultural trainer should manage a culturally diverse environment ensuring the achievement of learning objectives in order to support the learning process (Yamazaki & Kayes, 2004). This is supported by the interviewed participants who stated that an intercultural trainer should have “.... management skills in order to manage themselves and their classroom” (Participant 8, Face-to-face interview) and to manage “different cultural groups” (Participant 2, Face-to-face interview). It is essential that an intercultural trainer has management skills especially “.... if there is an incident in the class” in order to “ensure that learning takes place and that the learning environment is up to standard and that the mood in the class is subtle” (Participant 6, Face-to-face interview). This can be done through means of:	○ Demonstrate the ability to manage a culturally diverse environment in obtaining the learning objectives of a training programme by means of:

a) Problem-solving In a training environment, the intercultural trainer should examine the elements of a situation in order to accomplish a learning objective (Coetzee, Botha, Kiley & Truman, 2007). According to the participants who were interviewed for the study, an intercultural trainer will “need to solve the problems immediately, that is why I said we need to understand, we need to be aware and then solve the problem if there is any problem. We need to be trained so that we can know how to deal with those problems if there is any problem” (Participant 5, Face-to-face interview).	○ Demonstrate the ability to solve problems that may arise in the training environment by examining the situation from different angles.
b) Analytical skills In a culturally diverse environment the intercultural trainer should be able to scrutinise conceptions, beliefs and viewpoints by means of communication which is culturally acceptable (Yamasaki & Kayes, 2004). This is supported by the interviewed participants as one participant stated that “sometimes it is very helpful to analyse the situation and to decide what your reaction is going to be” (Participant 2, Face-to-face interview) in order “to gauge which differences is going to cause obstacles and which ones you can capitalise on to move the training along” (Participant 3, Face-to-face interview).	○ Demonstrate the ability to analyse and carefully examine the thoughts, beliefs and points of view of culturally diverse learners during interaction.

c) Action skills The intercultural trainer should act immediately in taking the necessary steps when confronted with a problematic scenario in order to achieve the training objectives even when the end result is unknown (Yamazaki & Kayes, 2004). This was supported by many interviewed participants as one participant stated that “.... if people in that group choose not to respect somebody else then that has to be dealt with whether it is the removal of the person or counselling on the side or whatever but it needs to be dealt with....” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to act immediately when encountering a problematic situation in a multicultural training environment.
d) Planning and preparation skills In a training environment the intercultural trainer should prepare and arrange instructional methods, material and learning endeavours in order to facilitate the attainment of learning outcomes (Coetzee, Botha, Kiley & Truman, 2007). According to the participants who were interviewed for the study, an intercultural trainer should be able to “to prepare and plan accordingly for the training that needs to be conducted.” (Participant 9, face-to-face interview). This was supported by another participant who stated that “I have to somehow work out my class” (Participant 4, Face-to-face interview).	○ Demonstrate the ability to plan by preparing and arranging instructional methods, course material and learning activities to meet the learning outcomes of a training programme.

e) Goal orientation The intercultural trainer is focused on achieving learning outcomes through which the acquisition of new tasks is emphasized through the process of development and evaluation (Vrugt, Oort & Zeeberg, 2002). This was supported by the participants who were interviewed as an intercultural trainer has to “.... focus on the outcomes what you want the person to walk out with even if it is just the mindset” (Participant 2, Face-to-face interview).	○ Demonstrate the ability to be goal oriented by focusing on the acquisition of new tasks in order to achieve the learning outcomes of a training programme.
f) Time-management The intercultural trainer should apply and manage time sufficiently in order to complete tasks on time and ensuring effective dialogue between individuals from diverse cultural backgrounds (Coetzee, Botha, Kiley & Truman, 2007). This was supported by many interviewed participants as the intercultural trainer has to be “.... cautious for time” (Participant 6, Face-to-face interview) as “.... we are faced with limited time and we train the individuals on a very specific item, something the client wants us to teach or train on for example incapacity. So, you have two days in which to fit the information in so you can’t devote too much time on it otherwise the client will say that this is not what I actually hired you for....” (Participant 3, Face-to-face interview).	○ Demonstrate the ability to manage time in a training programme efficiently in order for culturally diverse learners to complete learning activities.

g) Flexibility In a training environment the intercultural trainer should alter his/her behaviour in order to adapt to a culturally diverse environment (Ross, 2008; Deardorff, 2009). According to the participants who were interviewed for the study an intercultural trainer has to be flexible as “.... you’ve got to get to the core but even then you’ve got to be flexible because you take the topic and someone diverts it and then you’ve got to bring it back” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to be flexible in altering his/her behaviour in order to adapt to the demands of a culturally diverse training environment.
• Professional skills (code of conduct in the training field) An intercultural trainer should apply training knowledge with caution in accordance with the ethical code of conduct within the training profession (Miller & Engemann, 1997). This is essential as “you have to be careful about certain things and sometimes you might misrepresent yourself so much and you don’t want to send the wrong message around” (Participant 11, Face-to-face interview).	○ Demonstrate the ability to conduct himself/herself professionally in a multicultural training environment appropriately in accordance with the ethical code of conduct of the training profession.

Phase 4: The main findings and the integration thereof into the preliminary curriculum framework

The preliminary curriculum framework was sent to the expert panel for feedback. This section aims to summarise the most significant feedback received by the expert panel in terms of the framework's perceived strengths, weaknesses and areas for improvement.

Weaknesses and areas of improvement of curriculum framework:

In relation to the perceived weaknesses of the framework, participants mentioned that:

- a) “My only comment on the document came right up front in the very first block...as I thought you cannot only demonstrate curiosity, you actually need to apply this curiosity in terms of reading and educating oneself regarding different cultures” (Participant 3).

The feedback of participant 3 is valid as it is supported by literature in that an intercultural trainer has to expand his/her interest in learning his/her own culture in relation to other cultures (Samovar, Porter & McDaniel, 2012). Therefore, the suggestion of participant 3 was incorporated in the attitude component of curiosity as this is a critical component of the characteristics of an intercultural trainer.

- b) “Intercultural appropriate training methods - it almost sounds like there are specific methods that fall under the category, intercultural, whereas the crux lies with the trainer's appropriate choice of methods for the group. I would rather look at a learning outcome. Choice of appropriate training methods demonstrate sufficient knowledge of training methods and learning group diversity.” (Participant 4).

The above-quoted feedback from participant 4 indicates that an intercultural trainer should have knowledge and apply appropriate intercultural training methods in a culturally diverse environment. This is an integral component of intercultural appropriate training methods (Landis, Bennett & Bennett, 2004; Thomas, 2008) and was thus incorporated in the learning outcome of the knowledge component of intercultural appropriate training methods.

- c) “I think an intercultural competency trainer should have subject matter expertise on all the dimensions of diversity as well. They should know that it entails more aspects than just race and gender” (Participant 5).

As the intercultural trainer conducts training in a diverse workplace environment it was deemed appropriate to incorporate the feedback of participant 5 into the knowledge component, of subject matter expertise (Lawson, 2016; Bee & Bee, 1998).

- d) “An emotionally mature trainer must be able to recognise and manage their own emotions. Additionally, they should be able to recognise and manage the emotions of other people” (Participant 5).

Participant 5 indicated that an emotionally mature trainer should be able to recognise and manage their own emotions and the emotions of others. This is critical as trainers with emotional intelligence develop positive relationships with learners. Given that this characteristic is regarded as an integral component of emotional intelligence this suggestion was incorporated by modifying the description and outcome of emotional intelligence (Wharam, 2009).

- e) “like who am I; where do I come from and how does this influence what I do so that you can be the best trainer that you can be and that you can help bring out that awareness in your trainees” (Participant 3).

Participant 3 indicated that perception should be incorporated into the component of knowledge of cultural self-awareness as the intercultural trainer should be aware of his/her perceptions in relation to other cultures (Lum, 2003; Fei, 2015; Harry, 1992; Matveev, 2016). Given that cultural self-awareness forms a critical component of cultural awareness, this suggestion was incorporated by modifying the description and outcome of cultural self-awareness.

It is essential to note that culture forms a critical part of the role and characteristics of the intercultural trainer and has been expanded and incorporated in the learning outcomes. This is evident for example in the learning outcome of the attitude of curiosity which involves that an intercultural trainer should extend his/her curiosity in obtaining information of various cultures within a culturally diverse environment. In the knowledge component of applying culturally appropriate training methods it is essential that an intercultural trainer should be equipped with training methods appropriate for a multicultural environment by taking into consideration the diversity of the learners.

Strengths of curriculum framework

All participants indicated that they generally perceived the framework as being appropriate, comprehensive and relevant to the training of intercultural trainers. As participant 1 indicated:

“Overall, I found your framework to be thorough and easy to understand. Having trained myself, I found that the many attributes needed to be a competent, complete trainer were discussed and highlighted”. This was supported by participant 3 who stated “Well done AND Congratulations – I think this is a great framework!” Another participant supported the inclusion of interpersonal skills as an integral part of the skills component as “Interpersonal skills is an absolute must. The foundation should be laid during training, as this is a skill that can be developed over years” (Participant 4).

The final preliminary curriculum framework incorporating the expert panel’s feedback

The revised curriculum framework is presented in table 4.3 based on the expert panel’s feedback. For ease of reference, additions and alterations that have been made to the original curriculum are indicated in blue font.

Table 4.3: Revised preliminary curriculum framework for the training of intercultural trainers in the South African workplace (based on an expert panel)

FRAMEWORK FOR A PRELIMINARY CURRICULUM PLAN FOR THE TRAINING OF INTERCULTURAL TRAINERS IN THE SOUTH AFRICAN WORKPLACE	
KNOWLEDGE & ATTITUDES COMPONENT	
Training Qualification (knowledge component) The intercultural trainer should be equipped with a specific body of training knowledge in order to conduct training in a culturally diverse environment (Coetzee et al, 2007). The significance of a training qualification was supported by a participant who stated that “... you need to know how to conduct such trainings” (Participant 10, Face-to-face interview) in order to “know the psychology behind learning as learners learn in different ways” (Participant 9, Face-to-face interview). According to Young (2013) a qualification allows for knowledge, skills and a broader set of attitudes to be developed by means of a learning process which in turn is associated as part of a profession. Therefore, the following attitudes were identified by the data:	
Defining the attitude component and the necessity thereof	Learning Outcomes (LO)
➤ Curiosity	○ To display an attitude of curiosity and inquisitiveness in relation to his/her own and other cultures.

According to existing literature an intercultural trainer should be inquisitive to investigate, learn and expand his/her interest from his/her own culture to other cultures (Samovar, Porter & McDaniel, 2012). This was supported by the participants who were interviewed for this study, who stated that an intercultural trainer should "...have an inquisitive nature..." (Participant 7, Face-to-face interview) and that they "need to figure out who this person is...." (Participant 3, Face-to-face interview).	○ To implement this curiosity by actively sourcing relevant information on the different cultures that will be part of the group to be trained
➤ Humour An intercultural trainer should express enjoyment in displaying appreciation of an occurrence that is amusing, comical, strange or absurd (Norrick & Chiaro, 2009). According to the participants who were interviewed for the study, it is essential that an intercultural trainer should have "a sense of humour...." (Participant 2, Face-to-face interview) to ".... create a lighter environment because some of the learners can be quite serious, and to break the ice..." (Participant 4, Face-to-face interview).	○ Demonstrate an individually and situationally appropriate capacity to express and/or appreciate humour in the context of intercultural training.
➤ Non-judgmental The intercultural trainer should not express an opinion which is based on personal preferences or standards when interacting with culturally	○ Demonstrate a non-judgmental attitude in the non-expression of any form of judgement when interacting with culturally diverse learners.

diverse learners (Guilherme, Glaser & del Carmen Mendez-Garcia, 2010). Participants who were interviewed for this study supported this by stating that an intercultural trainer “cannot make a judgement and say that that is not right” (Participant 1, Face-to-face interview). As a result, “it backfires on you because you then start making assumptions and then you tend to judge people according to what I know about people who come from that background....” (Participant 3, Face-to-face interview).	
➤ Open-mindedness In a multicultural environment an intercultural trainer should be non-prejudiced and open towards individuals from diverse cultural backgrounds in displaying an interest towards their thoughts, beliefs and reasoning (Bhawuk & Brislin, 1992). This was supported by the participants who were interviewed for this study as the intercultural trainer “should be open-minded as the training environment is characterised by different age, race and cultures”. (Participant 12, Face-to face interview). Therefore, an intercultural trainer “.... must be open and understanding of other people and their cultures” (Participant 8, Face-to-face interview) as “....it makes it interesting if it is more than one culture, because there is never only one view. There always tend to be a different angle between cultures which makes it more interesting.” (Participant 9, Face-to-face interview).	○ Demonstrate an open-minded attitude in being interested in the thoughts, beliefs and reasoning of culturally diverse learners without being prejudiced.

➤ Respect The intercultural trainer should demonstrate acceptance, recognition and acknowledgement in culturally appropriate ways towards individuals with culturally diverse values and beliefs (Deardorff, 2009). According to the participants who were interviewed for the study, an intercultural trainer should have “.... respect because I think respect is the foundation phase for everything” as “....in terms of cultural diversity we have to accept one another and greet one another with respect.” (Participant 10, Face-to-face interview).	○ Demonstrate respect in a culturally appropriate way by acknowledging the culturally diverse backgrounds, values and beliefs of learners in a multicultural training environment.
➤ Tolerance for ambiguity The intercultural trainer should be able to adjust and respond effectively to ambiguous intercultural situations (Budner, 1962). Tolerance for ambiguity was supported in an example that was provided by one of the interviewed participants who stated that one of the learners “couldn’t grasp it the way I saw it and I asked her what are you doing and she showed me and we came to the exact same answer. So, she saw it differently.” (Participant 4, Face-to-face interview). Therefore, tolerance for ambiguity can have a positive influence in a culturally diverse training environment that will enable learning to occur amongst culturally diverse learners (Mahal, 2014).	○ Demonstrate tolerance for ambiguity in the ability to alter his/her approach in order to effectively respond to ambiguous intercultural situations.

➤ Trustworthiness In a training environment an intercultural trainer should be reliable, dependable and provide reassurance of not violating the trust of culturally diverse learners (Jansson, 2007). This was supported by the participants who were interviewed for the study, who stated that when an intercultural trainer interacts with culturally diverse learners, “.... they will need to trust you”. (Participant 5, Face-to-face interview). This also applies in an instance where “a question that is posed by the learner and you say no, I will come back to you tomorrow”. (Participant 5, Face-to-face interview). Therefore, an intercultural trainer should “....be honest when not having all the answers. I think that is important.” (Participant 12, Face-to-face interview).	○ Demonstrate trustworthiness in being honest and maintaining confidentiality in keeping his/her word and following through on what is promised when interacting with culturally diverse learners.
➤ Determination The intercultural trainer should be determined in continuously attempting to achieve an objective regardless of unpleasant situations (Torres, 2009). The importance of the attitude of determination was demonstrated in an example by the interviewed participants who stated that “you have a group of learners and they are so overwhelmed and it is an RPL group and then you look at the learners and you think ‘shame’, and that is when you work and you work.” (Participant 2, Face-to-face interview). This will allow that the	○ Demonstrate determination to achieve the learning objectives of the training programme regardless of the circumstances.

intercultural trainer achieve “....at the end of the training with enthusiasm and with passion and will all of that getting them to the destination which is the outcome that you have aimed for.” (Participant 9, Face-to-face interview).	
➤ Motivation The intercultural trainer should be inspired to discover facts about culturally diverse individuals in order to assist the learning process (Lange & Paige, 2003). This was supported by the interviewed participants who stated that an intercultural trainer should “.... motivate people....” (Participant 2, Face-to-face interview) as “it becomes about convincing them that this is going to work as opposed to focusing on what you are really trying to convey.” (Participant 3, Face-to-face interview).	○ To display an attitude of motivation in constantly seeking new information that will assist culturally diverse learners to acquire learning.
➤ Self-efficacy The intercultural trainer should believe in his/her capabilities to achieve success in meeting the demands of a given situation (Ross 2008). This was supported and demonstrated in an example by the interviewed participants who stated that “I taught myself, knowing the background and doing further studies in intercultural studies to improve myself” (Participant 6, Face-to-face interview) in being “the	○ Demonstrate self-efficacy in effectively managing any challenges that may arise within a culturally diverse training environment.

superior for that day and not let the cultural influence take over the class". (Participant 6, Face-to-face interview).	
➤ Patience The intercultural trainer should be inclined to be patient and accept the changing demands of an intercultural situation (Lee, McCauley & Draguns, 1999). According to the interviewed participants, an intercultural trainer should "... have patience...." (Participant 6, Face-to-face interview) as the literacy levels required from the intercultural trainer to "sat with the learners and took their time with the learners". (Participant 6, Face-to-face interview).	○ Demonstrate patience by accepting the realities and changing demands that may arise in a culturally diverse training environment.
➤ Empathy The intercultural trainer should identify the thoughts, feelings and attitudes of a culturally diverse individual through recognition and understanding (Karim, 2003). This was supported by the interviewed participants as the intercultural trainer "... must have empathy as well" (Participant 7, Face-to-face interview) in order to demonstrate "... understanding for that person whether it means that you are taking them aside or speaking to them afterwards." (Participant 8, Face-to-face interview). This will enable the intercultural trainer to "... relate to the learner because this woman for example is going at 12:00 o'clock	○ Demonstrate empathy by identifying and understanding the emotions, cognitions and attitudes of culturally diverse learners.

to go and divorce her husband.” (Participant 4, Face-to-face interview).	
➤ Positive approach The intercultural trainer should be optimistic in developing a learning environment which promotes learner participation and critical thinking for development to occur (Coetzee, Botha, Kiley & Truman, 2007) According to the interviewed participants an intercultural trainer should have a “positive approach” (Participant 7, Face-to-face interview) as a “positive attitude will help me in a situation as some situations that would be happening in the training environment I don’t invite them or I don’t choose them but what is most important to me is how I respond to those situations.” (Participant 10, Face-to-face interview).	○ Demonstrate a positive, optimistic approach in creating a learning environment that is conducive for culturally diverse learners to actively participate in order to acquire learning.
Defining the knowledge component and the necessity thereof	Learning Outcomes (LO)
• Intercultural appropriate training methods Intercultural appropriate training methods consist of applying a procedure through which training is delivered in order to suit the cultural/group context within the training environment (Landis, Bennett & Bennett, 2004; Thomas, 2008). This was supported by the interviewed participants who stated that an intercultural trainer should	○ Demonstrate knowledge of intercultural appropriate training methods by applying a training procedure that is appropriate in a multicultural training environment. ○ Choice of appropriate training methods demonstrates sufficient knowledge of training methods and learning group diversity.

have knowledge of “training methodology and more process oriented where you are more of a guide. You know that power dynamic where you sense the differences in that power dynamic you know from chairing a meeting to really just broadly just facilitating a group just getting to their own decision.” (Participant 1, Face-to-face interview). This will allow an intercultural trainer to “structure my seating arrangements in a certain way or I might think as to what I am going to say as I will not inflame one of these people so that knowledge will be an enormous help.” (Participant 3, Face-to-face interview).	
• Cultural awareness a) Cultural self-awareness According to Lum (2003; Fei 2015; Harry, 1992; Matveev, 2016) the foundation of intercultural competence is for an intercultural trainer to understand and be aware of his/her cultural beliefs, perceptions, values and origin thereof. This is supported by a participant who stated that it is essential for the intercultural trainer to create an understanding and awareness of his/her own cultural values, belief and origin in order to “help bring out that awareness in your trainees” (Participant 3, Face-to-face interview).	• Demonstrate knowledge in understanding his/her own cultural beliefs, perceptions, values and origin thereof.

b) Awareness of others' cultures According to existing literature an intercultural trainer should understand the cultural background of others including their cultural values, beliefs and norms as this will enable understanding in how the cultural background of others influences their thoughts and behaviour (Lum, 2011; Zakaria, 2000; Flohr, 2007). According to the participants who were interviewed for this study, this is essential as the intercultural trainer should "know how to deal with the different cultures. Some cultures will greet you and others won't and some do not like to be touched and you need to know how to deal with that." (Participant 4, Face-to-face interview). Therefore, the intercultural trainer should be aware that "there are differences and to acknowledge that there are differences and to teach people in any training that they must understand that there are differences and respect them" (Participant 8, Face-to-face interview).	○ Demonstrate knowledge of others' cultures in understanding and respecting the cultural background of culturally diverse learners including their cultural values, beliefs and norms.
c) Cross-cultural awareness An intercultural trainer should have the necessary knowledge and understanding of the cultural traditions and history of others in order to evaluate one's own culture in relation to other own culture. Such awareness will equip the intercultural trainer to not only be aware of	○ Demonstrate knowledge of the cultural traditions and history of culturally diverse learners and respectfully acknowledging such differences when interacting with culturally diverse learners.

his/her own culture but to perceive and understand differences in attitudes and behaviour during interaction (Lucas, 2003; Knutson, 2006). The objective of cross-cultural awareness is to understand that differences reside in one's own culture in respect with other cultures and to respect such cultural differences (Knutson, 2006). This was supported and illustrated in an example by the interviewed participants who stated that "different cultures have different ways of showing respect to women which are different to what I am used to...." (Participant 8, Face-to-face interview). Therefore, an intercultural trainer must "be able to look at other cultures, see the similarities we have instead of rating them and see the differences that we have and be able to accept and be aware of these differences." (Participant 7, Face-to-face interview).	
• Background of learners a) Socio-economic and political awareness The intercultural trainer should be searching for answers questioning worldwide factors such as cultural, socio-economic and political conditions (Slimbach, 2010). This will enable "political awareness, understanding of socio-economic impact of international trends on	○ Demonstrate awareness of socio-economic and political conditions in having general knowledge of cultural, socio-economic and political conditions on a national as well as international level.

South Africa and be able to related to learners from different socio-economic backgrounds.” (Participant 2, Face-to-face interview).	
b) Situational background of learners An intercultural trainer should have knowledge of the learner’s cultural, academic and occupational circumstances through which thoughts, attitudes and knowledge are developed. This will enable the intercultural trainer to understand how the learner’s situational background impacts the learner’s behaviour within the training environment (Miville, Duan, Nutt, Waehler, Suzuki, Pistole, Arrendondo, Duffy, Mejia & Corpus, 2009). According to the participants who were interviewed for the study, it is “also very important when you go into a class I always ask, what race am I dealing with, what level am I dealing with, what competency am I dealing with” (Participant 4, Face-to-face interview). Therefore, “if you have an idea of who is coming through that door you already potentially know some of the problems that you are going to face, some of the things that you have to think about.” (Participant 3, Face-to-face interview).	○ Demonstrate knowledge of the cultural, academic and occupational circumstances of learners in culturally diverse training environments, and to demonstrate some understanding of how such situational backgrounds might impact on the learner’s behaviour.
Additional knowledge component acquired in a specialised subject related field • Subject matter expert	

In addition to being knowledgeable in knowing how to conduct training, an intercultural trainer should acquire knowledge in a given subject, relating to his/her educational or occupational background or a diverse workplace environment (Pace & Sheehan, 2002; Lawson, 2016). For example, an intercultural trainer working in the finance sector should have the necessary subject matter expertise in relation to the world of finance in order to be able to engage effectively with learners within this context. This was supported by the interviewed participants as an intercultural trainer “should also have knowledge of the topic” (Participant 12, Face-to-face interview) and “.... have experience in training the subject as there are trainers in the field who call themselves trainers but who are not qualified to train.” (Participant 12, Face-to-face interview)	○ Demonstrate additional knowledge which pertains to a subject other than conducting training that relates to his/her education, occupational background. ○ Demonstrate knowledge on various dimensions of diversity, such as age, gender, etc.
SKILLS COMPONENT	
Skills	Learning Outcomes (LO)
• Interpersonal skills An intercultural trainer should have the ability to engage and relate with individuals from diverse cultural backgrounds in order to establish meaningful relationships (Yamazaki & Kayes, 2004). This is essential in order to deal “.... with a diverse environment” (Participant 12, Face-to-interview) as the onus “is not always about the subject it is about	○ Demonstrate relevant interpersonal skills when interacting with learners from diverse cultural backgrounds in a training environment which include:

the interaction with the people, sharing the experiences whether they are positive or negative, but is how you deal with them” (Participant 2, Face-to-face interview). Interpersonal skills can occur by means of and requires the following subset of skills:	
a) Communication skills An intercultural trainer should engage in a communicative process between learners from diverse cultural backgrounds in which meaning is ascribed through interaction in order to communicate effectively (Gudykunst, & Kim, 1997). By engaging in a communicative process an intercultural trainer can create a relaxed learning environment in being humorous when appreciating amusing occurrences (Norrick & Chiaro, 2009; Agochiya, 2009). Furthermore, to create an environment conducive for learning, an intercultural trainer should empathically communicate with culturally diverse learners in being non-judgemental (French, 2015). This was supported by many interviewed participants as one participant stated “remember a facilitator/trainer must be a verbal person” (Participant 6, Face-to-face interview) “so your communication skills as a trainer needs to be good....” (Participant 8, Face-to-face interview) as the intercultural trainer needs to “know how to deal with different environments, in terms of communication and interaction” (Participant 5, Face-to-face interaction).	○ Demonstrate the ability to communicate effectively, empathically and non-judgementally with culturally diverse learners.

b) Language awareness A multicultural environment requires that an intercultural trainer should be aware and cognisant of possible language related barriers or culturally specific elements that may manifest when engaging with diverse cultures (Garrett & James, 2000). According to the participants who were interviewed for the study “language is always going to be a problem when you are dealing with people from different cultures whatever your first language is as it will not necessarily be theirs”. (Participant 8, Face-to-face interview). Therefore, an intercultural trainer should “.... have to understand the culture and even the language and how to greet them as it is very different so it is definitely a necessity....” (Participant 11, Face-to-face interview).	○ Demonstrate the ability to be aware of diverse languages in understanding and being cautious when conversing in a newly acquired language in a multicultural training environment.
c) Listening An intercultural trainer should be actively involved when interacting with culturally diverse learners in paying attention to the spoken language. This will allow to determine the thought processes, feelings and outlook of culturally diverse learners by asking questions when appropriate (Coetzee, Botha, Kiley & Truman, 2007). This was supported by the interviewed participants who stated that an intercultural trainer should be “somebody who is an active listener and has deep listening skills” (Participant 1, Face-to-face interview).	○ Demonstrate the ability to listen to the thoughts, feelings and viewpoints of culturally diverse learners during interaction.

Listening skills are essential as the intercultural trainer should “take some time in listening to the participant’s problems before training can commence.” (Participant 9, Face-to-face interview).	
d) Questioning The intercultural trainer should search for information in order to gain an understanding of the phenomenon of interest by asking questions (Lippett, Miller, Sharpe, Bruen & Anderson, 2006). According to the participants who were interviewed for the study it is essential that an intercultural trainer should have “the ability to question; so definitely questioning skills” (Participant 9, Face-to-face interview) as “.... sometimes in training you will only get the information from the people so you should be able to provoke people to get answers....” (Participant 11, Face-to-face interview).	○ Demonstrate the ability to effectively and appropriately question culturally diverse learners in searching for information to gain understanding of a particular phenomenon of interest.
e) Emotional intelligence The intercultural trainer should take cognizance of and assess and manage his/her emotions and understand and manage the emotions of culturally diverse learners for the purposes of reinforcing positive behaviour (Wharam, 2009). This was supported by many interviewed participants who stated that “in a training environment participants may be forced to attend the training or they do not want to learn from	○ Demonstrate the skill of emotional intelligence in being aware of and assessing his/her own emotions in order to understand the feelings of culturally diverse learners. ○ Demonstrate the skill of emotional intelligence in managing his/her own emotions as well as those of culturally diverse learners.

the training. The facilitator should be emotionally mature enough to handle such cases....” (Participant 12, Face-to-face interview).	
f) Conflict management The intercultural trainer should be able to take the necessary steps to attend to cultural or personality differences through cooperation in order to build relationships (Brew & Cairns, 2004). This was supported by many interviewed participants as one participant state “I would think that if you do have culturally diverse people and if they do cause conflict it can sort of upset the flow of your lesson a bit. So, one has always got to be aware of that and to be able to minimise the conflict....” (Participant 7, Face-to-face interview).	○ Demonstrate the ability to manage conflict by managing cultural or personality differences amongst culturally diverse learners.
g) Assertiveness The intercultural trainer should be able to express with confidence his/her emotions and beliefs using a direct and authentic approach without having a detrimental impact on culturally diverse learners (Bellack & Hersen, 1979; Barbazette, 2005). According to the participants who were interviewed for the study, an intercultural trainer should have “....an assertive nature” (Participant 3, Face-to-face interview) in order to “take control of a situation if it becomes heated	○ Demonstrate the ability to assertively yet non-offensively communicate his/her feelings and beliefs and manage challenging situations that might arise during the course of training.

and the willingness to stand up for what you believe in, but not at the expense of others.” (Participant 8, Face-to-face interview).	
h) Self-control In a diverse cultural environment, the intercultural trainer should manage his/her thoughts, emotions and behaviour within complex circumstances (Ross, 2008). It is essential that the intercultural trainer maintain self-control in order for learning to occur. This was supported by a participant who stated “I am not going to shout at anyone, they are adults. And I am not going to stand on my head for them, if they want to engage they will learn from one another, we are all going to learn from one another....” (Participant 1, Face-to-face interview).	○ Demonstrate the ability to appropriately control his/her thoughts, feelings and behaviour when encountering difficult circumstances in a culturally diverse training environment.
• Observation An intercultural trainer should be able to identify occurrences within a multicultural environment with an unbiased approach (Lippett, Miller, Sharpe, Bruen & Anderson, 2006). It is essential that the intercultural trainer observe in order to know “.... what is going on in that class like what are you trying to train so that you can pull people back and not lose people because that can happen easily” (Participant 9, Face-to-face interview).	○ Demonstrate the ability to accurately and objectively observe the progress of training as well as the unfolding situation in a culturally diverse training environment in order to prompt any necessary adjustments or interventions.

• Presentation skills The ability to present a topic of significance to an audience through the use of audio-visual equipment for the purposes of creating interest and considering the cultural background of the audience (Coetzee, Botha, Kiley & Truman, 2007). Being equipped with presentation skills will allow an intercultural trainer with the “ability to speak clearly and to present... as opposed to always follow your book.” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to effectively present information to culturally diverse learners by making use of audio-visual equipment and other relevant presentation skills.
• Management skills The intercultural trainer should manage a culturally diverse environment ensuring the achievement of learning objectives in order to support the learning process (Yamazaki & Kayes, 2004). This is supported by the interviewed participants who stated that an intercultural trainer should have “.... management skills in order to manage themselves and their classroom” (Participant 8, Face-to-face interview) and to manage “different cultural groups” (Participant 2, Face-to-face interview). It is essential that an intercultural trainer has management skills especially “.... if there is an incident in the class” in order to “ensure that learning takes place and that the learning environment is up to standard and that the mood in the class is subtle”	○ Demonstrate the ability to manage a culturally diverse environment in obtaining the learning objectives of a training programme by means of:

(Participant 6, Face-to-face interview). This can be done through means of:	
a) Problem-solving In a training environment, the intercultural trainer should examine the elements of a situation in order to accomplish a learning objective (Coetzee, Botha, Kiley & Truman, 2007). According to the participants who were interviewed for the study, an intercultural trainer will “need to solve the problems immediately, that is why I said we need to understand, we need to be aware and then solve the problem if there is any problem. We need to be trained so that we can know how to deal with those problems if there is any problem.” (Participant 5, Face-to-face interview).	○ Demonstrate the ability to solve problems that may arise in the training environment by examining the situation from different angles.
b) Analytical skills In a culturally diverse environment the intercultural trainer should be able to scrutinise conceptions, beliefs and viewpoints by means of communication which is culturally acceptable (Yamasaki & Kayes, 2004). This is supported by the interviewed participants as one participant stated that “sometimes it is very helpful to analyse the situation and to decide what your reaction is going to be” (Participant 2, Face-to-face interview) in order “to gauge which differences is going	○ Demonstrate the ability to analyse and carefully examine the thoughts, beliefs and points of view of culturally diverse learners during interaction.

to cause obstacles and which ones you can capitalise on to move the training along.” (Participant 3, Face-to-face interview).	
c) Action skills The intercultural trainer should act immediately in taking the necessary steps when confronted with a problematic scenario in order to achieve the training objectives even when the end result is unknown (Yamazaki & Kayes, 2004). This was supported by many interviewed participants as one participant stated that “.... if people in that group choose not to respect somebody else then that has to be dealt with whether it is the removal of the person or counselling on the side or whatever but it needs to be dealt with....” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to act immediately when encountering a problematic situation in a multicultural training environment.
d) Planning and preparation skills In a training environment the intercultural trainer should prepare and arrange instructional methods, material and learning endeavours in order to facilitate the attainment of learning outcomes (Coetzee, Botha, Kiley & Truman, 2007). According to the participants who were interviewed for the study, an intercultural trainer should be able “to prepare and plan accordingly for the training that needs to be conducted.” (Participant 9, face-to-face interview). This was supported	○ Demonstrate the ability to plan by preparing and arranging instructional methods, course material and learning activities to meet the learning outcomes of a training programme.

by another participant who stated that “I have to somehow work out my class” (Participant 4, Face-to-face interview).	
e) Goal orientation The intercultural trainer is focused on achieving learning outcomes through which the acquisition of new tasks is emphasized through the process of development and evaluation (Vrugt, Oort & Zeeberg, 2002). This was supported by the participants who were interviewed as an intercultural trainer has to “.... focus on the outcomes what you want the person to walk out with even if it is just the mindset.” (Participant 2, Face-to-face interview).	○ Demonstrate the ability to be goal oriented by focusing on the acquisition of new tasks in order to achieve the learning outcomes of a training programme.
f) Time-management The intercultural trainer should apply and manage time sufficiently in order to complete tasks on time and ensuring effective dialogue between individuals from diverse cultural backgrounds (Coetzee, Botha, Kiley & Truman, 2007). This was supported by many interviewed participants as the intercultural trainer has to be “.... cautious for time” (Participant 6, Face-to-face interview) as “.... we are faced with limited time and we train the individuals on a very specific item, something the client wants us to teach or train on for example incapacity. So, you have two days in which to fit the information in so you can’t devote too much time on it otherwise the client will say that	○ Demonstrate the ability to manage time in a training programme efficiently in order for culturally diverse learners to complete learning activities.

this is not what I actually hired you for....” (Participant 3, Face-to-face interview).	
g) Flexibility In a training environment the intercultural trainer should alter his/her behaviour in order to adapt to a culturally diverse environment (Ross, 2008; Deardorff, 2009). According to the participants who were interviewed for the study an intercultural trainer has to be flexible as “.... you’ve got to get to the core but even then you’ve got to be flexible because you take the topic and someone diverts it and then you’ve got to bring it back.” (Participant 8, Face-to-face interview).	○ Demonstrate the ability to be flexible in altering his/her behaviour in order to adapt to the demands of a culturally diverse training environment.
• Professional skills (code of conduct in the training field) An intercultural trainer should apply training knowledge with caution in accordance with the ethical code of conduct within the training profession (Miller & Engemann, 1997). This is essential as “you have to be careful about certain things and sometimes you might misrepresent yourself so much and you don’t want to send the wrong message around” (Participant 11, Face-to-face interview).	○ Demonstrate the ability to conduct himself/herself professionally in a multicultural training environment appropriately in accordance with the ethical code of conduct of the training profession.

Discussion

The development of a curriculum framework serves as groundwork to develop training programmes to qualify current trainers as professional intercultural trainers in the South African context (Bennet, 2005; Botha, 2011). The need for this is well supported by literature, where it is argued that the process of professional socialisation requires formal qualification through which individuals receive the required competence (knowledge, skills and attitudes) associated with a profession (Cohen, 1981; Clouder, 2003). Furthermore, the curriculum framework addresses the purpose of professional socialisation of attaining mandatory knowledge and skills specific to an identified profession as it allows for an intercultural trainer to acquire the role and intercultural competence (knowledge, skills and attitudes) to train a culturally diverse workforce effectively in a South African organisational environment (Baretti, 2004; Kramer, Maquire, Halfer, Brewer & Schmalenberg, 2013; Shuval, 1980). The incorporation of the intercultural trainer's roles in the curriculum framework prescribes the expected behaviour of an intercultural trainer to be performed in his/her profession as part of the process of the professional socialisation (Brinkerhof, Ortega & Weitz, 2014). Therefore, this curriculum framework will enhance the credibility of current trainers to conduct training in a culturally diverse organisational environment (Hassi, Storti & Azzennoud, 2011; Clark, Dobbins & Ladd, 1993).

Theoretical frameworks of Wong (2005) and Ho and his colleagues (2009) were consulted with regards to curriculum development. Ho et al. (2009) presented a model of outcomes-based curriculum development in which needs were identified as the first step in order to determine the actual learning outcomes (final step) in the process of curriculum development. This model is similar to Kern's six step approach of curriculum development but differs in the sense that it does not incorporate educational strategies or the implementation of a curriculum as Kern's model does (Kern *et al.*, 1998). This is considered as a shortcoming as curriculum development, prescribed by SAQA, requires that educational methods be incorporated that will allow for the achievement of learning outcomes. Therefore, among these models, Kern's model was deemed to exhibit greater alignment with the requirements of SAQA of an outcomes-based approach of curriculum development (SAQA, n.d.). Furthermore, the theoretical framework of Wong (2006) provides a description of educational and theoretical principles of curriculum development which includes but are not limited to appropriate organisational resources (funding), organisational issues (resistance to change) and conducting a needs assessments of stakeholders involves in curriculum development. Although the theoretical framework of Wong (2006) is not considered as invaluable to curriculum development, the emphasis is more on principles and not on illustrating

and describing the stages of development curriculum. Therefore, as the study aimed to develop a curriculum framework in the context of an outcomes-based approach prescribed by SAQA, these models are not of significant importance to this study and Kern's model was adopted as the preferred one.

The curriculum framework serves as groundwork to equip intercultural trainers with the required intercultural competence but further research is required to extend on the theory base which will allow for the curriculum framework to be implemented in the South African training and development industry. Such a programme will not only equip intercultural trainers with the required intercultural competence, but it will also enable South Africa to be on par with its international counterparts when it comes to standardising a curriculum to equip intercultural trainers with essential intercultural competencies (Bennett, 1993; Grand Valley State University, 2013; Winter Academy on Intercultural Competence, 2017).

Limitations of the study

The curriculum framework is aligned with the South African Qualifications Authority in providing learning outcomes indicating the learning to be achieved. Accompanying educational methods and content were not incorporated enabling the achievement of the learning outcomes. This is a limitation as the curriculum framework cannot yet be practically implemented in the training and development field in its present form in order to qualify intercultural trainers as professionals to practice in the South African training and development field. Although the curriculum framework was reviewed by an expert panel who resided in the Nelson Mandela Bay area and considering their demographics, the outcome of the feedback received could have been different if the cultural background and gender of the expert panel had been more diverse. Whilst various attempts were made to include a more diverse panel, when recruiting the expert panel, the only participants who met the inclusion criteria of having the required expertise of curriculum development were the ones included in the final panel.

Recommendations

It is recommended that further alignment of the curriculum with the guidelines of the South African Qualifications Authority be achieved by incorporating educational methods that will enable the achievement of the learning outcomes of each knowledge, skills and attitude component. Furthermore, not only should educational methods be incorporated but each knowledge, skills and attitude component should be extended upon in the form of a theory base to provide an in-

depth knowledge base of the required intercultural competence. The incorporation of a theory base and educational methods will enable the curriculum framework to be piloted to targeted learners for the purpose of implementation in the broader training and development context. Furthermore, it is recommended that the curriculum be piloted in other cultural contexts and provinces in South Africa as feedback received might reflect diverse views and experiences from other cultural contexts, which could be utilised to further refine and improve the framework, thus enabling it to be optimally appropriate to conduct training in the diverse cultural contexts within the South African workplace environment.

Conclusion

It is critical that an intercultural trainer be equipped with the required role and characteristics to conduct training and to interact effectively with culturally diverse learners. A curriculum framework was developed that would standardise training and equip the intercultural trainer with the required intercultural competence to conduct training and to interact effectively with culturally diverse learners in a diverse workplace environment. The development of a standardised curriculum framework required a systematic process in which a literature review was conducted to consult literature in guiding the development of the curriculum framework. Thereafter the role and the characteristics of the intercultural trainer were incorporated into the curriculum framework that emerged as themes after conducting a narrative literature review and from emerging findings after conducting a thematic analysis. The preliminary curriculum framework was sent to an expert panel who provided feedback based on their experience and expertise and such feedback was incorporated into the curriculum framework. As a result, a curriculum framework was developed with the required learning outcomes in accordance with the South African Qualifications Authority. It is critical to note that this curriculum serves as a framework to be used as groundwork to train intercultural trainers on the required intercultural competence necessary for conducting training within a culturally diverse workplace environment. Therefore, further research is required to incorporate an in-depth knowledge base essential for implementing a comprehensive curriculum into the training and development context. This curriculum framework serves as an essential step towards allowing intercultural trainers to undergo standardised training to be equipped with the required intercultural competence to conduct training in a multicultural South African workplace environment.

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CHAPTER 5: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Summary and conclusions

With the advent and spread of globalization, the organisational environment has been confronted by many diversity dilemmas (Kealey & Protheroe, 1996). Businesses have become more competitive in the globalised arena to secure financial stability and as a result relationships are established with international companies to secure survival. Consequently, culturally diverse individuals are required to interact and cooperate with one another through interpersonal relations and international work (Berger & Huntington, 2003; Simons & Krols, 2010). This leads to workplace trainers being confronted by many diversity dilemmas in the organisational environment which involves knowing how to conduct training and interacting effectively with individuals from diverse cultural backgrounds (Cowley, 2010; Chang, 2004). In the organisational environment, language and cultural differences become prominent features that cannot be ignored.

South Africa with its eleven official languages, which include English, Afrikaans, Ndebele, Sepedi, Xhosa, Venda, Tswana, Southern Sotho, Zulu, Swazi and Tsonga is confronted with diversity dilemmas equal to its international counterparts as each of these languages is associated with a culture with its unique cultural identity, cultural practices, and normative patterns of cultural interaction (Naidoo, 2011). These diverse cultures are prominent in the South African organisational environment as the diverse workforce inclusive of international immigrants need to cooperate to ensure financial stability in a competitive international market (Swanepoel, Erasmus, van Wyk & Schenk, 2003). The diversity dilemmas occur when the diverse cultural workforce need to engage with one another through communication (Horwitz, Bowmaker-Falconer & Searll, 1996). Workplace trainers who conduct training in a culturally diverse workplace environment will be confronted by these diversity dilemmas. As a result, the role and competencies of the trainer need to be revised in order to adapt to the cultural diversity in an organisational context. This will enable an intercultural trainer to conduct training and interact effectively with culturally diverse individuals. This is supported by Leach and Bisschoff and Govender (1996; 2004) who argue that the role and characteristics of intercultural trainers in South Africa have been overlooked and that a need exists for such trainers to receive a formal qualification in a standardised curriculum that would equip them with the competencies to conduct training effectively in a culturally diverse South African organisational environment.

South Africa is not on par with its international counterparts of equipping trainers with the required intercultural competence as intercultural competence training for trainers has been standardised

in the form of qualifications in Europe and the United States of America. These qualifications consist of either undergraduate or postgraduate programmes which range from foundational phase to professional phase equipping intercultural trainers with theory and learning practices with the focus on intercultural competence (Intercultural Communication Institute, n.d.; University of Groningen, 2018; London School of international communication, 2018). On a national level the current qualification endorsed by the South African Qualifications Authority (South African Qualifications Authority, n.d.) standardise training for trainers with a lack of focus on intercultural competence. Therefore, there is a lack of a formal qualification to qualify intercultural trainers as professionals with the required intercultural competence to conduct training in a culturally diverse organisational environment (Botha, 2011). This necessitates a curriculum that will standardise training and incorporate learning outcomes that will equip intercultural trainers with the required knowledge, skills and attitudes to conduct training in a multicultural environment (van der Wagen & Ridley, 1997). This gap informed the aim of the present study, which was to identify the ideal role and characteristics of an intercultural trainer via a review of existing literature as well as via an exploratory qualitative study amongst intercultural trainers working in the Nelson Mandela Bay area of South Africa, and to develop a curriculum framework for the training of intercultural trainers.

5.1.1 Summary of the findings

An aim of the study was to describe the role of the intercultural trainer. The first sub-aim of the study was to determine what the role of the intercultural trainer should be on the basis of a literature review. Various themes emerged from this review of existing literature, which suggest that intercultural trainers should create and foster a learning environment; use training delivery methods effectively; remain continuous life-long learners and engage in self-reflection; establish credibility with trainees; conduct a needs analysis, evaluate the outcome of training objectives, obtain experience in the training and development industry, develop learning materials, have subject matter expertise and be able to facilitate learning. These themes were outlined in article one and were described in terms of their relevance and applicability to the role of the intercultural trainer in the South African context. By identifying and discussing these themes, the first sub-aim of the study was satisfactorily achieved.

The second sub-aim that was set for the study was to determine which characteristics (knowledge, innate and achieved competencies and skills, and attitudes) are valued as ideal for an intercultural trainer in the South African workplace via an exploratory qualitative study. Semi-structured interviews were conducted with twelve purposively selected participants. Thematic

analysis was applied to analyse the data. Various themes emerged from the thematic analysis that was conducted and these were grouped into three sections namely, knowledge, skills and attitudes. The themes that emerged in the knowledge component suggests that intercultural trainers should have a training qualification to conduct training in a culturally diverse environment, acquire knowledge of training methods that are culturally appropriate, gain cultural awareness when interacting with learners, acquire knowledge of the learner's situational background which include the learner's academic, occupational and cultural background, acquire knowledge of the socio-economic and political conditions in order to understand and relate to the background of culturally diverse learners and be a subject matter expertise in obtaining knowledge in a specific subject that relates to his/her educational or occupational background.

Furthermore, several other themes emerged from the findings as part of the skills component, which was divided into two main categories namely interpersonal and management skills. Skills that formed part of the interpersonal category included, communication skills, language awareness, listening, questioning, emotional intelligence, conflict management, assertiveness and self-control. The most prominent finding that emerged from the data and which also echoed themes emerging from literature (Lloyd & Härtel, 2010; Beamer, 1992) was the importance of communication skills. Findings revealed that communication skills are essential as the intercultural trainer has to interact and collect information from culturally diverse learners whilst conducting training.

Findings that emerged as part of the management category included problem-solving, analytical, action, planning and preparation, goal orientation, time-management and flexibility. Furthermore, additional findings that emerged as part of the skills component the necessity for intercultural trainers to possess observation, presentation and professional skills. It is evident to note that the importance of certain skills for the intercultural trainer, which include interpersonal skills, language awareness, emotional intelligence, conflict management assertiveness, self-control, management, analytical and action skills have not been sufficiently supported by literature and as such, further research is required to confirm the value of these skills as part of the characteristics of the intercultural trainer.

In addition to knowledge and skill components, the analysis of the data also pointed to the importance of certain attitudes. Various themes emerged in the attitude component which comprised of having a positive approach, motivation, curiosity, empathy, patience, respect, trustworthiness, tolerance for ambiguity, determination, humour, open-mindedness, non-judgemental and self-efficacy. Two prominent findings congruent with literature signifies that an

intercultural trainer should demonstrate respect and empathy towards culturally diverse learners to understand the diverse cultural backgrounds including the cultural beliefs, values and associated feelings of culturally diverse learners. A lack thereof could negatively impact a culturally diverse environment in not establishing relationships and allowing learning to occur amongst culturally diverse learners (McCain & Tobey, 2007; Karim, 2003). Further research is required to support the attitudes of curiosity, non-judgemental, motivation, self-efficacy and determination as part of the characteristics of the intercultural trainer as insufficient evidence of the importance of these factors in the context of intercultural training has been noted in literature.

The study aimed to identify the role and characteristics that are valued as ideal for an intercultural trainer in order to develop a framework for a curriculum for the training of intercultural trainers that would serve as first step towards equipping intercultural trainers with the required intercultural competence to conduct training and interact effectively with culturally diverse learners. This will address the current gap in the South African training and development field as the qualification for trainers in the South African context does not take into account the cultural component which trainers require. This necessitates a standardised curriculum to qualify trainers as professionals in the training and development field with the required intercultural competence. Proposing a framework for such a curriculum on the basis of a literature review as well as an exploratory qualitative study focusing on the required characteristics and role of the intercultural trainer constituted the main aim of the present study. As such, during the final phase of the study, a curriculum framework was developed which incorporated and synthesised the findings emanating from the first two phases of the study in relation to the role and characteristics of the intercultural trainer. During this third phase of the study, a literature review was conducted on curriculum design, and an initial curriculum was devised using by using Kern's six step approach to curriculum development (Kern, Thomas, Howard & Bass, 1998). The curriculum framework was evaluated by an expert panel. The expert panel consisted of five participants who were recruited through a non-probability purposive expert sampling technique based on their expertise and experience in curriculum design (Daniel, 2012; Henry, 1990). Feedback received from the expert panel was incorporated into the final curriculum framework and aligned with the standards set by the South African Qualifications Authority to outline the learning outcomes to be achieved in relation to each of the identified knowledge, skills and attitude components. As such, all three sub-aims of the study have been satisfactorily achieved.

5.1.2 Implications of the study

The findings of this study have a number of implications for theory and practice. In terms of theory, Deardorff's model of intercultural competence was used as a theoretical framework for the interpretation of the findings (Deardorff, 2006; 2009). The findings both provide further research-based verification for many elements of this theory, and also suggest several new elements that could be incorporated into the theory in order to expand it. In congruence with Deardorff's model which signified that knowledge, skills and attitudes are considered as fundamental to interact with culturally diverse individuals, these categories were employed as a deductive framework when thematically analysing data from literature and interviews, as well as in structuring the proposed curriculum. Deardorff (2009) identified that attitudes which include respect and curiosity served as foundation to develop knowledge and skills necessary to interact with culturally diverse individuals. The findings of the study supported the foundational attitudes outlined by Deardorff in identifying respect and curiosity as part of the attitudes component, but extended beyond the foundational attitudes by identifying various attitudes required to interact with culturally diverse learners. These attitudes involve having a positive approach, motivation, empathy, patience, respect, trustworthiness, tolerance for ambiguity, determination, humour, open-mindedness, non-judgemental and self-efficacy. It should be noted that openness and discovery as part of the foundational attitudes identified by Deardorff (2006) did not emerge as findings in the present study.

The findings of the study were not only congruent with the attitudes outlined in Deardorff's model but extended beyond the required skills and knowledge identified by Deardorff (2006; 2009). According to Deardorff (2006; 2009) knowledge of one's own culture as well as the skills of observation, listening, evaluating and interpreting are required to interact with culturally diverse individuals. Although the findings of the study were congruent with the skills of observation and listening as well as knowledge of one's own culture, it extended beyond these skills and knowledge identified by Deardorff (2006; 2009). A critical finding that emerged was that the knowledge component of cultural awareness was extended upon as the intercultural trainer should be aware of his/her culture as well as the culture of others in order to evaluate his/her own culture to other cultures. This is supported by a study conducted by Cowley (2010) as workplace trainers confirmed their deficiency of cultural knowledge and awareness to train in multicultural organisations. Furthermore, findings that emerged as part of the knowledge component in addition to the knowledge identified by Deardorff include having knowledge of intercultural appropriate training methods, knowledge of the situational background of learners as well as an awareness of socio-economic and political conditions and being a subject matter expert in a

specific field. A critical finding that emerged in addition to the knowledge identified by Deardorff (2006) includes an emphasis on the importance of a training qualification encompassing the skills, attitudes and knowledge components required to equip intercultural trainers with the necessary intercultural competence to conduct training and interact with culturally diverse learners. Therefore, the findings that emerged as part of the knowledge component extends beyond the knowledge of cultural self-awareness identified by Deardorff (2006). This implies that an intercultural trainer's knowledge should not be limited to cultural self-awareness but should include knowledge of intercultural appropriate training methods, knowledge of the situational background of learners as well as an awareness of socio-economic and political conditions and being a subject matter expert in a specific field as well as a training qualification.

Furthermore, the findings that emerged from the study extended beyond the skills identified by Deardorff (2006) as various skills emerged from the study and were divided into two main categories, namely interpersonal and management skills. The findings that emerged from the study were congruent with the skills identified by Deardorff (2006) which include observation, listening and analyzing skills. However, the skills identified by Deardorff (2006) which include evaluating, interpreting and relating did not emerge as findings as part of the skills component. A critical finding that emerged as part of the skills component includes communication skills as the intercultural trainer has to interact and collect information from culturally diverse learners. It is critical to note that this skill did not form part of the foundational skills identified by Deardorff (2006) but was supported by literature and referred to as intercultural communication (Lloyd & Härtel, 2010; Beamer, 1992). Given that the themes not currently reflected in Deardorff's model were derived from a combination of peer-reviewed literature sources and/or a qualitative study among participants who were purposively selected for their expertise in relation to intercultural competence, there might be value in reflecting on ways to expand and reconceptualize the existing theory in light of these additional themes.

The study also has significant implications for practice. Literature revealed that development programmes for trainers should be revised by paying more attention to the cultural component of intercultural competence (Bax, 2002; Elmadssia & Hosni, 2012). The lack of a formal qualification with the focus on intercultural competence and skills development for current trainers sanctioned by the South African Qualifications Authority (SAQA) serves to support the aim of the study of devising a standardised curriculum for the training of intercultural trainers in the South African context (Korotkikh, 2010; SAQA, n.d.). This was further supported by literature (Coetzee, Botha, Kiley & Truman, 2007) as well the findings of the study in that a training qualification is required to equip an intercultural trainer to conduct training and interact effectively in a culturally diverse

organisational environment. In practice, the study highlighted the need for a standardised curriculum to be developed that incorporates culture as well as revising the role and characteristics of the intercultural trainer by conceptualising intercultural competence in terms of a series of outcomes in relation to the dimensions of knowledge, skills and attitudes. Intercultural trainers require these components to conduct training and to interact effectively in a challenging culturally diverse workplace environment on a national level. Therefore, a curriculum framework was developed which expanded on the role and characteristics of the intercultural trainer on a national level with the focus on intercultural competence. The curriculum framework incorporated learning outcomes to align it with the South African Qualifications Authority to outline the achieved learning of each outcome. Although the final curriculum framework was not intended to be a complete training programme, it is hoped that it would serve as a foundation for further research to be conducted to incorporate necessary educational methods and theory required for the implementation of a comprehensive training programme and qualification.

It is hoped that the development of the curriculum framework will support the professionalization of intercultural trainers to allow them to receive formal training to acquire the relevant competence to practice as a professional in the training and development field. This is congruent with literature which advocates that professional socialisation allows for an individual to acquire competence through an educational program to develop a professional identity associated with a profession (Miller, 2010; Clouder 2003). As part of professional socialisation, formal training should consist of theory and a practical application thereof to attain the mandatory knowledge and skills associated with a profession (Kramer, Maquire, Halfer, Brewer & Schmalenberg, 2013; Shuval, 1980). It is evident to note that as the curriculum was developed as a framework, a theoretical base and practical application thereof should be developed and incorporated to professionalise intercultural training in the South African context. Hence the importance of further research to be conducted that will allow intercultural trainers to progress to the post-socialization stage of practising as professional intercultural trainers.

5.2 Limitations of the study

Whilst the study provided meaningful insights into the role and characteristics of an intercultural trainer, the scope of the study was limited as it only focused on the experiences of participants who conducted training within service and production organisations within the Nelson Mandela Bay area. As part of the limitations inherent in a qualitative design (McFarlane, Veach & LeRoy, 2014), the findings cannot be generalised to the entire South African context. Furthermore, the participants only presented racial and cultural backgrounds consisting of white, black (isiXhosa

culture) and coloured. As these cultures are not inclusive of all the cultures affiliated with the eleven official languages in the South African context (Clark, 2009; Naidoo, 2011), the findings cannot be generalised to other provinces in the country as participants with different demographics might have different views and experiences. This requires further research as a possibility exist that the role of the intercultural trainer could be conceptualised differently within these contexts.

The development of a curriculum framework which incorporated the role and characteristics of an intercultural trainer aimed to address the gap that exists in the training and development industry in South Africa of devising a standardised curriculum for the training of intercultural trainers (Bisschoff & Govender, 2004; Meyer & Sloman, 2013). As this curriculum framework outlined the expected behaviour in the form of learning outcomes in accordance with the South African Qualifications Authority, it is critical to note that the educational methods required to enable the achievement of the learning outcomes were not incorporated (The South African Qualifications Authority, n.d.). Whilst this was not the aim of the study, this nonetheless limits the implementation of the curriculum framework in the training and development field of South Africa in order to qualify current trainers as intercultural trainers to train effectively in the South African organisational environment. Furthermore, the development of a curriculum framework required feedback from individuals who had the required knowledge and expertise in curriculum development for the purpose of validating the content of the curriculum framework (Clayton, 1997; Chaipayat & Brown, 2000). These individuals who served as the expert panel resided in the Nelson Mandela Bay area and exhibit similar geo-demographic limitations to that of the participants who took part in the second phase of the study. However, given that the study aimed to identify the role and characteristics of trainers who are conducting training in a diverse South African workplace, the findings may be transferable to intercultural trainers who conduct training in similar culturally diverse workplace environments.

5.3 Recommendations for future research

Based on the limitations outlined above, it is recommended that future studies should be extended beyond the Nelson Mandela Bay area to include participants from other cultures and equal representation of gender. Furthermore, the themes identified from literature and the qualitative study could be used as the basis for developing a survey which could be more widely administered to a representative sample of intercultural trainers in order to verify and quantify the findings emanating from this study, and also to determine the extent to which the findings would generalise to other regions and cultures in South Africa.

The curriculum framework serves as foundation for guiding the development of current training of intercultural trainers in South Africa and further research is required to extend on the knowledge base and to incorporate educational methods. This will allow for the curriculum framework to be implemented and to equip current trainers with a formal qualification to practise as intercultural trainers in the training and development field.

Further research is required to determine whether or not there is support for some of the findings that have not been reported in existing literature. This was particularly evident in the attitudes and the skills component as the attitudes which include having a positive approach, curiosity, non-judgemental, motivation, self-efficacy and determination and the skills which include interpersonal skills, language awareness, emotional intelligence, conflict management, assertiveness, self-control, management, analytical and action skills were not supported by literature. Therefore, further research is required to examine these attitudes and skills as part of the characteristics of the intercultural trainer.

5.4 Personal reflections

The researcher's involvement in completing her MA degree has allowed her to gain the necessary competence and expertise to execute the role of researcher professionally and to remain objective during the study. This assisted the researcher to conduct the data collection and analysis process in this research endeavour in a professional manner. Furthermore, this supported the professional role of the researcher to present unbiased results and to ensure that the findings be disseminated to those participants who requested it.

The researcher is extensively involved in the training and development context as she is an occupational trainer who conducts training in a culturally diverse organizational environment. This raised the awareness that the current qualification for trainers in the South African context lacks a cultural component. This necessitates further exploration of the role and characteristics of workplace trainers in a culturally diverse workplace environment. Although the research process was time consuming and exhausting at times, the researcher drew strength in the awakening of insights gained in conducting face-to-face interviews as well as the vast amount of data that emerged. Interacting with the research participants and experiencing their enthusiasm towards the aim of the study of compiling a curriculum framework that can broaden the competence of current trainers in South Africa, motivated the researcher to persevere towards completing the current study. This brought the researcher to the realization that a definite need exists to revise the currently qualification of trainers in the South African context and that the revised qualification will enhance the competence of current trainers in the training and development field.

This journey has been extremely rewarding as the researcher worked towards impacting the competence of trainers by drafting a curriculum framework that would hopefully be used as a guideline to incorporate a cultural component which trainers require to conduct training and interact effectively in a culturally diverse organizational environment. This will not only impact the trainers in South Africa but the researcher herself, as the researcher is a firm believer of continuous professional development in order to stay abreast with international trends in the training and development field. On a personal level, this study has enriched the researcher's life as she meaningfully contributed not only to her own occupation and her competencies as a trainer but also potentially to those trainers who are currently conducting training in a diverse workplace environment and who require intercultural competence to interact effectively with diverse cultures within the South African context.

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Annexure A



NORTH-WEST UNIVERSITY
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Institutional Research Ethics Regulatory Committee

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Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF STUDY

Based on approval by the **Basic and Social Sciences Research Ethics Committee (BaSSREC)** on **24/05/2017** after being reviewed at the meeting held on **11/05/2017**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your study as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Project title: The role, characteristics and training of an intercultural trainer															
Project Leader/Supervisor: Hermann Werner Nell															
Student: Lizanne Gerber															
Ethics number:	N	W	U	-	HS	-	2	0	1	6	-	0	0	5	6
	Institution						Year			Project Number					
Application Type: Single Study															
Commencement date: 2017-05-24															
Expiry date: 2020-05-24															
Risk: Low															

Special conditions of the approval (if applicable):

- x Translation of the informed consent document to the languages applicable to the study participants should be submitted to the BaSSREC (if applicable).
- x Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the BaSSREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- x The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via BaSSREC:
 - annually (or as otherwise requested) on the progress of the study, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- x The approval applies strictly to the proposal as stipulated in the application form. Would any changes to the proposal be deemed necessary during the course of the study, the study leader must apply for approval of these changes at the BaSSREC. Would there be deviation from the study proposal without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- x The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via BaSSREC and new approval received before or on the expiry date.
- x In the interest of ethical responsibility the NWU-IRERC and BaSSREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the study;
 - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
 - withdraw or postpone approval if:

- any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the BaSSREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- x BaSSREC can be contacted for further information or any report templates via Charmaine.Lekonyane@nwu.ac.za or 018 210 3483.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or BaSSREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Digitally signed by
Prof LA Du Plessis

Du Plessis Date: 2017.06.08
15:15:32 +02'00'

Prof Linda du Plessis

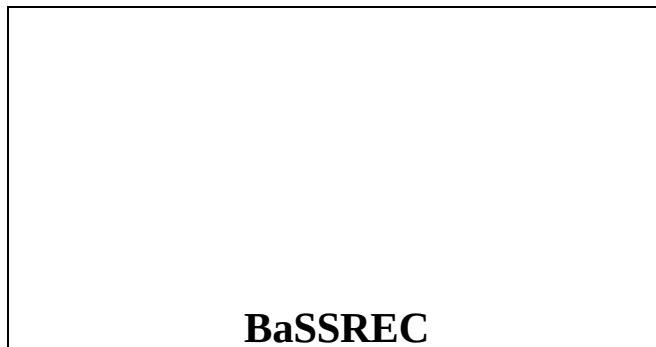
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Annexure B



PO Box 1174, Vanderbijlpark
South Africa, 1900

Web: <http://www.nwu.ac.za>



DATE:

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR FACE-TO-FACE INTERVIEW

TITLE OF THE RESEARCH PROJECT: The role, characteristics and training of an intercultural trainer.

REFERENCE NUMBERS: HS-2016-0056

PRINCIPAL INVESTIGATOR: Lizanne Gerber

ADDRESS: 8 Muller Street, Despatch, 6220

CONTACT NUMBER: 072 014 2479

You are being invited to take part in a research project that forms part of my Doctorate degree. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research is about and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Basic and Social Sciences Research Ethics Committee (BaSSREC) of the Faculty of Humanities of the North-West University (NWU HS-2016-0056)** and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki and the ethical guidelines of the National Health Research Ethics Council. It might be necessary for the research ethics committee members or relevant authorities to inspect the research records to make sure that we (the researchers) are conducting research in an ethical manner.

What is this research study all about?

- *This study will be conducted in Port Elizabeth and will involve a face-to-face interview which will last for approximately one hour. The researchers have been trained to use the methods mentioned in the previous sentence.*
- *Approximately 20 participants will be included in this study.*
- *The objectives of this research are:*
 - *to determine the ideal characteristics for an intercultural competency trainer*
 - *to determine steps that can be taken to facilitate the professional recognition of intercultural competency trainers*
 - *to devise (on the basis of findings) a curriculum plan for the training of intercultural competency trainers*

Why have you been invited to participate?

- *You have been invited to participate because you are a registered trainer who conducts training within a variety of service and production organisations within the Nelson Mandela Metropolitan area*
- *You have also complied with the following inclusion criteria:*
 - *You are registered as a trainer (registered at a Skills Education Training Authority) or working within a registered training practice for at least a period of one year*
 - *You have experience of conducting training with adults within a multicultural training environment for at least a period of one year*
 - *You have an educational qualification within the training and development context*
 - *You are 25 years and older*

What will your responsibilities be?

- *You will be expected to participate in a face-to-face interview, which will be audio-taped and transcribed for the purpose of generating findings. The duration of the interview will approximately be 1 hour in which the researcher will gain understanding of your experience as a registered trainer.*

Will you benefit from taking part in this research?

- *Your participation will hold no direct benefits for you.*
- *The indirect benefit will probably be that the findings of the research study will be useful for workplace trainers in the South African workforce to have a better understanding of what skills, knowledge and attitudes are necessary in dealing with cultural diversity.*

Are there risks involved in your taking part in this research and how will these be managed?

- *The risks in this study, and how these will be managed, are summarised in the table below:*

<i>Probable/possible risks/discomforts</i>	<i>Strategies to minimize risk/discomfort</i>
• Because you will spend about an hour or longer taking part in the face-to-face interview, it is possible that you will become tired.	As the face-to-face interview consists of 24 questions, the researcher will monitor the face-to-face interview and in the event of fatigue, you will be free to take a break during the session at any time you wish to do so.
• Because the researcher will ask you questions relating to problems you have experienced when facilitating training, this could make you feel uncomfortable.	The researcher will facilitate these questions as to allow you to provide answers according to your level of comfortability. That is, you do not have to answer any question that you do not feel comfortable in answering.
• Because a time and date will have to be scheduled for the interview, the researcher is aware that it may interfere in your part-time or full-time employment	The researcher will arrange a suitable time and date to avoid any loss of income and to avoid travelling long distance to and from the venue. You will be reimbursed for any travelling costs to and from the interview.

- *However, the benefits (as noted above) outweigh the risk.*

Who will have access to the data?

- *Confidentiality (that is, I assure you that I will protect the information I have about you) will be ensured by the research in keeping the audio-recorded information, any notes taken by the researcher and the signed consent forms in a secured facility. Reporting of findings will be anonymous and false names will be given in the write-up of the findings.*
- *Only the researcher and her stud leader will have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected.*
- *Audio-recorded data will be sent to a transcriber who will sign a confidentiality clause (i.e., she will not be allowed to talk to anyone about any aspect of the data). As soon as data has been transcribed it will be deleted from the recorders. The transcripts will be stored on a password-protected computer.*
- *Data will be stored for a minimum of 5 years.*

What will happen to the data?

The data from this study will be reported in the following ways: the findings will be presented in an article format and will be published in a journal. In all of this reporting, you will not be personally identified. This means that the reporting will not include your name or details that will help others to know that you participated (e.g., your address).

The data may be re-used in future studies with a similar aim and scope as this study, but will not be re-used for any other purpose.

Will you be paid/compensated to take part in this study and are there any costs involved?

No you will not be paid/compensated to take part in the study but refreshments will be provided in the event of the face-to-face interview lasting more than an hour. The researcher will arrange for a suitable location as to ensure that you do not have to travel. However, if participating in the research means that you have to travel especially for the purpose of participating, then your travel costs will be paid.

How will you know about the findings?

- The general findings of the research will be shared with you and the researcher will send you a copy of the final results (if you wish to receive this).

Is there anything else that you should know or do?

- You can contact the researcher, Lizanne Gerber at 072 014 2479 or lizannedehart@hotmail.com if you have any further queries or encounter any problems.
- You can contact the chair of the Basic and Social Sciences Research Ethics Committee (Prof Jaco Hoffman) at 016 910 3456 or Jaco.Hoffman@nwu.ac.za if you have any concerns or complaints that have not been adequately addressed by the researcher. You can also contact, the co-chair, Dr Vhumani Magezi (016 910 3453 or 12403741@nwu.ac.za. You can leave a message for either Jaco or Vhumani with Ms Charmaine Lekonyane (016 910 3483)
- You will receive a copy of this information and consent form for your own records.
- You could be asked to participate (with your consent) in a focus group interview in which five to seven participants will be recruited. The purpose of the focus group interview will be to assess a framework for the purposes of curriculum development.

Declaration by participant

By signing below, I agree to take part in a research study entitled: The role, characteristics and training of an intercultural trainer.

I declare that:

- I have read and understood this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher (if this is a different person), and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I understand that what I contribute (what I say) could be reproduced publicly and/or quoted, but without reference to my personal identity.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.

- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) on (*date*) 20....

.....
Signature of participant

.....
Signature of witness

- You may contact me again ☐ **Yes** ☐ **No**
- I would like a summary of the findings of this research ☐ **Yes** ☐ **No**

The best way to reach me is:

Name & Surname: _____

Postal Address: _____

Email: _____

Phone Number: _____

Cell Phone Number: _____

In case the above details change, please contact the following person who knows me well and who does not live with me and who will help you to contact me:

Name & Surname: _____

Phone/ Cell Phone Number /Email: _____

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) on (*date*) 20....

.....
Signature of researcher

.....
Signature of witness