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**Effectiveness of a multicultural education unit on the cultural
sensitivity of undergraduate hospitality students**

Holt, Charlotte Louise Clerici, Ph.D.

The University of North Carolina at Greensboro, 1993

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EFFECTIVENESS OF A MULTICULTURAL
EDUCATION UNIT ON THE CULTURAL
SENSITIVITY OF UNDERGRADUATE
HOSPITALITY STUDENTS

by

Charlotte L. Clerici Holt

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
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Approved by

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APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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The purpose of this study was to develop and field test a curricular unit about multicultural perspectives integrated into existing courses in an undergraduate hospitality program. In addition, the Cultural Diversity Workforce Awareness Inventory (CDWAI), an inventory which measures awareness of and attitudes towards cultural diversity in the hospitality workforce, was developed and tested.

The topics included in the unit were: culture and the workforce, developing sensitivity to the multicultural cultural workforce, dealing with assumptions/stereotyping and communication patterns within different cultures, and skills for multicultural managers. Activities for the class sessions included: readings, videotapes, a simulation activity, class discussions, and group activity. It was designed for two class sessions each three hours in length.

The inventory consisted of 42 awareness and attitude statements. A Q-Sort by 30 experts was performed to verify classification of items in different subscales of the inventory. The result was a 31-item inventory with three subscales. The test-retest coefficient was .57 and the Cronbach's Alpha was .69.

The 39 students involved in the field test were enrolled in hospitality management courses in the spring semester of

1992. The control group included 78 students in a management course also enrolled in the spring 1992. An analysis of covariance was used to determine whether there was significant gain from the pre-to-posttest on the CDWAI using pretest score as the covariate. The ANCOVA revealed that there was no significant difference in the gain from the pre-to-posttest for the CDWAI scores of the experimental and the control groups ($F = 2.48$; $p = 0.1183$).

Students evaluated the unit in regard to readings, activities, and usefulness. The readings were considered to be worthwhile and helpful to understanding diversity by the majority of the students. The students rated the use of videotapes and discussions of them as the most helpful and worthwhile activities in the unit. Information about managing workforce diversity appeared to be of primary interest to the students as indicated by the high rating of the reading activities related to this topic.

Individual examination of the CDWAI items and the students' unit evaluations indicated the strengths and limitations of the curricular unit. Revisions of the multicultural unit were recommended.

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DEDICATION

This dissertation is dedicated to:

- My parents and grandmother, Dorothy, Charles and Erie Clerici whose love, understanding, and support encouraged me to be all that I can.

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CHAPTER I
INTRODUCTION

The United States has long been called the melting pot of the world. This title was given to the United States due to the vast influx of immigrants that have, and still are entering the country. The 1990 census determined that the number of U.S. residents who were born in a foreign country has approached 20 million, representing 7.9% of the total population. Also, according to demographers at the Census Bureau (U.S. Department of Commerce, Economics, & Statistics Administration, 1992), the unofficial estimate for the number of undocumented aliens residing in the United States in 1990 was 3.3 million. This influx has indeed resulted in a population made up of culturally diverse people.

Further evidence of this diversity is found in the fact that 30% of the residents of New York and 70% of those in Washington D.C. are foreign born; 63% of Detroit's residents are African American, two-thirds of Miami's population are Hispanic, and one-third of San Francisco's residents are Asian (U.S. Department of Commerce, Economics, & Statistics Administration). It is projected that by the year 2000 the majority of Californians will have English as their second language. By 2010, it is expected that white Americans will

become a minority, comprising approximately 48% of the United States population (Johnston & Packer, 1987; Peters, 1989).

It is clear that there are growing numbers of people in the U.S. who have different cultural backgrounds. A person's culture is intricately a part of who and what they are. Whatever they do or wherever they go they carry these cultural differences with them. Since most individuals do not live in culturally isolated situations, they have contact on a daily basis with others from different cultural backgrounds. These differences in cultural backgrounds are also prevalent in the work environment.

Considering the present and projected cultural diversity in the United States, there is a great need to prepare young people to live, work, and manage in a culturally diverse work place (Chon, 1990; Gamio & Sneed, 1991, 1992; Steffen, 1991; Tanke, 1988, 1990; Welch, Tanke, & Glover, 1988; Welch & Welch, 1987; Williams, 1991, 1992). The specific industry of interest in this study is hospitality, which has a long-standing history and has become the world's largest industry, representing annual expenditures of over US \$2 trillion (Riegel, 1991).

The hospitality industry is comprised of many different areas, including restaurants, hotels and motels, clubs, foodservice establishments, food brokers, distributors, manufacturers, hospitality associations, and industry educators. These food service industries employ men and

women who play vital roles in the caring, feeding, and lodging of people away from home. Therefore, it should not be surprising that the current aggregate employment in the industry is approximately 10 million people (Spears, 1991).

By the year 2000 it is projected that there will be 21 million additional job openings, all in the service producing (rather than goods-producing) industries and the hotel industry alone will add 600,000 new jobs, an increase of 43 percent (Gottlieb, 1988, p. 22).

There is and will be a growing concern that managers in the hospitality industry possess world-wide cultural awareness and value diversity (Krohn & Ahmed, 1991, Steffen, 1991). In a hospitality textbook, Stevens (1991) explained to hospitality students that they will be "handicapped and ignorant managers in the next few years unless they get off the beaten path and jump-start their cultural education" (p. 33).

There are unique challenges, rewards, and infinite opportunities for individuals who are highly motivated and willing to meet the requirements that a career in the hospitality industry demands. Specific skills and abilities have been identified that are related to success in a multicultural environment.

Most of these are common sense but often are not demonstrated by multinational managers or supervisors of minority employees in one's own culture: respect, tolerance of ambiguity, relating to people, being nonjudgmental, personalization of one's observations, empathy and persistence (Ruben, 1977, p. 52).

In order to achieve success in the hospitality industry, it is imperative that managers be prepared in the area of multicultural education so that the end result is a manager who is a "multicultural person."

The hospitality industry of today has had to face many challenges. Two of these are labor shortages and the increasing cultural diversity of the labor pools that are available. These culturally diverse labor pools are an untapped domestic source of labor supply for the hospitality industry and will provide long-term solutions to the industry's labor needs if used (Fintel, 1990; Kwansa, Farrar & Murrmann, 1991). Immigrants are projected to account for more than 23% of the change in labor force between 1986 and 2000 (National Restaurant Association, 1988). The number of Hispanics employed in foodservice occupations since 1983 has nearly doubled and accounted for 12 percent of the total foodservice workforce in 1989, in comparison to 6.8 percent just 6 years earlier. At the same time, black employment increased 31 percent, thereby accounting for 12.5 percent of the employees in foodservice occupations (Michalski, 1990).

As the hospitality industry seeks more and more targeted minority work groups (i.e., Hispanics) to fill these jobs in a shrinking labor pool market it is even more mandatory that today's and tomorrow's manager possess increased multicultural management expertise . . . realize that no longer can a leader (manager) permit differences in people to be an obstacle to human interaction and interrelationships. Instead one must develop skills for dealing with diversity in individuals and groups (Diekelman, 1991, p. 282).

Multicultural management addresses such issues as, how can we live and grow with individuals from various cultural backgrounds? How can we work productively with individuals from various cultural backgrounds? The lack of diversity training has resulted in a wide variety of consequences ranging from voiding of business deals worth millions of dollars to high employee turnover rates (Copeland, 1988a, 1988b; Loden & Rosener, 1991; Ricks, 1983).

The lack of multicultural training can be found not only in the hospitality industry but also in education; particularly in schools preparing students for the hospitality industry (Chon, 1990; Steffen, 1991; Welch & Welch, 1987; Williams, 1991, 1992). In the United States there were only a few hospitality programs that had multicultural management courses in their curriculum as of spring 1992. Four of these institutions were: Florida International University and Cornell, which established courses in the mid 1980's, the University of South Carolina which added one in 1990, and Virginia Polytechnic Institute which introduced a course in the spring of 1992. All four of these programs are at institutions that have large and/or long established hospitality programs and are considered some of the leading programs in the country.

It is important that other educational institutions increase emphasis on multicultural education. As this is done, increased numbers of graduates who are more prepared

for managing a culturally diverse workforce will be available for employment in the hospitality industry. Career development and success in hospitality have been found to be closely correlated to one's education and skills; therefore, it is imperative that higher education in hospitality and industry educate future managers to be multiculturally aware (Gamio, 1991; Shames, 1986; Steffen, 1991; Tanke, 1990; Williams, 1991, 1992).

One of the institutions offering a hospitality program is Appalachian State University (ASU) in Boone, North Carolina. Ninety-one percent of the approximately 11,500 student body at ASU come from an assortment of cities, towns, and rural areas within North Carolina. North Carolina has 100 counties and the students of ASU come from 92 different counties.

Essentially, they have little exposure to other nationalities, foreign languages, or other cultures. These students return to the same or similar environments in North Carolina upon graduation. This international literacy is mandatory if the students are to fulfill their potential to lead North Carolina into the next century. This is especially important for the large numbers of students studying business and education (Status Report on International Programs Appalachian State University, May 1990, p. 1).

In addition, 3 of the 18 educational goals that have been adopted for the baccalaureate degree deal with cultural awareness. They are as follows:

8. An awareness of the world's diversity of cultural and national experiences, identities and values.
9. An understanding of the issues and problems facing the contemporary world.
10. An understanding of, and respect for, diverse opinions and ideas (Appalachian State University General Bulletin, 1991-1993, p. 4).

In addition, beginning in the fall of 1992, the ASU curricular policy changed to include a requirement of a minimum of four multi-cultural courses for all undergraduate students to ensure that they meet the challenges in this rapidly changing world. Increasing awareness of specific differences in customs and ideologies is believed to offer immediate and direct value to students (Status Report on International Programs, May, 1990).

Statement of the Problem

Since limited materials were available for use by hospitality educators in blending multicultural perspectives into existing hospitality programs, the need for developing and field testing such a curricular unit was apparent.

The specific objectives of this study were:

1. To develop, field test, and make recommendations for revisions of a curricular unit that focuses on the development of a multicultural perspective for future managers in the hospitality industry.
2. To develop, determine reliability and validity, and recommend revisions of an inventory that measures awareness

of and attitudes toward cultural diversity in the hospitality workforce.

3. To determine effectiveness of the unit in developing awareness and changing attitudes through use of a pre-post measure of cultural diversity in the workforce.

The hypothesis tested in this study was that there is no difference in the pretest and the posttest scores on the inventory developed for this study by the undergraduate hospitality students who did and did not receive the unit.

Significance of the Study

This study is not only important for educators but it is also significant to the hospitality industry. The hospitality industry's diverse workforce is continuing to grow rapidly; therefore, a successful method of helping students develop a multicultural perspective has to be found.

In the past 40 years the hospitality industry has become increasingly concerned with the education of its employees (Knight & Kotschever, 1989). Industry has continued to develop educational programs for employees but did not realize until recently that these programs were missing a vital ingredient, multicultural education (Cullen, 1981; Shames, 1986; Tanke, 1988; Williams, 1991, 1992). Since multicultural education was limited in university programs, companies such as Service Master and Marriott have developed

and incorporated multicultural education programs into the 1990 and 1991 training for managers.

Cultural attitudes are difficult to change; it is unrealistic to expect employees in the hospitality industry to change rapidly. A more practical method is to introduce the changes through the higher educational system (Pizam, 1989). Educators can prepare students for professional careers through curricula that address multicultural management. In turn, curricula used by multicultural educators can be strengthened by utilizing information from hospitality practitioners (Gamio, 1991; Tanke, 1988, 1991; Williams, 1991, 1992).

Due to the need for a multicultural focus in higher education, the results of this study can assist educators in incorporating course content which will give future managers more knowledge of cultural diversity. Both educators and practitioners are becoming more interested in the professional development of competent college graduates who will be future management trainees in the hospitality industry (Baum, 1990, 1991a, 1991b; Tas, 1988).

Harris and Moran (1991) cite 11 reasons why all managers should advance their cultural learning and why global organizations should include cultural learning in their human resource development strategies. Nine of the reasons supported the need for the curriculum developed in this study:

1. Culture gives people a sense of identity, whether in nations or corporations, especially in terms of human behavior and values. Through culture, organizational loyalty and performance can be improved, whether with majority, minority, or foreign employees.

2. Culture knowledge provides insight into people, so both managers and other professionals benefit when they understand different cultures thereby giving them the skills and knowledge needed to facilitate intercultural communications, client relations, and productivity. Thus, business protocol can be developed that is in tune with character, codes, ideology, and standards of workers and customers.

3. Culture awareness and skill can be helpful in influencing organizational culture. Within corporations culture impacts the performance on the job with customers; furthermore, such entities as their subsidiaries, divisions, departments, or specializations also have subcultures that influence communications and goals of the organization.

4. Culture insights and tools are helpful in the study of comparative management, they help to teach people to be less culture bound in their approach to leadership and management. Practicing these skills can result in more effective negotiations and relationships.

5. Culture competencies are essential for those in international business and trade. They not only help traders

and technicians to avoid cultural blunders, but to create cultural synergy.

6. Culture astuteness enables people to comprehend the diversity of market needs and to improve strategies with minority and ethnic groups at home or in markets abroad.

7. Culture perspicuity is applicable to all relocation experiences, whether domestic or international. This is valid for individual managers or technicians who are facing a geographic transfer, as well as for their families and subordinates involved in such cultural change.

8. Culture capabilities can enhance one's participation in organizations and meetings. This is true whether one merely attends or is a delegate for a regional, state, national or international conference/meeting. It would also be true for a member in a world trade or professional enterprise; or a meeting planner for state, national, or transnational events.

9. Culture proficiency can facilitate one's coping with the trauma of transitional experiences and enhance one's capabilities in transformational management.

In summation, Harris & Moran (1991) believe that culture gives people a sense of identity. To them cultural knowledge provides a special insight into how and why people act the way they do. Cultural awareness can contribute to achievement of organizational and communication goals. It can result in more competent and effective negotiations and

relationships. It helps to create a cultural synergy within the organization. Cultural awareness enhances the capabilities of individuals in both their personal and business life. Thus, the focus of this study was the development of curriculum materials for the purpose of increasing awareness of cultural diversity in the hospitality workforce.

Definition of Terms

Cultural awareness (sometimes "cross-cultural awareness" or "cultural self-awareness")-- a process whereby an individual is able to interact with individuals of different culture, race, or ethnic background with genuineness, respect, openness, and acceptance. It includes the awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points (Hanvey, 1979).

Cultural diversity-- a socially-constructed aspect of the environment best described as a phenomena that results from the intermingling of different cultures. (Herskovits, 1965).

Multicultural education-- curriculum or continuous learning process designed to help students become aware of their own cultural identities; recognize and appreciate

differences in cultural understandings of others; and reduce discrimination due to race, ethnic backgrounds, religion, sex, and disabilities, which will provide for equal educational opportunities (Banks, 1981; Bennett, 1990; Gay, 1988). It is not only an instructional product but "a continuous process involving (1) reflection, learning and the development of cultural self-awareness, (2) the acceptance of conflict for its educational potential, (3) the willingness to learn about one's own cultural reality from interaction with others, (4) the improvement of communication with people from other cultures, and (5) the recognition of the universality of multiculturalism" (Wurzel, 1988, p. 3).

Multicultural management-- the application of general human resources management principles and strategies within the context of the ethnic and cultural diversity found in an operation. Multicultural management also assumes that work habits and attitudes are influenced by culture (Adler, 1982, 1983; Tanke, 1990).

Multicultural perspective-- point of view which tolerates diversity and impels us toward learning about ourselves as we attempt to comprehend the realities of others. Through this process we also learn to tolerate the uncertainty of knowledge. Can be defined, learned, and exhibited by the way people act within the context of multicultural society (Wurzel, 1988, p. 5).

CHAPTER II

REVIEW OF LITERATURE

A critical need in higher education is curricula that will assist hospitality students in the development of a multicultural perspective. This study, therefore, had as its major purpose the development and evaluation of a unit to teach a multicultural perspective to be incorporated into an existing hospitality course at ASU. The development and testing of an instrument which measures awareness of and attitudes towards cultural diversity in the hospitality workforce was a second purpose of the study. The review of literature is presented in six parts: (a) "multicultural person", (b) multicultural education, (c) multicultural awareness, (d) multicultural management, (e) corporate diversity training programs, and (f) research related to multicultural education in higher education.

The "Multicultural Person"

A new classification of individuals called the "multicultural man" (sic) has developed because of the intricate and often complicated educational, political, economic, and social interactions of today (Adler, 1974). (In order to be gender inclusive the term person will be used.) Adler (1974) has depicted these individuals as people who go

beyond the customary confines of personal adaptation and manage to do so under exceedingly formidable circumstances. The multiple variations of the concepts of "international", "transcultural", or "intercultural" people have all been used with differing degrees of descriptive utility. In essence, they all define people whose capabilities extend above and beyond their own culture.

Whatever terminology one chooses to use, these labels refer to people whose individual identities are inclusive of life patterns which vary from their own. They also refer to someone who has the capability of socially and psychologically dealing with a multiplicity of realities. We now can term these new people as people who are of a multicultural type because they encompass a core process of self-verification that is based in both the universality of the human condition and in the great diversity of human cultural forms. Therefore, we are referring to a social-psychological style of self-processing that varies from others. Multicultural people are those who are committed emotionally and intellectually to the essential coalescence of all human beings. At the same time, multicultural people appreciate, recognize, legitimize, and accept the fundamental differences that arise between individuals of different cultures (Adler, 1974). Multicultural people cannot be defined in terms of the language they speak nor the countries they have visited nor the intercontinental contacts they have

made. They cannot be categorized by their choice of profession, their residency, or level of cognizance. Rather multicultural people are determinable by their outlook and world view and by the way they ponder the interconnectedness of life in their thoughts and deeds, and by the way they react openly to new and immanent experiences (Adler, 1974).

This view of multicultural people contrasts with that of traditional views of cultural identity in that the view suggests that the motivational hierarchy is less structured and binding. Multicultural people are in a constant flux of aligning and realigning their needs, desires, expectations, and motivations to fit their emerging life experiences. Adler views these changing characteristics as an allowance for greater variation, adjustment, and adaptability which are dependent on some stable element in life. One can find certain reoccurring beliefs in multicultural people that are fundamental to their success in intercultural adaptations. One belief is that cultural systems are internally coherent and give meaning and significance to the collective and the individual identity. Another belief is that all cultural systems are direct valid variations of human experience. The last belief to be seen is that all cultural systems give the individual a sense of self-identity, regulation of behavior, and an individual place in the collective.

Multicultural people are said to be able to live out such criteria and yet, at the same time, are able to make

shifts in their psychoculture and orientation and can reassimilate, in whole or in part, important aspects of their life such as religion, nationality, or occupation. To encapsulate the definition of multicultural identity is to say that it is a fluid never-ending dynamic movement of being. It is an ability to move in and out of environments and still maintain some coherence through differing situations.

Just as there are advantages to the dynamic character of the multicultural person's way of life, there are disadvantages. In the 1970's one of the disadvantages was considered to be vulnerability caused by the lack of guidelines that hold intact one's experiences. Multicultural people have the tendency to develop a "multiphrenia," or a severely disseminated identity. They lose their sense of individual authenticity and become superficial running the risk of dilettantism. They tend to take refuge in existential absurdity or become extremely cynical. They also have been known to mistake cultural dropouts for successful role models of intercultural competence. Disadvantages for present days and times "multicultural person" should be examined by researchers.

The hard and tedious balance between dynamic growth and individual disintegration that characterizes the multicultural person might in itself be different enough for all but the most psychologically invincible to choose as a

lifestyle. Adler (1974), however, proposes that there is credence to the concept based on the research of cross-cultural psychology and anthropology. While he does not propose that multicultural people are a prevailing contemporary character, he does suggest that they may manifest higher levels of psychological, social, and cultural synthesis. Therefore, these higher levels can be seen as incorporated attributes that augment their roles as cross-cultural facilitators. Adler (1974) agrees with Bochner (1973) that the above attributes are possible and that it is beneficial to have in existence a mediating person who can act as a link between diverse cultures. The characteristics of this mediating person would include cultural relativism of values; belief in the community of humanity; cognitive adaptability; and affiliation in international, transnational social networks, and supranational reference groups, presuming all of these are critical to the linking of gaps between cultures. Education can assist individuals in developing a "multicultural person" character with capabilities to extend above and beyond their own culture.

Multicultural Education

The history of multicultural education is a long and complex one. It is a misconception that multicultural education is relatively new, stemming back only to the 1960's when racial tensions were most public between white and black

people. In actuality, multicultural education was a concern as early as the 1600's.

The first to be concerned with multicultural education were the Puritans. They did not tolerate cultural diversity in education or in those who were not of the Puritan culture. They believed in one way--the puritan or "Pure Way." Thus, the first major public school law was passed, the Deluder Satan Act. The Deluder Satan Act was in effect from 1647 to approximately 1870 and forced all immigrants with non-Anglo-Teutonic backgrounds to conform to the puritan way in spite of language, cultural, and religious differences. The homogenizing of immigrants through education did not pose a great difficulty because most were from the British Isles or other European countries with Anglo-Teutonic backgrounds.

The people who immigrated to America's shores after 1870 had a much more difficult time adjusting than did their predecessors. The majority of these immigrants were from Asia, South America, and Southern and Eastern Europe. These newcomers came from a predominately non-Anglo Saxon or Teutonic heritage: thus, their greater difficulty in adapting. These newcomers established ethnic communities and tried to maintain the manners, customs, and languages to which they had been accustomed. This presented a problem to the government and educators of America. Instead of rethinking their Americanization policy and the goal of education in an increasingly culturally diverse society, the

nation's educators simply reaffirmed their Anglo-conformity belief in Americanization.

The "melting pot" idea was prevalent from 1920 to 1965. In the early 1920's, significant legislative measures were taken to eliminate or limit the immigration of non-white and non-European people into the United States. It was not until 1965 that the laws were changed and quotas in favor of European countries were abolished to provide equal immigration opportunities to all races and nationalities.

The idea of the United States being the "melting pot" is no longer applicable. The newly immigrated individuals are no longer eager to "shed" their old cultural heritage. They are not "melting" and "reforming," to create America as playwright Israel Zangwill in 1908 first spoke of in his *European* immigrant experience. Now most immigrants are from Central American and Asian cultures which are very different from the American/European culture. These new immigrants are not so willing to meet and reform as the previous immigrants (Copeland, 1988a).

The most well known change in multicultural education occurred in the 1950's when the Black protest movement began. The Black population demanded that institutions provide more equality and respond more adequately to their needs. The tension and riots ended in the 1954 Supreme Court decision, *Brown verses Board of Education of Topeka* (347 U.S. 483, 43) and the court mandated desegregation of public schools within

a "reasonable time" because "separate but equal" education was considered inherently unequal. Unfortunately, most educational reforms were and still are predominately white Anglo-Saxon based.

During the 1960's and the increasing concern for elimination of poverty, President Lyndon B. Johnson started his well known social programs, such as Head Start. However, this massive war on poverty did not completely achieve its goal of uniting America to become the "Great Society" without poverty and injustice. The programs introduced were based on the idea that provision of equal access to education for all regardless of race, ethnic background, and gender would result in a society in which parity of power would prevail among all groups. Although the educational opportunity was provided, the need to incorporate cultural democracy as well was neglected. Cultural democracy is a system in which the major and minor cultural groups share common national concerns, beliefs, and attitudes and, at the same time, allow minority cultures to maintain themselves and grow in their own individualistic ways while not overpowering others.

During the early 1970's many educators and minority groups became increasingly aware and vocal in pointing out that schooling in America was ethnocentric and monocultural. The increasing interest in cultural pluralism in the overall education of children was endorsed when the Board of Directors of the American Association of Colleges for Teacher

Education (AACTE) officially sanctioned the fundamental statement "Not One Model American" of October, 1972 (American Association of Colleges for Teacher Education, 1973). Because the AACTE was and still is one of the strongest professional organization for teacher educators, the endorsement indicated the importance with which American educators regarded the problem. The school was seen as a means for achieving cultural pluralism in society.

The concept of multicultural education has evolved over the past 40 years. From the desegregation and ethnic study movements of the 1950's, 1960's, and 1970's there emerged a recognition that all children must learn to live in a diverse world. In the middle 1970's the term "multicultural education" began to appear in the literature as educators articulated the definition and implications for teaching practice.

Multicultural education has emerged as an umbrella concept that deals with race, culture, language, social class, gender, and handicap (Sleeter & Grant, 1988). However, many educators still apply it only to race and educational concerns dealing with minority children. Other educators see multicultural education as being synonymous only with ethnic studies.

The saddening truth about these misconceptions is that it has led many public school and college faculty to insist that multicultural education components are unnecessary in

their particular program because their institutions do not have many minority students or are in an ethnically homogeneous area. Distorted notions of multicultural education also have led to an increase in resentment among teachers and teacher educators. The resentment originates from the belief that the state and national accreditation standards on multicultural education are relevant only to urban and other institutions which have a multitude of minority enrollments. A broader conception and awareness of multicultural education is an important consideration if it is to be used as a means of enabling public schools to become more culturally democratic.

Multicultural education can be described in Gollnick's (1980) review of literature as having five goals: (a) promoting social justice and equal opportunity for all people, (b) promoting human rights and respect for those who are different from oneself, (c) promoting alternative life choices for people, (d) promoting the strength and value of cultural diversity, and (e) promoting equity in the distribution of power among groups. Although different educators may emphasize one or two of these goals more than the others, most who are advocates for multicultural education embrace all five (Sleeter & Grant, 1988).

Approaches to Multicultural Education

Approaches to multicultural education vary (Gibson, 1976; Gollnick, 1980; Pratte, 1983; Sleeter & Grant, 1988); educators have not advocated a single approach. Gibson (1976) reviewed literature related to multicultural education, bilingual education, education for pluralism, and ethnic studies in the United States. Four major approaches or views of multicultural education were identified.

The first view is the education of the culturally different or benevolent multiculturalism, i.e., the provision of opportunities for equal education for all children no matter what their culture. The second view is education about cultural differences or cultural understanding, which has as its focus "education about cultural differences rather than education for the so-called culturally different" (Gibson, 1984, p. 98). The main goal is to encourage students to value cultural diversity, to understand and respect other cultures, and to respect that others have the right to be different. The third view supports education for cultural pluralism, i.e., "to preserve and extend cultural pluralism in America" (Gibson, 1984, p. 102). The fourth is bicultural education, the main purpose of which is the development of competencies needed in the primary, or native, language as well as the language of mainstream society.

It was also projected that education for cultural understanding will enrich the lives of all students and

should decrease prejudice, racism, discrimination, and, as a result, increases social justice (Gibson, 1984).

Realistically, Gibson saw that programmatic change within the established school was not sufficient by itself to bring about radical changes in the existing social order (Gibson, 1984). One has to realize that the very essence of belief systems and values in any society are influenced by socioeconomic, political, and technological factors.

Another issue is that when differences are emphasized in an ethnocentric society, ethnocentrism may be reinforced.

Pratte's (1983) study of approaches to multicultural education resulted in similar findings. He classified his results into four approaches: (a) restricted multicultural education, which seeks to remedy deficiencies in culturally different students and teach majority students to recognize and respect minorities; (b) modified restricted multicultural education, which seeks to support full school services for all groups and encourage equality among all groups in the school; (c) unrestricted multicultural education, which seeks to correct ethnocentrism in all students by teaching them to identify a plurality of cultural groups; and (d) modified unrestricted multicultural education, which seeks to prepare all students for active citizenship in a racially diverse society.

Another typology was proposed by Sleeter and Grant (Grant & Sleeter, 1985; Grant, Sleeter, & Anderson, 1986;

Sleeter & Grant, 1987) after examining approximately 200 articles and 68 books dealing with multicultural education. They presented the following typology of multicultural educational programs: education of the culturally different, ethnic studies, human relations, multicultural education, and education that is multicultural and social reconstructionist. Sleeter & Grant examined the undergirding theory; applied approaches to gender, social class, as well as race; focused on issues related to cultural diversity more than social inequality; and captured the range of practices observed in schools in regard to multicultural education (Sleeter & Grant, 1988).

Sleeter and Grant (1988) concluded that the term multicultural education held different interpretations for different people. The only common meaning was that multicultural education refers to changes in education that are supposed to benefit people of color. The multicultural education literature addresses race and ethnicity as the main form of human diversity.

In addition to differing typologies of multicultural education, Sleeter and Grant (1988) noted gaps in the current multicultural educational system in the approaches to multicultural education. They found that teaching guides were mainly written for elementary teachers and most of the examples of teaching guides were in a single lesson format. They concluded as a part of the review that there was a

disturbing gap in that there were virtually no research studies on multicultural education.

Some benefits would result from implementing multicultural education programs related to any of the approaches previously described. However, a broader, more encompassing concept of multicultural education is needed to avoid the pitfalls of relating culture with ethnic background and multicultural education to special school programs for ethnic minorities. A more encompassing perspective is needed to gain a more realistic and comprehensive understanding of the educational process in the school setting. With an increased understanding of the foundation for multicultural educational programs, curricula can be developed to make our schools authentically multicultural for every student. With the implementation of these educational programs, an increase in multicultural awareness should occur.

The objectives of the contemporary push for inclusion of multicultural perspectives are (a) developmental, to expand our cultural vision, to see, accept, and understand those who are different; (b) interpersonal, to allow people to cope with conflict, change, and ambiguity in their intercultural relationships in a less stressful and more positive manner and (c) productive, to create a multi-culturally literate society for effective participation and citizenship (Wurzel, 1988, p. 3).

Multicultural Education in Higher Education

The National Council for Accreditation of Teacher Education (NCATE) standards stated that "provisions for

multicultural education must be evident in undergraduate and graduate programs in order to receive full accreditation" effective January 1, 1979 (NCATE, 1979). NCATE offered the following definition of multicultural education in the preamble of its standards:

Multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating and behaving in differential cultural settings (NCATE, 1979, pp. 3-19).

In 1984, the NCATE reorganized its structure, accreditation policies, and procedures. In accordance with new standards, multicultural education as a separate entity was removed. The term "culturally different" was replaced by multicultural education and was integrated into the standards. In addition, terminology, such as multicultural and global perspectives, was used in the description of multicultural education.

Although higher education has, for the last 10 years, made efforts to incorporate multicultural education and valuing of diversity into their curriculums and institutions, academia, like other institutions has been slow to change. Part of this has been due to the fact that "some members of the academic community simply don't see the urgency of this issue for their lives or their campus" (Green, 1988, p. 7).

Institutions of higher education are faced with many challenges related to cultural diversity. Green (1988) highlighted the following challenges that face institutions of higher education:

1. Higher education's pool of students is increasingly made up of minority youth.
2. By 2020 the school age population will reach 39% up from 20% in 1985.
3. College attendance by black students has slowed; the gap in participation between whites and blacks is growing.
4. The rate of college attendance for Hispanic youths has declined in the last decade.
5. College attendance by American Indian students lags far behind black and Hispanic attendance.
6. Minority students are concentrated in community colleges.
7. Black and Hispanic students are far less likely than white students to complete a degree.
8. Blacks attending historically black colleges and universities (HBCUs) are more likely to complete a degree than those attending predominantly white institutions.
9. Black and Hispanic participation in graduate and professional education can best be described as minuscule (pp. 2-3).

The above challenges indicate important steps to be taken in higher education. Recognizing and dealing with the current lack of diversity of students and faculty in higher education will provide an environment that is more receptive for multicultural awareness (Green, 1988). In order to

produce multiculturally aware individuals, institutions of higher education must also provide curricula that address multicultural awareness and diversity.

It is not enough any more to encourage minority individuals to attend institutions of higher education. A change needs to be made in the culture of majority institutions so that all individuals contribute and respect each other's differences. Therefore, it is imperative that these institutions employ instructors who are culturally sensitive and do not judge students by their own cultural orientation. "An understanding of cultural and gender factors, however, may enable developmental education faculty to design more effective learning experiences for all students" (Claxton, 1990, p. 6).

Williams (1992), an educator in higher education in the area of hospitality, suggested guidelines that can assist educators in organizing the issues and considerations involved in designing a cultural diversity course and/or an integration of cultural diversity into the curriculum of their respective programs. In order to create a plausible cultural diversity plan, course, or integration, the educator should consider the following three objectives:

1. Identify major characteristics of ethnic diversity.
2. Identify American multicultural education issues.

3. Begin to formulate his/her own plan for integrating cultural diversity into the appropriate curriculum (p. 30).

The objectives Williams stated are appropriate in many areas of higher education.

Multicultural Awareness

One goal of multicultural education is to develop multicultural awareness. Multicultural awareness can begin at any age when multicultural learning and interaction is initiated. It should be recognized, however, that it is possible to go through an entire lifetime without developing multicultural awareness because of an abhorrence to exposure and interacting with those culturally or racially different from oneself.

Although individuals may have knowledge of what is going on in the world, this doesn't necessary result in the ability to discern and acknowledge the basic human capacity for creating unique cultures. One does not become multiculturally aware by meeting someone of a different culture or seeing a documentary on their particular country. Contact alone will not do it, even prolonged contact does not always achieve the goal of multicultural awareness.

According to Hanvey (1979), there is more than one level of "cross-cultural awareness." At level one the person has the awareness of superficial or very visible cultural traits

that are very stereotypical. These are learned from exposure to such things as textbooks, National Geographic, etc. The new information is interpreted as unbelievable or exotic and bizarre. At level two there is awareness of significant and subtle cultural traits that contrast markedly with their own. The means by which this is learned is usually through cultural conflict situations. When these situations arise, they are interpreted as unbelievable or frustrating and irrational.

At level three there is more awareness of significant and subtle cultural traits that contrast markedly with their own. This stage is reached by the mode of intellectual analysis, i.e., it makes sense to them. Accordingly, the third level construct is where "believability" starts to be achieved. At the fourth and final level the person reaches the awareness of how another culture feels from the standpoint of the insider. The mode of learning is that of cultural immersion; they live the culture. They interpret this stage as believable because of subjective familiarity.

According to Hanvey (1979) putting Lerner (1958) and Maruyama (1970) together, multicultural awareness can be charted by the psychic development of humanity which has three levels. The first is that of traditional people who are unable to imagine a viewpoint other than that associated with already established roles in context of a local culture. The second is that of modern people who are able to learn and

imagine a multiplicity of roles in the context of a national culture. The third is that of post modern people, those who are able to imagine the viewpoint of roles in foreign cultures.

From Christenson's (1989) viewpoint, multicultural awareness has five stages. The first is that of unawareness. The people who ascribe to this level are those who have never given serious thought to ethnic, racial, or cultural differences. They are unaware of how they affect people's lives in society at large. The second stage is that of beginning awareness. It is characterized by an increasing sense of uneasiness as the individual begins to question why different groups, including theirs, hold their particular societal status. The third stage is the conscious awareness stage. This stage is depicted by a preoccupation with subject matter pertaining to injustice, oppression, and inequality at home and abroad. It should be highlighted that at this particular point in the individual's life, the emphasis is really on self-awareness in relation to multicultural experiences and events. There is a feeling of unbalance while the individual tries to handle new feelings and ideas about "how the system really works" and their role in it.

The fourth stage is that of consolidated awareness. At this stage the individual is completely aware of differences in social status, life chances, and treatment of individuals

and groups based on their culture, ethnicity, and race. Unlike at stage three, they have established an equilibrium based on the acceptance of themselves as well as groups differing from their own. They understand human needs that often underlie certain behaviors and attitudes, even when such behaviors are found unacceptable. The fifth stage is that of transcendent awareness. This stage is characterized by a sense of being at peace with oneself and others in the world. This is not to say that everyone is viewed as basically the same, but instead the individual has the capability to view intrinsic human qualities as an unifying dimension which transcends all existing differences.

When comparing different definitions of multicultural awareness and how they occur, similarities are evident. Brislin (1983), Christenson (1989), Gudykunst and Hammer (1983), Hanvey (1979), Harris (1979), and Harris and Harris (1972) all agree that multicultural awareness is a learned skill and that it can occur at any point in an individual's life.

Developing multicultural awareness is a way of increasing an individual's power, energy, world, and freedom of choice in a multicultural world (Welch, 1988). Steffen (1991) believes an expert in the area of cultural awareness "is someone committed to learning more, not someone who knows it all" (p. 22). Multicultural awareness provides an accurate approach to crossing the differences of varying

groups in a multicultural population. Awareness is the beginning of "change" (Pederson, 1988, p. 1).

Increasing students' levels of multicultural awareness through educational experiences will prepare them for learning about management of diversity in the hospitality industry. Because of the geographic isolation of the United States, many North American students believe that the U.S. is the center of the world; a world in which everything rotates around it (Pizam, 1989). Another misconception is that of other cultures and nations being inferior.

It is critical in the hospitality industry that educators help students understand cultures which differ from their own. The next 10 years will be decisive in determining the success of the hospitality industry. Multiculturally-aware managers can help the hospitality industry to succeed.

Multicultural Management

In order for the hospitality industry to be productive and successful, it is necessary for managers to be multiculturally aware (LaBruzzo, 1990, Robert, 1989, and Stern, 1991). Considering the diversity of the component parts of the industry--management, personnel, and consumers--it is important for managers to learn to interact successfully across the cultural gamut. Many managers do not have these skills and must learn the concept of multicultural management and its related techniques.

Multicultural management in the last 3-5 years is a new focus in the hospitality industry. The term multicultural management "is the application of general human resources management principles and strategies within the context of the ethnic and cultural diversity found in the hospitality operation" (Tanke, 1990, p. 43). Multicultural management suggests the necessity of understanding that both the employees' and managers' cultural and ethnic backgrounds and experiences influence greatly how they work and interact in the workplace (Adler, 1986). Multicultural management also recognizes that culture influences attitudes and work practices. Therefore, understanding culture is a fundamental part of managing employees who are culturally diverse.

In the hospitality industry today, managers are expected to supervise a culturally diverse workforce. Multicultural management is not a separate and individual function; it is an integral part of everything that is done in the manager's daily activities, such as motivating, training, disciplining, and evaluating quality of job performance and customer service duties.

Because the hospitality industry is labor intensive and service centered, it is a people enterprise. Both the industry's power and potential are nested in the extent to which its multicultural human resources are effectively managed to maximize their productivity (Tanke, 1990, p. 46).

Flexibility and adaptability are important at all levels of management (Knotts, 1989).

Managers are now realizing that to value diversity is not just an issue of morality, but it is also an economic issue as well as a personal issue. On a personal level, those who are multiculturally aware and able to relate that awareness to their personal lives are comfortable with people who are different from themselves and are capable of forming relationships across racial, gender, and cultural lines.

The individual must be viewed as a whole entity. Management should be confident, secure and sincere when operating in any environment. Food and lodging managers often are not prepared by degree-granting institutions to work in a multicultural, multi-ethnic and pluralistic society (Welch & Welch, 1987, p. 158).

Tanke at Florida International University was among the first hospitality educators to develop a course (1985) which assists students in developing a greater awareness of and sensitivity to cultural diversity. Tanke felt that two factors created the need for a course in multicultural management. "First, the hospitality industry needs sound human-resource practices. Second, workers in the hospitality industry are ethnically and racially diverse" (1988, p. 67). The course included the following topics:

1. Introduction to multicultural human-resource management and the language of the field.

2. Principles, assumptions, concepts, and goals of multicultural human-resource management, cultural pluralism, and ethnic diversity.
3. General competencies needed for teaching and learning effectively about the pluralism of different ethnic groups' heritages, cultures, lifestyles, and contributions.
4. Developmental perspective on the formation of an ethnic identification and cultural awareness of self and others.
5. Cultural values and behavioral patterns of different ethnic groups; essential content for making management decisions.
6. Ethnic learning styles as they relate to teaching styles to improve management effectiveness in multicultural work environments and with ethnically diverse employee populations.
7. Ethnic groups' communication styles.

In 1987, Welch and Welch presented objectives to hospitality educators and industry practitioners for use in the preparation of future hospitality professionals. They stated that

educators must include total curriculum information about other cultures and make available experiences to enhance the students' understanding and abilities to manage (p. 15).

Educators can help students entering the profession acquire, experience, or demonstrate multicultural capabilities by providing:

1. Knowledge and understanding about the unique nature of distinct cultural and ethnic groups.
2. Learning experiences which will increase awareness and responsiveness to distinct cultural backgrounds.
3. Knowledge and understanding of a variety of methods, strategies, and skills for establishing effective management styles with culturally diverse employees.
4. Field experiences in a culturally distinct setting which provide opportunities for the demonstration of the ability to work with individuals of culturally diverse backgrounds.
5. Knowledge and understanding of the history and practices of discrimination in America.
6. Knowledge of issues and problems presented by personal attitudes and values.
7. The opportunity to develop an awareness and understanding of cultural and sex role stereotyping in our society and its impact on hospitality management.
8. The development of appropriate skills and sensitivity to promote and improve human relations.
9. The development of knowledge and skills that will enable managers to improve the quality of their relationships with their staff and with each other through the acquisition of skills in listening and conflict management strategies (p. 15).

Boyer (1987) identified student "buy in" to the curriculum as the ability to help the learner toward a profitable living. This orientation suggests that marketable skills for their chosen profession was what students want

most to acquire from their college education. For the hospitality student, understanding and valuing diversity and multicultural management are definitely among these marketable skills.

Corporate Diversity Training Programs

Corporations in the hospitality industry are now learning to value the diversity of their employees. Recently numerous consultants have offered diversity training programs to corporations and organizations. The cost of these training programs can range from hundreds to thousands of dollars. Employers are responding to the diversity among their employees in a variety of ways. Some companies offer management seminars, workshops, or courses which deal with gender and race. Others focus on coaching minorities and women so that they can acquire success in a white, male-dominated corporation. Other programs focus on training the supervisors of minorities and women. Support groups for minorities and women employees are also encouraged by many companies.

In May of 1988 Procter and Gamble formed a corporate diversity strategy task force. This task force's purpose was to clarify the concept of diversity, define its importance for the company, and identify strategies which would lead to successful management of a diverse workforce (Thomas, 1990).

Ford Motor Company learned that diversity must be approached by various methods and activities. They provided educational programs for their employees so that they could appreciate and understand diversity in the workplace and work within the community to facilitate appreciation of diversity within society. They developed their own internal programs: a three part film/video series which deals with cultural diversity in the workplace and special values which are associated with different cultures. They concentrated efforts on creating and refining their internal personnel structures and systems to insure fair and equal treatment of all employees (Galagan, 1991).

The 3M Company became involved in multicultural education when a minority advisory committee survey in 1985 showed that there were limited communications and misinterpretations with minority employees, a lack of advancement of minority employees, and a great need for a sense of belonging. Subsequently 3M took the existing supervisory development program and added a module on managing diversity. The objective of this module was the investigation of ways to manage employees with diverse backgrounds (Galagan, 1991).

The hospitality industry is recognizing that multicultural management needs to be an integral part of the industry's operations. Pepsi Company (Abrams-Mezoff & Johns, 1989), Boca Raton Hotel & Resort, Hilton International

(Shames, 1986), McDonald's and Marriott have programs which emphasize that valuing diversity gives personal benefits to employees in addition to being a business and economic issue. The diversity of the workforce is a mirror image of the diversity of the consumers. Therefore, understanding employees' diversities is related to understanding the diversity of the consumer.

Research Related to Multicultural Education in Higher Education

Research related to multicultural education is limited at all levels. According to Sleeter and Grant (1987),

There are virtually no research studies on multicultural education. Some authors draw on related areas of research, such as bias in material, effects of bilingual education, desegregated schooling, teacher attitudes toward diverse students, and student friendships across race, gender, and handicap lines. But we have not been able to locate research studies of any kind on multicultural education in the classroom for grades K-12. So far, most of the literature in this category stresses advocacy, discusses issues, and recommends courses of action (p. 438).

However, some studies were found which focused on teacher education, either preservice or inservice programs. Baker (1973, 1977), Bennett (1979), and Hennington (1981) examined the impact of preservice teacher education on attitudes about different cultural groups, using either workshops or integration of multicultural content into existing coursework, and reported positive attitude changes. Larke

(1990) indicated that preservice teachers were more sensitive to issues that do not directly involve working with culturally diverse students or their parents. However, they did believe in developing ethnic displays and having parents involved in planning programs. In contrast, Washington (1981) reported inservice education did not result in positive attitude changes about cultural groups.

Two studies reported the development of instruments for measuring multicultural attitudes of teacher trainees (Giles & Sherman, 1982; Henry, 1985). The Multicultural Attitude Questionnaire (MAQ) assembled by Giles and Sherman (1982) consisted of six constructs that appeared to be related to multicultural attitudes. The constructs were: variety in family and friends, social distance, acceptance of others, opinions on specific groups, and ethnic composition. Henry (1985) constructed the Cultural Diversity Workforce Awareness Inventory which addressed general cultural awareness, the culturally diverse family, cross-cultural communication, assessments, and multicultural methods and materials.

Grant (1981) and Washington (1981) used self-reports to examine the subjects' implementation of multicultural teaching in the classroom following training; neither found much effect. Both suggested the need for more extensive multicultural training and role models in the field.

Two field studies examined the daily instruction in classrooms (one using an ethnic studies approach and the

other using education of the culturally different), and students' reactions to instruction (Jeffcoate, 1981; Matute-Biachi, 1980). Both found some unanticipated negative outcomes, such as alienation of students because the teacher have not 'started where the children are.' The analyses offered of why this happened was that it is indisputably important that teachers should 'come clean' on salient social and moral issues. It is equally important, as a matter of rights as well as tactics, that pupils who have views on these same issues should have some kinds of classroom forum for expressing and exploring them.

Five studies sought to determine how and to what extent multicultural education was being implemented in schools. Three collected data by sending questionnaires to teachers regarding their attitudes and actions in the classrooms (Osgood, 1987; Pate & Garcia, 1981; Washington, 1982), and two surveyed school administrators regarding schoolwide implementation and perception of the concept (Freeman & Schoengood, 1980; Reed-Stewart, 1989). Their findings were consistent; most teachers do little to teach multiculturally no matter what their attitudes are, most multicultural programming uses the ethnic studies approach, and most takes place in schools with large proportions of minority students.

Two studies were found which addressed cultural diversity and the hospitality industry. The first study determined cross-cultural training practices and needs in the

lodging industry and developed a proposed model of factors that influence cross-cultural training practices in the hotel industry (Gamio, 1991). The other study considered components either to be taught as a specific topic in existing courses or taught as an individual class in the development of leaders for the 21st century (Mayo & Murphy, 1992).

Gamio (1991) found that the majority of hotel/motel companies do not provide cross-cultural training for their employees. In addition, the study showed ethnic diversity among employees and guests and a need for employees to speak a foreign language to facilitate more effective interactions with other employees and international visitors. Hopefully, the results will sensitize managers to the diversity of their employees and guests and educators will be encouraged to develop curricula for hotel and restaurant administration programs.

Mayo and Murphy (1992) surveyed a randomly selected groups of hospitality educators who attended the 1991 National CHRIE Conference to determine topics and components/skills that should be or were included in a class on leadership development. The major topics reported by respondents as critical components of leadership are listed in descending order: (1) assessment of leadership styles, using instruments such as the Meyer's Briggs Survey, (2) direction-setting, (3) working with a coach/mentor, (4)

vision development, (5) mobilizing public opinion, and (6) managing diversity.

Steffen (1991), Tanke (1988), and Williams (1991, 1992) have written articles about undergraduate hospitality students and multicultural awareness. However, no studies were found that involved development and testing of curriculum with a multicultural perspective for use in hospitality education.

Summary

Documentation exists which reveals the lack of student cultural awareness. The need for multicultural educational programs has been identified by many individuals and organizations. During the last decade hospitality professionals have stressed the importance of increasing multicultural awareness among students in university hospitality programs. Thus, the purpose of this study was to develop a unit which can be integrated into the higher education curriculum for undergraduate hospitality students.

Emphasis in the unit was placed on multicultural awareness, to help students achieve understanding of cultural differences and the relationship of these differences to management in the hospitality industry. This is consistent with the approach to multicultural education advocated by Gibson (1976), i.e., education about cultural differences rather than education for those who are culturally different.

The goal of this approach is to encourage students to value cultural diversity and to respect that others have the right to be different. This emphasis is also supported by Gollnick (1980) who stated that promoting the value of cultural diversity were among goals defined for multicultural education. Ideas specific to be included in the unit were adapted from Tanke (1988) and Williams (1991) guidelines for hospitality curriculum with a multicultural perspective.

CHAPTER III

METHODOLOGY

The purpose of this study was the development and field testing of a curricular unit about multicultural perspectives integrated into existing courses in the hospitality program at Appalachian State University (ASU). In addition, an instrument which measured awareness of and attitudes towards cultural diversity in the hospitality workforce was developed and tested. Presented in this chapter is information about subject selection, instrument development, instructional unit development, field testing procedures, and statistical treatment of the data.

Design of Study

The major focus of this study was curricular development, specifically a six-hour unit dealing with a multicultural perspectives incorporated into an established semester course. As a part of the field test of the unit developed, a quasi-experimental design was used. The design selected, because of the groups available for participation in this study, was non-randomized groups, pretest-posttest. The dependent variable, students' awareness of and attitude toward cultural diversity in the hospitality workforce, was

examined in relation to the independent variable, the unit developed.

Subjects

Subjects were students from two courses in the hospitality management program (HOS) at ASU. The program has had 150 to 200 majors enrolled during 1990-1992. Students in the spring 1992 courses, Survey of the Hospitality Industry (HOS 2000) and Meetings and Convention Planning (HOS 3530) were the experimental group that received the instructional unit. Enrollment in HOS 2000 class consisted of: 11 sophomores, 1 junior, and 5 seniors. Students in the HOS 3530 class included 1 junior and 21 seniors with one of the seniors being an international student.

The rationale for selecting the hospitality course HOS 2000 for this study was that it is part of the core which all hospitality students take. In addition, the course is designed to be taken in the freshman and sophomore years of the curriculum, and therefore, would introduce a multicultural perspective early in the students' experiences and provide a foundation for continued development of a multicultural perspective in later courses. Therefore, HOS 2000 was the logical course in which to incorporate the unit about cultural diversity.

The other course, HOS 3530, is a special topics class that deals with the basics of planning meetings and

conventions which are small or large; whether it be at the local, state, national, or international level. Because diversity is found in employees and clients who plan and participate in meeting and convention functions, it also is a relevant course for teaching multicultural education.

The original plan was to use only students in HOS 2000; however, there was low enrollment in that course for the spring of 1992. In order to use the curriculum unit with as large a group of students as possible, the researcher elected to use both HOS 2000 and HOS 3530 as the experimental group. Each course met once a week for three hours. The curriculum unit was integrated into two consecutive three-hour class sessions.

The control group consisted of 78 undergraduate students, enrolled in Survey of Management (MGT 3010). These students were majors in management, hospitality management, and home economics, similar to students in the study.

Development of Inventory

A major obstacle for multicultural researchers has been instrumentation. To date, instruments used have been adapted from training material for persons preparing for overseas employment, "borrowed" from general counseling research (e.g., Counselor Rating Form), or constructed for a particular study. These newly constructed instruments have

little or no reliability or validity data to support their use in further research.

Prior to the development of the inventory the following instruments were examined for possible use in this study: Culture Shock Inventory (Reddin, 1975), Inventory of Cross-Cultural Sensitivity (Brislin & Cushner, 1985), Cultural Diversity Awareness Inventory (Henry, 1985), Cross-Cultural Adaptability Inventory (Kelley & Meyers, 1989), Cross-Cultural Training (Gamio & Sneed, 1991), and Diversity Awareness Profile - Manager's Version (Grote, 1991).

Because none of the instruments in their entirety contained the concepts and items appropriate for assessment of the curriculum unit, an instrument, the Cultural Diversity Workforce Awareness Inventory (CDWAI), was developed for this study. The purpose of this inventory was to measure different aspects of awareness of and attitudes toward cultural diversity in the hospitality workforce (See Appendix A).

Items included in the instrument were based on a review of the literature related to cultural awareness, cross-cultural training, and multicultural management, as well as the instruments mentioned previously. Items were selected or developed in relation to the three main concepts within the unit: 7 attitudes and awareness toward cultural diversity items, 5 multicultural communications items, and 19

management of diversity in the workforce items. A scale of 4 non-related items was added to check for accuracy.

The instrument consists of 42 attitude and awareness statements related to diversity in the workforce and 23 items related to general background demographic information. Response to the statements is indicated by using a six-point scale: strongly agree (1), strongly disagree (2), moderately disagree (3), disagree (4) agree, (5) moderately agree, and (6) strongly agree.

Content Validity. The inventory was reviewed for content validity by four experts: two hospitality and two home economics education educators, all university faculty members. Five students then took the inventory to determine whether or not the instructions for completing the instrument and the statements were clearly written. The response time for the instrument was 25 minutes.

Q-Sort Procedure. Thirty hospitality and business professors with expertise in the area of multicultural education completed a Q-Sort of the inventory. Q-methodology is a general name used by Stephenson (1953) to characterize a set of philosophical, psychological, statistical, and psychometric ideas oriented to research on the individual. Q-technique is a set of procedures used to implement Q-methodology. It centers particularly upon sorting decks of

cards called Q-sorts and in the resulting correlations among the responses of different individuals to the Q-sorts.

Q-technique uses a rank-order procedure for sorting objects. A set of objects--verbal statements, single words, phrases, pictures, musical compositions--is given to an individual to sort into a set of piles according to some criterion. For this study, the raters were given the descriptive statements about attitude and awareness of cultural diversity. Then they were asked to sort the statements according to whether they dealt with the concept of communications, cultural awareness, management of diversity in the workforce, or were non-related.

Reliability Estimates. The reliability estimate for stability was determined by assessing the means difference of the test-retest. Seventy-eight ASU undergraduate students who were majors in management, hospitality management, and home economics majors participated in the test-retest reliability. The length of time between the two administrations of the test was six weeks.

A second estimate of reliability of relevance was internal consistency. This was determined using Cronbach's Alpha procedure which correlates the items as a total instrument and with their classified scale.

Instructional Unit Development and Field Testing

For purposes of this study, it was determined that the way to expose ASU undergraduate students to multicultural diversity in the hospitality industry was through the integration of this material into an existing course. The need for development of a curriculum unit was determined after a review of multicultural education, what had been developed for hospitality education in the university (Tanke, 1988; Welch & Welch, 1987; Williams, 1991, 1992) and in the hospitality industry (Marriott, 1991), and by consultants.

The approach of multicultural education that focuses on cultural understanding and cultural differences was selected as the framework for the unit (Grant & Sleeter, 1985; Gibson, 1984, Gollnick, 1980; Pratte, 1983). Williams (1992) suggested three objectives that can assist educators in organizing the issues and considerations involved in designing a cultural diversity course and/or an integration of cultural diversity into the curriculum. These objectives are:

1. Identify major characteristics of ethnic diversity.
2. Identify American multicultural education issues.
3. Begin to formulate his/her own plan for integrating cultural diversity into the appropriate curriculum.

The review of literature provided the background for incorporating the second objective into the curriculum. The researcher then proceeded to accomplish the third objective.

Tanke (1988), Florida International University, developed a semester course which assists hospitality students in developing a greater awareness of and sensitivity to cultural diversity. Seven topics are included in this semester course. The six hour curriculum unit developed for this study included introduction to two of the topics:

- Introduction to multicultural human-resource management and the language of the field.
- Ethnic groups' communication styles.

Development of the instructional unit occurred during three consecutive semesters with two of these semesters being used for pilot studies.

HOS 2000, the course in which the curriculum was introduced, is a survey of the history, likely direction, and organizational structure of the hospitality industry and the place this industry plays in the local and national economy. Some study of the problems originating in the operation and administration of various segments of the hospitality industry are introduced such as recruiting, managing, retention, and workforce shortages. The concepts included in HOS 2000 are presented under four major sections: management of hospitality industry, which includes food and beverage, lodging and resorts, and travel and tourism; marketing of the

hospitality industry; human resources; and issues and trends of the hospitality industry now and in the future. It was decided that the human resources section was the most appropriate topic for the introduction of the cultural awareness and multicultural management unit.

Objectives of the curriculum unit designed for hospitality students were to:

1. Develop cultural awareness and multicultural sensitivity as a step toward strengthening cultural consciousness.
2. Recognize current demographic changes in the workplace and their impact on the management of the hospitality industry.
3. Determine cultural behavioral differences which are evident in given situations.
4. Understand ways the hospitality industry is impacted by the diversity in the hospitality workforce.
5. Understand basic communication skills that enable effective management with the diverse workforce found in the hospitality industry.
6. Reduce behaviors which exhibit or encourage racism, prejudice, stereotyping, and discrimination.

In the spring and fall of 1991 pilot studies were carried out to determine the most useful instructional materials and experiences for inclusion in the unit. The

classes were taught using a variety of journal articles, exercises, role plays, and videos.

In the spring of 1991 after the first pilot study, the Council of Hotel, Restaurant, and Institutional Educators (CHRIE) published an entire issue titled "Valuing Diversity In a Global Industry." This new publication, called Hosteur, was created for students who will be the future hospitality and tourism professionals. The decision to replace some of the journal articles with this publication was implemented in the spring 1991 pilot.

Another major change was use of the simulation game BaFa BaFá instead of the role-playing that had been used in the fall 1991 pilot. In the evaluation of the 1991 pilot study the students had expressed that they felt uncomfortable in the role-playing. BaFa BaFá was used as an introduction through interaction to the values, expectations, and customs of different cultures. BaFa BaFá has been found to be an excellent way of illustrating how easily we fall into the trap of describing others in terms of their differences from us (Woods, 1990).

As a result of the two pilot studies, the order of the topics was rearranged somewhat and allotment of time changed for some activities. The change of order gave students experiential activities as a foundation for discussion. The new sequence also provided a better flow and integration of the material. The order of the topics follows:

1. Culture and the Workforce
2. Developing Sensitivity to the Multicultural Workforce
3. Dealing with Assumptions/ Stereotyping and Communication Pattern within Different Cultures
4. Skills for Multicultural Managers

Lesson One introduces the concept of culture through a brief discussion of experiences students have had when they were part of a "minority or majority culture." Then the simulation game BaFa BaFá is used to explore ideas of culture and to experience observing and interacting with a different culture. Discussion of BaFa BaFá enables the students to analyze cultural interactions through this in-class experience. Following the simulation activity the video "Managing Differences" (Copeland Griggs Productions, 1990) is used. This part of the lesson focuses on developing student awareness of their degree of sensitivity to other cultures and the value of diversity in the workforce. The lesson is designed to increase student awareness that every one has a different view of culture and the effect of cultural diversity in the workforce.

Lesson Two guides students in exploring stereotypes and assumptions including discussions about what bothers Americans in relationship to non-American workers. This leads to the identification of factors that are effective in communicating with those from different cultures. This was

achieved through viewing a video "Communicating Across Cultures" (Copeland Griggs Productions, 1990) followed by a discussion of effective communication skills and ways to avoid common misunderstandings. An attempt was made to help the students recognize how diversity can affect communications.

The lesson continues with exploring the skills that make a difference for a multicultural manager. Students work individually and in small groups to apply information from their readings to rank skills for multicultural managers.

The type of learning experiences included in this unit were designed to enhance the individual's awareness that there can be unity in diversity, and that valuing and managing this diversity effectively can result in highly improved corporate performance (Copeland, 1988a, 1988b; Loden & Rosener, 1991). The unit was designed to guide undergraduate students toward the development of a multicultural perspective. The materials and resources used in the actual study were based on the needs determined by the pilot studies; the unit is included in Appendix B.

Field Study

The unit was taught by the researcher in HOS 2000 and HOS 3530, courses taught by other professors, using the previously described methods and techniques. These classes met once a week for two hours and 50 minutes.

The CDWAI, which consists of 42 attitude and awareness statements related to diversity in the workforce and 23 additional items to obtain general background demographic information, was given to the 39 students as a pre-assessment measure. It was administered during the sixth week of classes and no students were absent at that class meeting. Three weeks later the unit was taught. The students took the CDWAI as a post-assessment measure 3 weeks after completion of the unit. At the same time, an additional 28 statements were included with the CDWAI for the purpose of evaluating the curriculum unit. The assessment consisted of rating scales and open-ended statements dealing with the objectives, content, learning experiences, and teaching aids.

Data Analysis

The demographic information, the responses to the CDWAI for each student, and the evaluation information about the instructional unit were placed in a computer data file. Analysis of the data was carried out by using the software package SAS. Data management techniques and statistical analysis such as frequencies and cross-tabulations were used to verify that the data were free of error.

Descriptive statistics were used to summarize the demographic characteristics of the students in the classes that received the instructional unit. The frequencies subprogram was used to summarize student responses to the

inventory. It summarized the responses and gave frequency distributions of the data, mean scores, standard deviations, and other descriptive statistics. Descriptive statistics were also used to summarize items which students completed to evaluate the instructional unit.

The analysis of the inventory consisted of the following: content validity by means of the Q-Sort technique, test-retest reliability using Pearson's correlation coefficient procedure, and Cronbach's Alpha to determine reliability estimates of internal consistency.

A t-test was performed to determine if the control and study groups started out the same. Since they did not, an analysis of covariance subprogram was used to test for significant difference on the pre-to-post CDWAI scores between the hospitality students in the classes that participated in the instructional unit and the control students using the pretest score as the covariate. The alpha value of .05 was adopted as the critical level of statistical significance.

Statistical consultation and programming for this research was provided by the Statistical Consulting Center in the Department of Mathematics at the University of North Carolina at Greensboro and Academic Computing Services at Appalachian State University.

CHAPTER IV
PRESENTATION AND DISCUSSION OF DATA

The major purpose of this study was the development and testing of a multicultural awareness unit to be incorporated into existing hospitality courses. In addition, the Cultural Workforce Diversity Awareness Inventory was created to use with the teaching unit. In this chapter the following are reported: the demographic characteristics of students, reliability and validity of inventory, test of hypothesis, unit evaluation, and discussion of results.

Demographic Characteristics of the Students

There were 39 students in the two classes in which the curriculum unit was used. The Survey of Hospitality (HOS 2000) class consisted of 17 students; 22 students were enrolled in the Meetings/Planning of Conventions (HOS 3530). Approximately 64% of the students in the total group were females. The majority (92%) of the students were white with the remaining being African American or African. The total group was composed of 20% sophomores, 26 % juniors, and 54 % seniors. Whereas HOS 2000, the introductory course, included primarily sophomores (47%) and juniors (47%), HOS 3530, a special topics course, consisted of 9% juniors and 91% seniors. The average age of the students for the total group

was 21 3/4 years, the HOS 2000 average age was 20 1/4 years and 22 years for HOS 3530. Fifty-three percent of the students in the HOS 2000 course classified the community in which they lived as rural in contrast to 27% in HOS 3530 (see Table 1).

Table 1

Demographic and Background Information on Students

| Characteristic | <u>Total</u> | | <u>HOS 2000</u> | | <u>HOS 3530</u> | |
|-------------------------------------|--------------|------|-----------------|------|-----------------|------|
| | N | % | N | % | N | % |
| Gender | | | | | | |
| Female | 25 | 64.1 | 8 | 47.1 | 17 | 77.3 |
| Male | 14 | 35.9 | 9 | 52.9 | 5 | 22.7 |
| Race | | | | | | |
| African American | 2 | 5.1 | 2 | 11.8 | 0 | |
| White | 36 | 92.3 | 15 | 88.2 | 21 | 95.5 |
| Other (African) | 1 | 2.6 | 0 | | 1 | 4.5 |
| Undergraduate Classification | | | | | | |
| Sophomore | 8 | 20.5 | 8 | 47.1 | 0 | |
| Junior | 10 | 25.6 | 8 | 47.1 | 2 | 9.1 |
| Senior | 21 | 53.8 | 1 | 5.9 | 20 | 90.9 |
| Age | | | | | | |
| 19 | 5 | 12.8 | 5 | 29.4 | 0 | |
| 20 | 8 | 20.5 | 7 | 41.2 | 1 | 4.5 |
| 21 | 9 | 23.1 | 3 | 17.6 | 6 | 27.3 |
| 22 | 8 | 20.5 | 1 | 5.9 | 7 | 31.8 |
| 23 | 6 | 15.4 | 0 | 0.0 | 6 | 27.3 |
| 24 and over | 3 | 7.8 | 1 | 5.9 | 2 | 9.0 |
| Size of Hometown | | | | | | |
| Rural | 15 | 38.5 | 9 | 52.9 | 6 | 27.3 |
| Urban | 12 | 30.8 | 5 | 29.4 | 7 | 31.8 |
| Suburban | 9 | 23.1 | 2 | 11.8 | 7 | 31.8 |
| Other | 3 | 7.7 | 1 | 5.9 | 2 | 9.1 |

The general background information portion of the instrument asked questions about factors that influence the development of a person's multicultural perspective. The data included the students' report of exposure to international issues and situations through international experiences, extent of foreign travel, content included in other college classes, and work experience with multicultural employees. As can be seen from Table 2, approximately 46% of the students in the instructional group had not traveled internationally. The 41% of the students in the instructional group who had experienced foreign travel spent two to four weeks abroad. The students who had traveled in foreign countries experienced tourist travel in nature (45%) (Table 2).

Friendships with individuals from other countries were found to be the most common (82%) experience for both hospitality classes, although more students in the HOS 2000 (94%) class expressed this than did those in the HOS 3530 class (73%). Social experiences with people from other countries ranked second in types of experience reported by both groups (see Table 2).

All of the students in the instructional classes had been previously or were currently employed. A somewhat higher percentage (76.5%) of students in the HOS 2000 class indicated participation in the workforce with ethnic and foreign employees than did those in the HOS 3530 class (63.6%). But when responding to the different cultures of

Table 2

Experiences Related to the Development of Cultural Awareness

| Characteristic | <u>Total</u> | | <u>HOS 2000</u> | | <u>HOS 3530</u> | |
|---|--------------|------|-----------------|------|-----------------|------|
| | N | % | N | % | N | % |
| <u>Length of Longest International Experience</u> | | | | | | |
| None | 18 | 46.2 | 9 | 52.9 | 9 | 40.9 |
| Less than 1 week | 0 | | | | | |
| 1 week | 3 | 7.7 | 1 | 5.9 | 2 | 9.1 |
| 8 to 14 days | 5 | 12.8 | 4 | 23.5 | 1 | 4.5 |
| 15 to 21 days | 2 | 5.1 | 0 | | 2 | 9.1 |
| 22 to 28 days | 6 | 15.4 | 3 | 17.6 | 3 | 13.7 |
| Other | 5 | 12.8 | 0 | | 5 | 22.7 |
| <u>Types of international experiences (could respond to as many as were applicable)</u> | | | | | | |
| None | 15 | 39.5 | 6 | 37.5 | 9 | 40.9 |
| Travel abroad | 17 | 44.7 | 7 | 43.8 | 10 | 45.5 |
| Study abroad | 4 | 10.5 | 1 | 6.3 | 3 | 13.6 |
| Lived abroad | 3 | 7.9 | 0 | | 3 | 13.6 |
| Worked abroad | 1 | 2.6 | 0 | | 1 | 4.5 |
| Missing Data | 1 | | 0 | | 0 | |
| <u>Experiences within the United States (could respond to as many as were applicable)</u> | | | | | | |
| Courses/seminars in cultural awareness/management | 14 | 36.8 | 4 | 25.0 | 10 | 45.5 |
| Social experiences with foreigners | 31 | 79.5 | 14 | 82.4 | 17 | 77.3 |
| Work experiences with different ethnic and foreign employees | 27 | 69.2 | 13 | 76.5 | 14 | 63.6 |
| Friendships with foreigners | 32 | 82.1 | 16 | 94.1 | 16 | 72.7 |
| Living in different cultural/ethnic settings than your own | 8 | 20.5 | 4 | 23.5 | 4 | 18.2 |

(Table 2 continued)

| Characteristic | <u>Total</u> | | <u>HOS 2000</u> | | <u>HOS 3530</u> | |
|--|--------------|-------|-----------------|-------|-----------------|-------|
| | N | % | N | % | N | % |
| <u>Worked with employees of the following cultures (could respond to as many as were applicable)</u> | | | | | | |
| White | 38 | 100.0 | 17 | 100.0 | 21 | 100.0 |
| African American | 36 | 94.7 | 16 | 94.1 | 20 | 95.2 |
| Hispanic | 17 | 44.7 | 6 | 35.3 | 11 | 52.4 |
| Asian/Pacific Islander | 13 | 34.2 | 4 | 23.5 | 9 | 42.9 |
| American Indian/Eskimo | 5 | 13.2 | 5 | 29.4 | 0 | |
| Missing Data | 1 | | | | 1 | |
| <u>Frequency of Discussing or Studying Cultural Awareness or Multicultural Management in College Courses</u> | | | | | | |
| At least once/ day | 1 | 2.6 | 1 | 5.9 | 0 | |
| 1-2 times/ week | 10 | 26.3 | 4 | 23.5 | 6 | 28.6 |
| 3-4 times/ week | 0 | | | | | |
| once a month | 9 | 23.7 | 2 | 11.8 | 7 | 33.3 |
| once a semester | 9 | 23.7 | 2 | 11.8 | 7 | 33.3 |
| Never | 9 | 23.7 | 8 | 47.1 | 1 | 4.8 |

employees with whom they had worked, the HOS 3530 students reported higher percentages for Hispanics (52% vs. 35%) and Asian Americans (43% vs. 24%) than did the HOS 2000 students (see Table 2).

Students were asked to report frequency of discussions occurring in the classroom in regard to cultural awareness or multicultural management. Further examination of the data revealed 90% of the senior students reported discussing or studying cultural awareness or multicultural management in

their college classrooms at least once a semester, whereas 63% of the sophomores said it had never occurred (Table 2).

One section of the general background information section asked students to indicate how often they participated in various social, personal, and work interactions with four different cultural groups. The four cultural groups are: African American, Asian American, Hispanic, and White. When asked to respond to the frequency with which they talk to four cultural groups, 18.4% of the students reported they had never talked to African Americans, 8.6% to Asian Americans, and 11.4% to Hispanics (see Table 3). When asked specifically about the frequency of calling and talking to individuals of different cultures by telephone, the percentages reporting "never" exceeded all other forms of interaction; i.e., 57.1% never called Asian Americans, and 71.4% never called Hispanics (Table 3).

Responses about frequency of interactions of a more personal nature, such as giving something, telling secrets, inviting into home, visiting in other's home, and going places together (i.e., movies, eat), indicated limited interactions between the majority culture and Asian Americans or Hispanics. A majority of the students (57%-71%) reported they have not had these types of interactions with Asian Americans. Similarly, 68%-71% of the students reported not having these types of experiences with Hispanics. More students reported interactions with African Americans; only

Table 3

Frequency of Activities with Four Culture Groups Employed by the Hospitality Industry

| Activity | <u>African-American</u> | | | <u>Asian-American</u> | | | <u>Hispanic</u> | | | <u>Anglo-Saxon</u> | | |
|---|-------------------------|----------------|----------------|-----------------------|------|------|-----------------|------|------|--------------------|------|-------|
| | N ^a | S ^a | F ^a | N | S | F | N | S | F | N | S | F |
| Have talked to. | 18.4 | 00.0 | 81.6 | 8.6 | 74.3 | 17.1 | 11.4 | 77.1 | 11.4 | 00.0 | 00.0 | 100.0 |
| Loaned them something. | 5.3 | 44.7 | 50.0 | 37.1 | 51.4 | 11.4 | 40.0 | 54.3 | 5.7 | 00.0 | 21.1 | 78.9 |
| Have given them something. | 23.7 | 50.0 | 26.3 | 57.1 | 31.4 | 11.4 | 68.6 | 25.7 | 5.7 | 00.0 | 18.4 | 81.6 |
| Told a secret. | 32.4 | 43.2 | 24.3 | 57.1 | 35.3 | 5.9 | 67.6 | 23.5 | 8.8 | 2.8 | 25.0 | 72.2 |
| Called up and talked to on the telephone | 26.3 | 47.4 | 26.3 | 57.1 | 31.4 | 11.4 | 65.7 | 25.7 | 8.6 | 00.0 | 10.5 | 89.5 |
| Invited them to your house | 21.1 | 55.3 | 23.7 | 60.0 | 34.3 | 5.7 | 71.4 | 25.7 | 2.9 | 2.6 | 10.5 | 86.8 |
| Gone out to eat, movies, etc. together | 26.3 | 52.6 | 21.1 | 60.0 | 31.4 | 8.6 | 71.4 | 25.7 | 2.9 | 2.6 | 18.4 | 78.9 |
| Worked on a project together. | 21.1 | 55.3 | 23.7 | 60.0 | 34.3 | 05.7 | 68.6 | 31.4 | 00.0 | 00.0 | 23.7 | 76.3 |
| Helped them on a job. | 10.5 | 60.5 | 28.9 | 60.0 | 28.6 | 11.4 | 54.3 | 37.1 | 8.6 | 00.0 | 26.3 | 73.7 |
| Been to their house to visit. | 31.6 | 47.4 | 31.1 | 71.4 | 20.0 | 8.6 | 71.4 | 22.9 | 5.7 | 00.0 | 15.8 | 84.2 |

Note: Numbers represent percentages.

^a: N=Never S=Sometimes (less than 1/week) F=Frequently (more than 1/week).

Sample size = 39.

21%-32% had not been involved in the personal types of previously described interactions (see Table 3).

The data reveal that 60% of the students had not interacted with Asian Americans by helping them at work or on projects; 54%-69% had not had these experiences with Hispanics. Eleven to twenty-one percent had not helped African Americans at work or on projects (see Table 3).

Establishing Reliability and Validity of Cultural Diversity Workforce Awareness Inventory (CDWAI)

Content validity of the CDWAI was examined by two home economics and two hospitality university professors. The unit objectives and detailed unit plan were shared with the professors and they were asked to evaluate the CDWAI for relevance of the content to the unit. Minor changes in wording and sequencing of items resulted after this evaluation.

A second procedure used to assess validity of the CDWAI was a Q-sort. The researcher classified the statements into four categories: (a) cultural awareness, (b) communication, (c) workforce diversity and management, and (d) non-related statements. Thirty-two experts participated in a variation of the Q-sort technique which required sorting the 42 statements into four categories. The experts were university professors in home economics, hospitality, and business who are educators and writers in the area of multicultural

education. A 94% response rate was obtained from the 32 experts. Following the guideline from the university statistics consultants, a 60% or higher agreement among the experts was used for retaining an item in the previously determined categories (see Table 4).

Seven statements did not meet this criteria. The three statements not retained in the "cultural awareness" subscale were: "To be effective, managers must be familiar with the cultural background of their employees;" "A person's knowledge of a culture affects their expectations of employees of that culture;" and "People are basically alike." Two statements, "Managers have a greater chance of employment if they speak at least one foreign language" and "The physical distance people place between themselves and others during a conversation is the same in most countries," in the communication subscale did not meet the 60% or more criteria, and therefore were also not retained. The subscales "workforce" and "nonrelated" each had one item that was not retained. The items were "Employees of the foodservice/hospitality industry need to try and understand how others feel, even if they are from a different culture" and "There is usually more than one way to do things," respectively. Five of the seven statements were placed into 2 different categories by approximately equal numbers of respondents. A comparison of the classification of statements by experts and the researcher is presented in Table 4.

Table 4

O-Sort Classification of Items into Subscales for CDWAI*

| Subscale | % of Experts Classifying Items into Researcher Subscales |
|---|--|
| <u>Awareness</u> | |
| 8. EVERY CULTURE HAS SOMETHING WORTHWHILE TO OFFER. | 93.3 |
| 13. PEOPLE FROM VARIOUS CULTURES ARE MORE ALIKE THAN DIFFERENT. | 93.3 |
| 23. WHAT IS CONSIDERED GOOD MANNERS IN ONE COUNTRY IS NOT THE SAME AS IN OTHER COUNTRIES. | 90.0 |
| 27. THE DEFINITION OF BEING ON TIME FOR WORK VARIES FROM COUNTRY TO COUNTRY. | 63.3 |
| 29. WHAT SEEMS UNIMPORTANT AND IRRATIONAL TO A PERSON IN ONE CULTURE MAY SEEM PERFECTLY RATIONAL AND IMPORTANT TO SOMEONE FROM ANOTHER CULTURE. | 86.7 |
| 37. THE MORE PEOPLE KNOW ABOUT OTHERS, THE MORE THEY DISCOVER THEY DON'T KNOW ABOUT THEM. | 73.3 |
| 39. PEOPLE DON'T ENJOY TRYING FOODS OF UNTRADITIONAL CULTURES. | 66.7 |
| 1. TO BE EFFECTIVE, MANAGERS MUST BE FAMILIAR WITH THE CULTURAL BACKGROUND OF THEIR EMPLOYEES. | 50.0 |
| 10. A PERSON'S KNOWLEDGE OF A CULTURE AFFECTS THEIR EXPECTATIONS OF EMPLOYEES OF THAT CULTURE. | 50.0 |
| 25. PEOPLE ARE BASICALLY ALIKE. | 56.7 |
| <u>Communication Subscale</u> | |
| 4. IF EMPLOYEES FROM A DIFFERENT CULTURE HAVE COMMUNICATION PROBLEMS WITH OTHERS, IT IS THEIR RESPONSIBILITY TO SOLVE THEM. | 70.0 |
| 6. MOST PEOPLE UNCONSCIOUSLY USE WORDS OR PHRASES THAT ARE OFFENSIVE TO OTHERS. | 76.7 |

* Items placed in subscale by 60% or more of the experts in Q-Sort were retained

(Table 4 continued)

Communication

| | |
|---|------|
| 11. ALL DISPLAYS AND MATERIALS IN THE WORKPLACE NEED TO BE AVAILABLE AND UNDERSTANDABLE TO CUSTOMERS AND EMPLOYEES. | 60.0 |
| 24. ATTENTION TO BODY LANGUAGE IS IMPORTANT WHEN COMMUNICATING WITH INDIVIDUALS FROM DIFFERENT CULTURES. | 80.0 |
| 41. PEOPLE CANNOT FUNCTION IN SITUATIONS WHERE THINGS ARE NOT CLEAR. | 73.3 |
| 26. MANAGERS HAVE A GREATER CHANCE OF EMPLOYMENT IF THEY SPEAK AT LEAST ONE FOREIGN LANGUAGE. | 43.3 |
| 28. THE PHYSICAL DISTANCE PEOPLE PLACE BETWEEN THEMSELVES AND OTHERS DURING A CONVERSATION IS THE SAME IN MOST COUNTRIES. | 43.3 |

Workforce

| | |
|--|------|
| 3. TRAINING PROGRAM SHOULD ADAPT TO ACCOMMODATE CULTURAL DIVERSITY IN THE WORKFORCE. | 96.7 |
| 9. THE CULTURAL DIVERSITY OF THE WORKFORCE IS A STRENGTH FOR THE FOODSERVICE/HOSPITALITY INDUSTRY. | 80.0 |
| 14. UNSKILLED POSITIONS ARE THE BEST JOBS FOR EMPLOYEES FROM MINORITY CULTURES. | 76.7 |
| 15. THERE WILL BE MORE MINORITIES THAN WHITES IN THE WORKFORCE OF THE FUTURE. | 93.3 |
| 16. FOREIGN BORN EMPLOYEES ARE HARDER WORKERS THAN U.S. BORN. | 73.3 |
| 17. AS THE NUMBER OF FOREIGN-BORN AND MINORITY EMPLOYEES INCREASES, A MANAGER'S JOB IN SUPERVISION BECOMES MORE DIFFICULT. | 96.7 |
| 19. MANAGERS WHO ARE MORE SUCCESSFUL WITH CULTURALLY DIVERSE WORKERS ARE AWARE OF OTHER CULTURES. | 60.0 |
| 20. IT IS EASIER TO MANAGE FOREIGN BORN AND MINORITY EMPLOYEES THAN U.S. BORN AND MAJORITY EMPLOYEES. | 76.7 |
| 21. MANAGERS WHO UNDERSTAND VALUES OF CULTURAL GROUPS ARE MORE EFFECTIVE IN TRAINING EMPLOYEES. | 73.3 |
| 22. THE LEVEL OF EMPLOYEE MOTIVATION IS THE SAME NO MATTER WHAT THEIR CULTURAL BACKGROUND. | 66.7 |

(Table 4 continued)

Workforce

| | |
|--|------|
| 30. MINORITY EMPLOYEES RESPECT THEIR MANAGERS MORE THAN DO U.S. BORN MAJORITY EMPLOYEES. | 73.3 |
| 31. MANAGERS AND SUPERVISORS FROM THE MAJORITY CULTURE ARE MORE LIKELY TO BE EFFECTIVE THAN MANAGERS FROM A MINORITY CULTURE. | 76.7 |
| 33. THE GOALS OF FOREIGN BORN EMPLOYEES ARE HIGHER THAN THOSE OF U.S. BORN MAJORITY EMPLOYEES. | 66.7 |
| 34. FOREIGN BORN AND MINORITY EMPLOYEES ARE MORE LIKELY TO STAY IN THE JOB LONGER THAN U.S. BORN AND MAJORITY EMPLOYEES. | 76.7 |
| 35. THE FOODSERVICE/HOSPITALITY INDUSTRY HAS A CULTURALLY DIVERSE WORKFORCE. | 80.0 |
| 36. U.S. BORN EMPLOYEES ARE MORE DEPENDABLE THAN FOREIGN BORN OR MINORITY EMPLOYEES. | 66.7 |
| 38. THE GOALS OF MAJORITY EMPLOYEES ARE LOWER THAN THOSE OF MINORITY EMPLOYEES. | 70.0 |
| 40. MINORITY EMPLOYEES USUALLY FILL LOWER LEVEL JOBS. | 93.3 |
| 42. MANAGERS NEED INTERNATIONAL EXPERIENCES TO BE SUCCESSFUL IN THE MANAGEMENT OF CULTURALLY DIVERSE WORKERS. | 73.3 |
| 5. EMPLOYEES OF THE FOODSERVICE/HOSPITALITY INDUSTRY NEED TO TRY AND UNDERSTAND HOW OTHERS FEEL, EVEN IF THEY ARE FROM A DIFFERENT CULTURE.. | 46.7 |

Nonrelated Subscale

| | |
|--|------|
| 2. PEOPLE HAVE WAYS TO DEAL WITH THE STRESSES OF NEW SITUATIONS. | 73.3 |
| 7. INDIVIDUALS CAN LIVE ANYWHERE AND ENJOY LIFE. | 76.7 |
| 12. OTHERS' FEELINGS RARELY INFLUENCE DECISIONS | 66.7 |
| 32. NEW EXPERIENCES ARE FUN. | 73.3 |
| 18. THERE IS USUALLY MORE THAN ONE WAY TO DO THINGS. | 50.0 |

The internal-consistency measure of reliability was determined by Cronbach's coefficient alpha, a widely used measure of homogeneity using the subscales resulting from the Q-Sort performed by the experts. The overall Cronbach's coefficient alpha for the CDWAI was .69 using the 31 items retained after the Q-Sort. Coefficients were also determined for each of the subscales (Table 5).

Table 5

Cronbach's Coefficient Alpha for Subscales of CDWAI

| Subscales | Cronbach's Alpha |
|----------------------------------|------------------|
| Cultural awareness | .38 |
| Communication | .27 |
| Workforce diversity & management | .66 |
| Nonrelated | .22 |

The low Cronbach's coefficient alphas for cultural awareness, communication, and the nonrelated items may be explained in part by the limited number of items in these subscales. The "cultural awareness" subscale has 7 items and the "communication" subscale has 5 items. The "workforce diversity and management" subscale consisted of 19 statements, which accounts in part for its higher Cronbach's coefficient alpha. This indicates that it is best to use the inventory in its entirety instead of the subscales

separately. However, if one subscale by itself is to be used, the only one that should be considered is the "management of diversity in the workforce."

Another estimate obtained to determine reliability was the test-retest or stability coefficient. The inventory was given to 78 undergraduate management students 6 weeks apart. The CDWAI test-retest coefficient was .57. The test-retest coefficient indicates stability over time, so any change in scores from one time to another is due to random error.

Test of Hypothesis

The hypothesis stated that there is no significant difference in the pre-to-posttest scores on the CDWAI by undergraduate hospitality students who have and have not been exposed to the curriculum unit. The mean scores, standard deviations, and gain scores for the CDWAI for the instructional and the control groups are summarized in Table 6.

A t-test performed to determine if the mean pretest scores of the two groups were equivalent indicated that there were significant differences in the groups ($t = -4.69$, $p < 0.00005$). Thus, an analysis of covariance was used to determine whether there was significant gain from the pre-to-posttest on the CDWAI using pretest score as the covariate. The ANCOVA revealed that there was no significant difference

Table 6

Means, Standard Deviations, and Gain Scores of the CDWAI

| | <u>Pretest</u> | | <u>Posttest</u> | | <u>Gain</u> | |
|------------|----------------|-------|-----------------|-------|-------------|-------|
| | \bar{X} | SD | \bar{X} | SD | \bar{X} | SD |
| Experiment | 139.51 | 10.20 | 140.92 | 14.30 | 1.41 | 13.25 |
| Control | 130.21 | 10.09 | 131.42 | 11.28 | 1.22 | 9.98 |

in the gain from the pre-to-posttest for the CDWAI scores of the experimental and the control groups ($F = 2.48$; $p = 0.1183$) (Table 7). Although the hypothesis was not rejected, the difference did suggest a trend.

Table 7

Analysis of Covariance on CDWAI Post Test Scores with CDWAI Pretest as Covariate

| Source | df | SS | Ms | F | p |
|----------------|-----|----------|---------|-------|--------|
| CDWAI Posttest | 1 | 277.69 | 277.69 | 2.48 | 0.1183 |
| CDWAI Pretest | 1 | 4790.43 | 4790.43 | 42.73 | 0.0001 |
| Error | 114 | 12781.38 | 112.12 | | |

Review of CDWAI Items

Although there was no significant difference in CDWAI pre-posttest scores it seemed worthwhile from a curriculum

point of view to examine responses to each individual item. A review of responses indicating the most, least, or little change from pretest to posttest provided useful insight into the strengths and limitations of specific activities which could then be used for revision of the curriculum unit.

In addition, t-tests were conducted for each item using pre-posttest data. Because of the large number of t-tests involved, the p-value required for statistical significance was .0016. Only one of 31 items was found to be statistically significant (See Appendix C).

"Communication" Subscale

The item with the greatest change in the pre-posttest scores in this subscale was item 4, "If employees from a different culture have communication problems with others, it is their responsibility to solve them." Responses to item 6 "Most people unconsciously use words or phrases that are offensive to others," were also more positive after instruction indicating that the unit may at least have caused the students to think about words that are spoken.

Pretest mean scores for three of the five items (numbers 11, 24, and 41) in the "Communication" subscale ranged from 5.2 - 5.7. Thus, these scores were high prior to instruction; the students were already aware that materials need to be understood by all employees, that it is important

to give attention to body language, and that people cannot function in situations where things are not clear.

"Cultural Awareness" Subscale

Two of the items (numbers 13 and 27) in the "cultural awareness" subscale that were rated the lowest ($X = 3.4$) on the pretest had mean increases of .4 or .5 on the posttest--the greatest increases in this subscale. Responses to item 27, "The definition of being on time for work varies from country to country" suggest that the students did develop awareness about this aspect of cultural differences. This item is the only one in this subscale for which the pre-posttest difference was statistically significant (.0004). The other item that showed an increase was number 13, "People from various cultures are more alike than different." This increase seems to indicate that the students' awareness level was enhanced following their exposure to the videotapes and discussions of them in the curriculum unit.

Three of the 7 items in the "cultural awareness" subscale were rated between 5.2 and 5.5 on the pretest. Students already were aware that "Every culture has something worthwhile to offer" and "...what is important and rational can vary from culture to culture." It is possible that items more likely to differentiate among individuals with different levels of awareness need to be developed.

"Workforce Diversity and Management" Subscale

Four of the items (numbers 15, 17, 20, and 38) in the "workforce" subscale had the greatest mean changes (.4 to .6) on the posttest. The responses to these items revealed that students had a greater awareness after instruction that more minorities would be employed in the workforce of the future and that understanding and managing individuals requires valuing cultural diversity. Three items (numbers 3, 15, and 38) that approached significant changes ($p = .0245 - .0439$) revealed that the students were beginning to give more thought to the motivation, productivity, and management of individuals than to employees' nationality.

Pretest mean scores for four of the 19 items (numbers 3, 19, 21, and 35) in the "Workforce" subscale ranged from 5.0 - 5.4 indicating a high level of cultural awareness before instruction. The items with which students strongly agreed included the following: the foodservice/hospitality industry is culturally diverse, training programs should be adapted for cultural diversity, and managers who are aware and understand cultural diversity will be more effective.

Responses to two items (numbers 22 and 40) on the pre-posttests of the CDWAI indicated that the students neither agreed or disagreed with the statements. It seems that the students were uncertain about "The level of employee motivation is the same no matter what their cultural

background" and "minority employees usually fill lower level jobs."

Responses to six items (numbers 16, 20, 30, 31, 34, and 36) which dealt with stereotypes did not change in the desired directions. The posttest scores of these six items revealed less agreement than the pretest scores. This could be due to the way the students interpreted the statements as a result of exposure to the unit. Two items, number 14 & 33, which also could imply stereotyping, were similar in mean scores from pre-to-posttest.

Sixteen of the 31 items of the CDWAI showed no change (+ or -.1) or pre-posttest mean scores ranged from 5.0 - 5.7. This lack of change may imply that the inventory developed did not accurately measure changes which may have occurred due to the unit; perhaps this was material that the students already knew or it would take a longer period than 2 weeks to change their attitudes.

Unit Evaluation by Students

The students in the instructional classes were asked to evaluate the teaching unit at the same time the posttest was given. The evaluation consisted of 29 statements; 22 statements used a continuum of 1-7 for responding and the remaining 7 were open-ended questions.

Session 1 was attended by 38 (97.4%) students. The evaluations of the assigned reading, Hosteur, indicated that

the majority of the students (63.1%) considered it to be worthwhile and helpful in understanding diversity. Another 29.0% of the students reported that the information was useful and important, but they either already knew it or a better way of obtaining the information was needed. Eight percent of the responses rated the reading as boring or too simplistic.

At least one half of the students considered each of the four activities for Session 1 worthwhile and helpful in understanding diversity: BaFa BaFá (51.5%), discussion of BaFa BaFá (57.1%), Video: "Managing Difference" (71.0%), and discussion of the video (76.3%) (see Table 8). An additional one-fifth to one-third of the students reported that this information was useful and important; however, they already knew it or a better way of presenting it to them was requested. However, 17.6% of the students rated the simulation game of BaFa BaFá as boring or too simplistic and 25.7% also made these same comments about the discussion of BaFa BaFá.

Session 2 was attended by 35 (89.7%) students. The readings for this lesson, a fact sheet entitled "Some Cultural and Communicative Tendencies of Four American Subgroups" and "Supervising a Culturally Diverse Workforce" were both rated positively by the students (69.4% and 80.0%, respectively). Information about managing workforce diversity appeared to be of primary interest of the students.

There were seven class activities for this lesson. The activity entitled "They're all alike," designed to convey information about assumptions and stereotypes, was rated the lowest of any of the activities; only 45% of the students thought it was worthwhile or helped them understand cultural diversity. Eighteen percent thought the activity was boring or too simplistic. Approximately fifty percent of the students thought "What Bothers Americans About Non-American Workers" and the fact sheet "Some Cultural & Communicative Tendencies of Four American Subgroups" were worthwhile and helpful in understanding diversity. The remaining four activities were identified as worthwhile and helpful by approximately three fourths of the students: viewing the video "Communication Across Culture" (71.0%), discussion of that video (73.7%), "Skills for a Multicultural Manager" (74.4%), and the discussion of "Skills for a Multicultural Manager" (74.4%) (Table 8).

The majority (64%) of the students felt that the amount of time spent on this unit was reasonable. Unit objectives were clearly defined for the students (78.4%) and they indicated that the material presented met the objectives (81.1%), and that the presentation of the material was excellent to good (78.3%) (Table 9).

The students believed that the material was presented in an unbiased matter ($\bar{X} = 2.86$ with 1 = "not biased" and 7 = "very biased"), and that the unit was appropriate for

Table 8

Student Evaluation of Readings and Class Activities for Curriculum Unit

The rating scale for readings and activities

- | | |
|-----------------------------------|--|
| 1. Boring | 4. Important but find a better way to do it |
| 2. Too Simplistic | 5. Worthwhile and learned a lot from unit |
| 3. Useful information but knew it | 6. Helped me understand my attitudes & already awareness about diversity |

| Lesson 1 (N = 38) | 1 | 2 | 3 | 4 | 5 | 6* |
|---|------|------|------|------|------|------|
| READING: | | | | | | |
| Issue of <u>Hosteur</u> (Vol.1, No. 2 Spring 1991) | 5.3 | 2.6 | 13.2 | 15.8 | 52.6 | 10.5 |
| CLASS ACTIVITIES: | | | | | | |
| BaFa BaFá - Simulation Game | 8.6 | 8.6 | 8.6 | 22.9 | 28.6 | 22.9 |
| Discussion & Analysis of BaFa BaFá | 11.4 | 14.3 | 8.6 | 8.6 | 31.4 | 25.7 |
| Video "Managing Differences" | | | 8.9 | 21.1 | 44.7 | 26.3 |
| Discussion (debriefing) of video | | | 5.3 | 18.4 | 52.6 | 23.7 |
| Lesson 2 (N = 35) | 1 | 2 | 3 | 4 | 5 | 6* |
| READINGS: | | | | | | |
| "Some Cultural & Communicative Tendencies Four American Subgroups" Adapted fact sheet | 8.1 | 2.7 | 10.8 | 18.9 | 40.5 | 18.9 |
| "Supervision of Diverse Workforce" | | | 16.4 | 8.6 | 68.6 | 11.4 |
| CLASS ACTIVITIES: | | | | | | |
| "They're all alike" - Biographical sketch | 15.2 | 3.0 | 21.2 | 15.2 | 33.3 | 12.1 |
| Discussion "What bothers Americans" | 5.9 | 2.9 | 20.6 | 14.7 | 29.4 | 26.5 |
| Discussion of Four American Subgroups | 8.1 | | 8.1 | 13.5 | 48.6 | 21.6 |
| Video "Communicating Across Cultures" | | 2.6 | 5.3 | 21.1 | 44.7 | 26.3 |
| Discussion (debriefing) of video | | | 5.3 | 21.1 | 52.6 | 21.1 |
| Skills for Multicultural Managers Activity | | | 8.6 | 17.1 | 68.6 | 5.9 |
| Discussions of Skills for Multicultural Managers | | | 8.6 | 17.1 | 68.6 | 5.9 |

*Note: Numbers represent percentages of students presented

this class ($\bar{X} = 5.43$ with 1 = "not very" and 7 = "very much"). The response from the students to an item dealing with interest in increasing knowledge of diversity in the

Table 9

Percentages Students Responding to Appraisals of Time,
Objectives, & Presentation Techniques within Unit

The time spent on this unit was:

18.9 too little 64.9 about right 16.2 too much

The unit objectives were clearly defined:

18.9 very good 59.5 good 10.8 fair 10.8 poor

Did the material presented meet the objectives?

8.1 excellent 18.9 very good 54.1 good 13.5 fair 5.4 poor

The presentation of the unit material was:

13.5 excellent 27.0 very good 37.8 good 13.5 fair 8.1 poor

workforce was positive; ($\bar{X} = 5.08$ with 1 = "not very interested" and 7 = "very much interested"). Overall, the students' responses indicated that the unit was useful in developing their awareness of diversity ($\bar{X} = 4.72$ with 1 = "not useful at all" and 7 = "very useful") and that it useful in increasing their appreciation of diversity in the workplace ($\bar{X} = 4.92$ with 1 = "not useful at all and 7 = "very useful").

The students were given the opportunity to respond to seven open-ended questions for the purpose of evaluating the instructional unit. The first open-ended question was, "What is the most significant thing you learned from this unit?" There were 26 responses to this question; four students commented that they learned nothing new from this unit. The

other 22 comments can be classified into the following categories: acknowledging and appreciating cultural diversity, need for skill acquisition, attitude and behavior perceptions, and personal growth/self-assessment. Seven comments related to acknowledging and appreciating cultural diversity, such as, "Cultural diversity is always going to exist," "All people are different and culture is diverse" and "People are not weird because they're different from me." Six comments were considered as "need for skill acquisition;" an example is "From the cross culture game I learned that even though communication is more difficult between people of different cultures it can be done and it's important to try." Four comments were classified as "attitude and behavior perceptions," such as "The way we do things here may be accepted, but don't be so ignorant and assume that it is the same in all of the cultures." The remaining 5 comments were of the "personal growth/self-assessment category, and included "Understanding different cultures is a must for a manager" and "There's a lot I don't know about other cultures."

In response to the question "What was the most surprising thing you learned from this unit?" there were 21 comments. One-third of these responses consisted of "didn't feel I learned anything new." The remaining 14 remarks dealt with the topics of perspectives (self awareness) and differences

that exist among cultures (cultural awareness). The following statements are examples:

"How much I didn't know and me being the ignorant one-felt our way is the only way. I have changed my mind."

"The diversity that exists between similar cultures."

"That people of other cultures have different mannerisms and customs that are totally different from those of U.S."

"How many things there are to overcome with communication between two cultures."

"If you honestly take the time you can learn about others."

The third open-ended question, "What attitudes or ideas about diversity in the workforce were changed as a result of this unit?" received a total of 19 comments. Of these, seven students indicated that no change in attitudes or ideas about diversity in the workforce had occurred. The remaining statements expressed the importance of the manager's understanding of diversity and the recognition of diversity, for example:

"That it is important for a manager to understand his/her own culture before they can really understand and appreciate another person's culture."

"America is built on different cultures and it is our responsibility to be aware of them and accept them."

"My attitude toward minorities has changed. I feel I can be more understanding of their situation."

"I know that it is important to know how your actions might affect others from other cultures."

The fourth open-ended question was "Would you recommend this unit for other undergraduate hospitality students? Why

or why not?" Twenty "yes" responses and three "no" responses were given. The reasons students recommended this unit were because of the lack of information and to enhance understanding of diversity. Some of the reasons given for "yes" and all the reasons for "no" are reported.

"Yes, I think they (other students) probably know about this as much as I did. Not much."

"Yes, because no matter how smart someone may be there are still quite a few ignorant people when it comes to cultural diversity."

"Yes, because the hospitality industry is very culturally diverse and it is important for people to realize that."

"Yes, it will give a better understanding of diversity."

"No, needs more development first."

"No, nothing to learn."

"No, people have their own beliefs - let them keep them."

The fifth open-ended question was "What recommendations do you have about the order in which the information and activities were presented?" Eleven out of the 13 responses indicated they would not change the information or order of activities. The two suggested improvements were related to time and experiences included in the unit:

"More experiences."

"Maybe the possibility of longer time for more activities."

The sixth open-ended question, "What follow up to this unit would you like?" was responded to by 10 students. Two

commented "none" and the others addressed topics relating to more and different types of activities, and a continuation of multicultural education. Examples of the comments are:

"Maybe some more material could be given for personal reading."

"Have another simulation game to see if results are different."

"A day study for each of the cultures dealt with."

"Maybe a course on this to be required by all hospitality majors at least."

The final open-ended question was "Any additional comments or suggestions?" Five students commented "none" and the remaining three responses indicated the unit to be a pleasurable and useful experience:

"Interesting."

"Enjoyed it."

"Keep it up, it's good work and useful to students even though they do not know about it."

Recommendations for Revisions

After the examination of each item on the CDWAI and the students' unit evaluations, the researcher identified the need for some curriculum and inventory revisions. The following unit revisions are recommended.

1. Deletion of the activity called "They're all alike" and further development of the concept of stereotyping about other cultures with the use of different activities for student understanding. The students evaluated activities and

readings that related to assumptions about other cultures as important and useful information, but said that they already knew it or it needed to be presented in a different method.

2. Development of specific hospitality experiential activities throughout the unit; for example, an adaptation of BaFa BaFá. This suggestion is based on comments from students that the information contained in BaFa BaFá about cultural differences is important but a different way needs to be found to achieve this. Simulation activities related to hospitality would help the students understand the application for future employment. Experiential activities would be especially beneficial since these students had had limited exposure to individuals from other cultures. Additional readings need to be identified, since the one included about facts of four cultures and their communicative tendencies received ratings that were the least positive of all the unit readings.

3. Incorporate into the unit more time for specific information about different cultures. According to the student evaluations, the content area dealing with different cultures was well received. In addition students' comments in class suggested the desire to learn more about other cultures.

4. Development of additional activities that involve application and analysis of unit content. The "Skills for

Multicultural Managers" activity which involved both application and analysis was rated among the highest by the students.

5. Development of activities that encourage the students to interact with international students as well as faculty and others students who have traveled extensively. Since the students have had limited travel experiences this would be one way for them to learn about other cultures.

6. Expand the information and activities involving the area of multicultural supervision skills. Examination of students' ratings indicated this area to be of particular interest.

7. Include more of the videos from the seven part series "Valuing Diversity" by Copeland Griggs Productions. Student responses to the two videos and the discussions of them were very positive.

Recommendations for the CDWAI include: rewording items relating to stereotyping (e.g., 20,30,33,34,38,39), developing more items for the "communication" and "cultural awareness" subscales, and reevaluating if the measures provides an accurate assessment of awareness and attitude change dealt with in the unit.

Discussion of the Findings

The major purposes of this study were the development, field testing, and revision of a multicultural perspectives

unit which can be incorporated into an existing course. The need for multicultural curriculum to prepare students for the workforce has been documented (Chon, 1990; Steffen, 1991; Tanke, 1990; Williams, 1991, 1992).

Young adults (about ages 18-22) are flexible and open to new ideas (Gould, 1978). Adulthood is a time of change rather than stability. This is one reason the introduction of a multicultural unit at this stage was appropriate. The students in the 23-28 age group are in the phase of devoting attention to attaining goals and are autonomous. It was believed that the administration of multicultural curriculum unit would be successful at this time in the lives of the students.

Courses in hospitality management exist in which the multicultural perspective could be easily incorporated. A good place to begin is core courses that are required for all students and which are usually taken in the freshman year of college. This would also allow for the integration of the multicultural perspective throughout the four years of college.

It is important to realize that only two people out of the total sample were not white which is similar to the ASU student population. Most of the sample were from rural areas providing the students' contacts with people of different cultures and other cultural events. The students' contacts with people of different cultures were limited, mainly in the

form of friendships, or as classmates. Students in this study also have had limited multicultural education in other classes. These factors are support for the type of unit development for this study.

It is believed that when possible a multicultural approach in developing and teaching the unit by a multicultural team would add to the success of this unit. There are things in the unit that the students could accept more readily because a person of a different culture would present it and by the same token reject other things which are more acceptable when presented by an American. This would create a healthy balance.

The review of literature provided suggestions which were followed in developing the multicultural perspectives curriculum unit. The suggestions consisted of elements of a multicultural perspective to incorporate Wurzel's (1988) topics to include (Tanke, 1988; Welch & Welch, 1987; Williams, 1992), effective teaching methods to use (Bennett, 1990; Ferguson, 1987; and Gay, 1988), and available resources (Harris & Moran, 1991; Ferguson, 1987) for use. The unit included active participation, as much as possible, to bring about change of attitude.

Student evaluation of the unit was positive. Students believed unit objectives were clearly defined and that the material presented met the objectives. The students described the presentation of the material as unbiased and

appropriate for class. Seven of the eleven activities in the two sessions were rated by approximately 70% or more of the students as worthwhile and helpful in understanding diversity. Students commented that as a result of this unit they had learned some self-awareness, cultural awareness, and cultural diversity.

The effectiveness of the unit was assessed by administering an instrument designed to measure awareness of and attitudes toward cultural diversity in the hospitality workforce. Based on the test of the hypothesis, the multicultural perspectives unit developed had no statistically significant effect on the awareness of and attitudes toward cultural diversity among the student participants. The analysis of covariance performed to test the hypothesis indicated that the differences in the gains of the study and control groups from pre-to-posttest were not statistically significant; however, the difference approached significance.

A reason for the lack of significant difference may have been due to limited contact hours and experiential activities which made it difficult to develop an environment conducive to attitudinal change. In addition, the unit was not integrated throughout the entire course or hospitality program. The unit was taught two weeks after spring break and during hospitality career activities. There was no reward or compensation for completion of the unit. Awareness

and attitudes are not changed in a short period of time. People are more likely to change attitudes when they see that it relates to them. It is questionable if these students at this point in their lives could see how completing a multicultural unit related to them.

Students were limited not only in time but in contact with and to other cultures. Hanvey (1979) pointed out that although contact is essential it does not necessarily bring understanding. He also noted that even sustained contact will not bring cultural awareness; there must be readiness to respect and accept. Coupled with respect there must be participation maintained over a long period of time. Revisions recommended would include more time and experiential activities in order to have more of an impact on attitude change. Multicultural education is a continuous process and requires time, effort, and energy to achieve.

Validity of the inventory developed for determining the change in the attitude and awareness of workforce diversity in undergraduate hospitality students was assessed by the Q-Sort procedure. This technique did enhance the focus of the measure by identifying inappropriate items and providing support for the subscales resulting in a stronger inventory. Seven items were eliminated from the subscales, but the remaining 31 were classified in the same categories that the researcher had tentatively established at the beginning. Two of the three subscales only had four and seven items in them;

this could explain the low reliability. After examination of the reliability of the individual subscales and the inventory as a whole, it is recommended to use the inventory in its entirety. The only subscale that could be used by itself would be the "Workforce."

Although the change in the CDWAI scores was not statistically significant, it is believed that the students did benefit from the unit as a result of the student evaluations. It is important to remember that the CDWAI was designed only to measure changes in awareness and attitude. The measure may not provide an accurate assessment of how awareness or attitude changed. In addition, students may have learned information classified as knowledge that was not measured with this inventory.

There are critical components of multicultural education that should be included in a unit which is to be integrated in an existing or independent course, especially in a core course. In addition, these dimensions could be incorporated throughout the curriculum in multiple courses. The essential dimensions of multicultural perspectives included in a course with adequate time and accompanying experiential activities could result in changes statistically significance changes in awareness of an attitudes towards cultural diversity in the hospitality workforce by undergraduate hospitality students.

The attainment of higher levels of awareness of and attitudes towards cultural diversity requires more than six

hours. Two weeks of carefully planned multicultural perspectives, however, resulted in changes approaching significant on the inventory used in this study. The need for increased multicultural awareness and for students to be prepared to manage diversity is supported by future demographic trends, therefore, there is a continuing demand for developing multicultural curriculum.

CHAPTER V
SUMMARY AND RECOMMENDATIONS

Summary

The major purpose of this study was the development, field testing, and revision of an undergraduate curricular unit which dealt with a multicultural perspective in hospitality management. An instrument which measured awareness of and attitudes toward cultural diversity in the hospitality workforce also was developed and tested. A quasi-experimental design -- non-randomized groups, pretest-posttest -- was selected for use in the study.

The experimental sample included 39 undergraduate hospitality students enrolled in HOS 2000 and HOS 3530 at Appalachian State University in the spring semester of 1992. The experimental group had 39 students: 11 sophomores, 2 juniors, and 26 seniors. There was one international student in the group. The control group consisted of 78 undergraduate students, enrolled in an introductory management course, Survey of Management (MGT 3010). These students were majors in management, hospitality management, and home economics, similar to students in the study group. The control group had 78 students: 6 sophomores, 48 juniors, and 24 seniors. There was one international student in the group.

The courses selected for the incorporation of multicultural perspectives were HOS 2000 (an introductory hospitality management course), and HOS 3530 (an upper level course) required for the hospitality management major. The content was designed for two class sessions 3 hours in length over a period of 2 weeks.

The unit developed by the researcher was designed to help students achieve understanding of cultural differences and the relationship of these differences to management in the hospitality industry. The sessions were based on multicultural education theory and content from a review of literature related to multicultural awareness (Christenson, 1989; Gibson, 1976; Gollnick, 1980; Hanvey, 1979; Pederson, 1988; Tanke, 1988; Williams, 1991). The topics included were: culture and the workforce, developing sensitivity to the multicultural workforce, dealing with assumptions/ stereotyping and communications patterns within different cultures, and skills for multicultural managers. Activities for the class sessions included: readings, videotapes, culture simulation activity, class discussions, and a group activity.

The instrument developed for the study consisted of 42 attitude and awareness statements related to diversity in the workforce and a section on students' demographic characteristics. The content validity of the items was checked by four experts in the area. A Q-Sort by 30 experts

was performed to verify classification of items in different subscales of the inventory. The result was a 31-item inventory with three subscales. The reliability estimate for stability was determined by the test-retest procedure with 78 students and was .57. Internal consistency reliability was measured using Cronbach's Alpha and found to be .69.

The hypothesis tested in this study stated: there is no significant difference in the pre-to-posttest scores on the CDWAI by undergraduate hospitality students who have and have not been exposed to the curriculum unit. Although the hypothesis was not rejected, the difference did suggest a trend ($F = 2.48, p = .1183$).

Students evaluated the unit in regard to readings, activities, and usefulness. The readings were considered to be worthwhile and helpful to understanding diversity by the majority of the students. The students rated the use of videotapes and discussions of them as the most helpful and worthwhile activities in the unit. Information about managing workforce diversity appeared to be of primary interest to the students as indicated by the high rating of the reading and activities related to this topic.

Individual examination of the CDWAI items and the students' unit evaluations indicate the strengths and limitations of the curriculum unit. Revisions to the multicultural curriculum unit could include: activities at higher skills levels, development of experiential activities

specifically related to hospitality, and longer time for unit so concepts can be further developed.

Recommendations

This study sought to explore a very limited part of the larger phenomenon of multicultural awareness and education. The development of a unit for use in an existing course and the examination of its effects on a group of undergraduate hospitality students just starts the process.

Recommendations for future research in the area of developing multicultural perspectives in higher education are as follows:

1. Use a larger sample which includes variation in race, gender, and cultural differences in order to be able to generalize the findings to diverse settings.
2. Conduct a longitudinal study to determine the effects the unit would have over time.
3. Conduct a study to compare the effectiveness of a semester multicultural course verse integration of content throughout curriculum.
4. Revise the inventory through adding more questions and clarifying the terminology. Future tests of validity and reliability need to be implemented.
5. Conduct research to examine which types of educational activities best foster change in attitudes toward cultural diversity.

6. Determine multicultural awareness and multicultural management skills of faculty members currently in hospitality education.

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APPENDIX A

CULTURAL DIVERSITY WORKFORCE AWARENESS INVENTORY

CULTURAL DIVERSITY WORKFORCE AWARENESS INVENTORY

INSTRUCTIONS FOR ANSWERING: Read carefully the following statements. These are general statements, they are not actual situations. Circle your response to indicate your agreement or disagreement to each statement by using the following scale:

SD - Strongly disagree
 MD - Moderately disagree
 LD - Slightly Disagree

LA - Slightly Agree
 MA - Moderately agree
 SA - Strongly agree

- | | |
|---|-------------------|
| 1. To be effective, managers must be familiar with the cultural background of their employees. | SD MD LD LA MA SA |
| 2. People have ways to deal with the stresses of new situations. | SD MD LD LA MA SA |
| 3. Training programs should adapt to accommodate cultural diversity in the workforce. | SD MD LD LA MA SA |
| 4. If employees from a different culture have communication problems with others, it is their responsibility to solve them. | SD MD LD LA MA SA |
| 5. Employees of the hospitality industry need to try and understand how others feel, even if they are from a different culture. | SD MD LD LA MA SA |
| 6. Most people unconsciously use words or phrases that are offensive to others. | SD MD LD LA MA SA |
| 7. Individuals can live anywhere and enjoy life. | SD MD LD LA MA SA |
| 8. Every culture has something worthwhile to offer. | SD MD LD LA MA SA |
| 9. The cultural diversity of the workforce is a strength for the hospitality industry. | SD MD LD LA MA SA |
| 10. A person's knowledge of a culture affects their expectations of employees of that culture. | SD MD LD LA MA SA |
| 11. All displays and materials in the workplace need to be available and understandable to customers and employees. | SD MD LD LA MA SA |
| 12. Other's feelings rarely influence decisions that are made. | SD MD LD LA MA SA |
| 13. People from various cultures are more alike than different. | SD MD LD LA MA SA |
| 14. Unskilled positions are the best jobs for employees from minority cultures. | SD MD LD LA MA SA |

| | |
|---|-----------------------|
| SD - Strongly disagree | LA - Slightly Agree |
| MD - Moderately disagree | MA - Moderately agree |
| LD - Slightly Disagree | SA - Strongly agree |
| 15. There will be more minorities than Anglos in the workforce of the future. | SD MD LD LA MA SA |
| 16. Foreign born employees are harder workers than U.S. born. | SD MD LD LA MA SA |
| 17. As the number of foreign-born and minority employees increases, a manager's job in supervision becomes more difficult. | SD MD LD LA MA SA |
| 18. There is usually more than one way to do things. | SD MD LD LA MA SA |
| 19. Managers who are more successful with culturally diverse workers are aware of other cultures. | SD MD LD LA MA SA |
| 20. It is easier to manage foreign born and minority employees than U.S. born and majority employees. | SD MD LD LA MA SA |
| 21. Managers who understand values of cultural groups are more effective in training employees. | SD MD LD LA MA SA |
| 22. The level of employee motivation is the same no matter what their cultural background. | SD MD LD LA MA SA |
| 23. What is considered good manners in one country is not the same as in other countries. | SD MD LD LA MA SA |
| 24. Attention to body language is important when communicating with individuals from different cultures. | SD MD LD LA MA SA |
| 25. People are basically alike. | SD MD LD LA MA SA |
| 26. Managers have a greater chance of employment if they speak at least one foreign language. | SD MD LD LA MA SA |
| 27. The definition of being on time for work varies from country to country. | SD MD LD LA MA SA |
| 28. The physical distance people place between themselves and others during a conversation is the same in most countries. | SD MD LD LA MA SA |
| 29. What seems unimportant and irrational to a person in one culture may seem perfectly rational and important to someone from another culture. | SD MD LD LA MA SA |
| 30. Minority employees respect their managers more than do U.S. born majority employees. | SD MD LD LA MA SA |

| | |
|---|-----------------------|
| SD - Strongly disagree | LA - Slightly Agree |
| MD - Moderately disagree | MA - Moderately agree |
| LD - Slightly Disagree | SA - Strongly agree |
| 31. Managers and supervisors from the majority culture are more likely to be effective than managers from a minority culture. | SD MD LD LA MA SA |
| 32. New experiences are fun. | SD MD LD LA MA SA |
| 33. The goals of foreign born employees are higher than that of U.S. born majority employees. | SD MD LD LA MA SA |
| 34. Foreign born and minority employees are more likely to stay in the job longer than U.S. born and majority employees. | SD MD LD LA MA SA |
| 35. The hospitality industry has a culturally diverse workforce. | SD MD LD LA MA SA |
| 36. U.S. born employees are more dependable than foreign born or minority employees. | SD MD LD LA MA SA |
| 37. The more people know about others, the more they discover they don't know about them. | SD MD LD LA MA SA |
| 38. The goals of majority employees are lower than those of minority employees. | SD MD LD LA MA SA |
| 39. People don't enjoy trying foods of untraditional cultures. | SD MD LD LA MA SA |
| 40. Minority employees usually fill lower level jobs. | SD MD LD LA MA SA |
| 41. People can not function in situations where things are not clear. | SD MD LD LA MA SA |
| 42. Managers need international experiences to be successful in the management of culturally diverse workers. | SD MD LD LA MA SA |

General Background Information

Directions: Please circle the letter or fill in the blank indicating your answer to each question. You may have more than one answer for some questions.

1. What is your age? _____
2. What is your gender?
 1. female
 2. male
3. What is your undergraduate status?
 1. freshman
 2. sophomore
 3. junior
 4. senior
 5. special student status
 6. other _____
4. What of the following best describes your racial or ethnic group?
 1. American Indian / Eskimo
 2. Asian / Pacific Islander
 3. African American
 4. Hispanic / Spanish
 5. White
 6. Other _____
5. Disregarding the size of the town in which you grew up, basically how do you think of yourself?
 1. Rural
 2. Urban
 3. Suburban
 4. Other _____
6. What types of international experiences have you had (circle as many as applicable)?
 1. none
 2. travel abroad
 3. study abroad
 4. lived abroad
 5. work experience abroad
 6. other _____
7. What was the length of time of your longest international experience?
 1. none
 2. less than 1 week
 3. 1 week
 4. 8 to 14 days
 5. 15 to 21 days
 6. 22 to 28 days
 7. 1 to 3 months
 8. other _____
8. How many of the following experiences within the United States have you had? Circle all that apply.
 1. Courses/seminars in cultural awareness/management
 2. Social experiences with foreign individuals
 3. Work experiences with employees of varying ethnic or foreign backgrounds other than your own
 4. Friendships with foreign individuals
 5. Living in different cultural/ethnic settings other than your own
 6. Other (please specify) _____

EVALUATION OF UNIT
"DIVERSITY OF THE WORKFORCE"

As you are aware, this is an experimental unit and is still in the process of development. Your assistance is needed for the purpose of improving the instruction unit. It will serve this purpose best if you answer the items carefully and honestly.

Please rate the following readings and activities using the scale listed below:

- | | |
|--|--|
| 1. Boring | 4. Important but find a better way to do it |
| 2. Too simplistic | 5. Worthwhile and learned a lot from unit |
| 3. Useful information but already knew it. | 6. Helped me understand my attitudes & awareness about diversity |

LESSON ONE I attended this class ___ yes ___ no

READINGS:

1. Issue of Hosteur (Vol. 1, No.2 Spring 1991) 1 2 3 4 5 6

CLASS ACTIVITIES:

2. BaFa BaFá - Cross Culture Simulation Game 1 2 3 4 5 6

3. Discussion and Analysis of BaFa BaFa 1 2 3 4 5 6

4. Video "Managing Differences" 1 2 3 4 5 6

5. Discussion (debriefing) of video 1 2 3 4 5 6

LESSON TWO I attended this class ___ yes ___ no

READINGS:

6. "Some Cultural and Communicative Tendencies of Four American Subgroups" - Fact Sheet on Anglo - Saxon American, Asian Americans, Blacks, and Hispanics 1 2 3 4 5 6

7. "Supervising a Culturally Diverse Workforce 1 2 3 4 5 6

CLASS ACTIVITIES:

8. "They're all alike" - biographical sketch of orange 1 2 3 4 5 6

9. Discussion of what bothers Americans about non-American workers 1 2 3 4 5 6

10. Discussion of values of four significant cultural groups for hospitality industry: Anglo-Saxon Americans, Asian Americans, Blacks, and Hispanics. 1 2 3 4 5 6

11. Video "Communicating Across Cultures" 1 2 3 4 5 6

12. Discussion (debriefing) of video 1 2 3 4 5 6

13. Skills for Multicultural Managers Activity 1 2 3 4 5 6

14. Discussion of Skills for Multicultural Managers Activity 1 2 3 4 5 6

15. What is the most significant thing you learned from this unit?
16. What was the most surprising thing you learned from this unit?
17. The time spent on this unit was ___ too little ___ about right ___ too much.
18. The unit objectives were clearly defined ___ very good ___ good ___ fair ___ poor
19. Did the material presented meet the objectives?
___ excellent ___ very good ___ good ___ fair ___ poor
20. The presentation of the unit material was....
___ excellent ___ very good ___ good ___ fair ___ poor
21. Was the material presented biased?
not biased 1 2 3 4 5 6 7 very biased
22. To what extent are you interested in increasing your knowledge of diversity in the workforce?
not very 1 2 3 4 5 6 7 very much
23. How appropriate was the unit for this course?
not very 1 2 3 4 5 6 7 very much
24. What attitudes or ideas about diversity in the workforce were changed as a result of this unit?
25. Would you recommend this unit for other undergraduate hospitality students? Why or why not?
26. What recommendations do you have about the order in which the information and activities were presented?
24. Overall, how helpful was the unit in developing your awareness of diversity in the workplace? not useful at all 1 2 3 4 5 6 7 very useful
25. Overall, how helpful was the unit in increasing your appreciation of diversity in the workplace? not useful at all 1 2 3 4 5 6 7 very useful
26. What follow up to this unit would you like? (Please use back of page if needed.)
27. Any additional comments or suggestions? (Please use back of page if needed)

THANKS FOR YOUR HELP !!!!!!!!!!!

APPENDIX B
LESSON PLANS

This unit is designed for hospitality undergraduate students to help achieve these goals:

- To develop cultural awareness and multicultural sensitivity as a step toward strengthening cultural consciousness.
- To recognize current demographic changes in the workplace and their impact on the management of the hospitality industry.
- Determine cultural behavioral differences which are evident in given situations.
- To understand ways the hospitality industry is impacted by the diversity in the hospitality workforce.
- To understand basic communication skills that enable effective management with the diverse workforce found in the hospitality industry.
- Reduce behaviors which exhibit or encourage racism, prejudice, stereotyping, and discrimination.

Sight - Brighten the room, make it attractive and conducive to the purpose of cross-cultural training. Hang materials from the wall, display books and other learning materials on tables - a good basic collection of the relevant resources.

Sound - Have a cassette of ethnic or international music playing as the group assembles and when having a snack.

Smell - Simulate a key scent or two from another culture. For example, for establishing a feeling of India, burn some Indian incense, heat up some curry powder in water, and have some jasmine blossoms on hand.

Taste - Have something on hand to eat and drink which is not just the usual coffee and Danish or doughnuts. Try Chinese Oolong Tea without milk and sugar. Try some fresh lime juice in soda water over ice, a favorite drink in tropical Asia.

Arrangements - Be sure that the arrangement of chairs and tables (or lack of them) suits the ideal learning environment desired. There should be plenty of room to spread out and room to move around.

Pretest (CDWAI) given two weeks before teaching multicultural unit.

LESSON ONE

Assigned Reading:

- Gamio, M. O., & Sneed, J. (1991). Cultural diversity in the hospitality Industry. Hosteur, 1(2), 11-15.
- Steffen, B. D. (1991). Cross-cultural training: Don't go to work without it. Hosteur, 1(2), 22.
- Stevens, Pete (1991). Over there. Hosteur, 1(2), 12-15.
- Williams, A. G. (1991). Dealing with diversity: A case for education. Hosteur, 1(2), 23.

Objectives:

Students will be able to:

1. Define these concepts: culture, diversity in the workplace, and cultural awareness.
2. Describe 3 values reflected by the hospitality industry regarding diversity.
3. Develop an appreciation of various beliefs, values, and customs of individuals from other cultures.
4. Develop empathy for individuals who find themselves in a different culture.
5. Identify 3 positive ways a manager may deal with various cultural differences.
6. Give 3 examples of ways cultural differences influence interactions in the workplace.

Learning Experiences:

1. Introduction - Goals and Objectives of Unit (7 minutes)

As you entered the room today you were able to experience some differences in sound, smell, taste, and sight from your usual classroom and environment.

How did it make you feel?

How did you react to these senses?

How do you think others react to different surroundings?

Think about a time at school, at work, on vacation, at a social event, etc. when you were part of a "minority culture" - a place where you were different in some way from the "majority culture."

Have some students share their experiences of being part of a "minority or majority culture."

2. BaFa BaFá - A Cross Culture Simulation (55 minutes for orientation and performing simulation)

Orientation to BaFa BaFá

You will be divided into 2 cultures for a cross-culture simulation. You will be introduced to the values, expectations, and customs of your new culture.

The specific purposes of the simulation are intended to:

- create a situation which allows the explanation of the idea of culture.

- create feelings which are similar to those one will likely encounter when one travels to a different culture or lives in a different country.

- give your experience in observing and interacting with a different culture.

Simulation

3. Discussion and analysis of BaFa BaFá using questions from accompanying director's guide (55 minutes)

What is culture?

(Sample responses:)

A person's culture consists of learned ideas, values, beliefs, and norms that others have taught the individual in order for them to function in the group in which they reside.

Culture is the sum total of ways of living including values, beliefs, esthetic standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication which a group of people has developed to assure its survival in a particular physical and human environment.

There are many different definitions of culture.

BREAK 10 MINUTES

4. Video - "Managing Differences" by Copeland Griggs (20 minutes)

The video "Managing Differences" shares some insights into how we may start to manage more effectively and to value the diverse workforce.

As you watch the video, take notes on the ways you identify that persons are managing diversity and ways you note that that indicate whether the managers do or do not value differences. A discussion about managing diversity will follow.

5. "Debriefing" (Post Video Discussion) (15 minutes)

Service Master, Hilton International, Marriott, Xerox, Corning, Digital, Avon, Hewlett-Packard to name a few, all have developed programs that address this country's diverse workforce. From your readings, experiences, and the video just viewed, how does the hospitality industry define diversity?

(possible responses)

Diversity in the hospitality industry is defined as white males, females, minorities, person's with disabilities, immigrants, young people, older people and people who come to the workplace with varied skills.

Diversity includes people with different values, cultures, and world-views all of whom may be joined by the workplace.

Why is diversity being valued?

(reasons)

- Demographics
- Competition for Talent
- Productivity
- Marketplace Demands
- A Changing Environment
- A Long-Term Economic Issue

What does "managing diversity" mean?

(possible response)

"Managing Diversity" means understanding and accepting people who are different from ourselves and tapping the full productivity potential of each individual. It requires commitment to take the time to know and learn about each individuals' beliefs, values, customs in order for everyone to work together more effectively.

6. Summary and Assignment (8 minutes)

Today you experienced a simulation of another culture and the impact this can have on individuals. Why is it important for hospitality students to be aware of this? In what ways can knowledge of cultural diversity impact on hospitality professionals?

What are some of the values reflected by the hospitality industry regarding the management of diversity?

(possible responses)

Values reflected by some of the hospitality organizations regarding managing diversity.

1. Industry believes that business is strengthened by managing the diverse workforce efficiently.

2. The unique contributions of every individual is valuable.
3. Each individual is treated fairly and with respect.
4. Each individual will be provided with the skills for achieving the success they deserve.
5. Industry wants to create an environment in which all employees can flourish.

How do culture and managing diversity affect the interactions in the workplace and in the hospitality industry?

(possible responses)

- Not understanding diversity in cultures, is like designing a building without knowing its intended function.
- Managing cultural diversity increases the productivity, efficiency, and effectiveness of the hospitality industry.
- Cultural backgrounds and managing employees with diverse backgrounds can affect ways managers deal with employees and the public.

Next class, we will explore stereotypes and assumptions that people make about persons of different cultures. We will also discuss effective communications and effective management skills for multicultural workforce.

Assignment for Next Class Meeting:

Culture Fact Sheet (adapted from Marriott)
Handouts on Cross-cultural Communications
Supervising a Culturally Diverse Workforce

Bring completed exercise to class: Skills for Multicultural Managers

Resources: Spectrum: Appreciating Diversity in Marriott Management Services, (4/91) by Marriott Management Services.

"Managing Differences" Video
Copeland Griggs Productions
411 Fifteenth Avenue
San Francisco, CA 94118
Purchase Cost: \$595 Rental Fee: \$75 per day

BaFa BaFá: A Cross Culture Simulation
by R. Garry Shirts
Smile 11 Inc.
218 Twelfth Street
P.O. Box 910
Del Mar, CA 92014 Cost: \$35

Hosteur "Valuing Diversity: In a Global Industry," Volume
1, Number 2, pp. 10-23.

LESSON TWO

Objectives: The student will:

1. Identify ways stereotypes and assumptions affect an individual's actions in daily life and work.
2. Relate cultural differences to behavior in the workplace.
3. Identify components needed for effective communication in a multicultural environment.
4. List characteristics of Asian American, Black, Hispanic and Anglo-Saxon American cultures and communication styles.
5. Identify communication skills to minimize barriers which may interfere with effective management.
6. Appreciate the complexity of managing a multicultural workforce.

Learning Experiences:

1. Review from previous class. (5 minutes)
2. "They're all alike" (18 minutes)

If the group is larger than 12, break it up into smaller groups. Pass out a fresh orange to each student. Student is to spend a few minutes finding out all there is to know about the orange without harming or hurting it. The student is to dream up a biographical sketch of the orange, such as:

"My orange is named Janet. I would like you all to meet her. She is a little green on one side because that side was away from the sun, and the other side got burned..."

After all the oranges have been introduced to each other, they are to be collected in a bag, then spread from the bag onto a table. Each student is to find his or her own orange in the shuffled crowd of oranges.

Discuss what happened. The connection between stereotype attitudes and assumptions will become clear.

What are some stereotypes and or assumptions people may have about persons of different ethnic backgrounds?
How do these affect management?

How do stereotypes and assumptions relate to diversity in the workplace?

Some people seem to have a higher regard for people of other cultures more naturally than others. Some foreign cultures seem to be easier for Americans to adjust to than others, but there are certain skills or traits which individuals may have or, develop with little effort, which will facilitate cultural diversity management.

4. What bothers Americans about non-American workers? (7 mins)

(possible responses)

- Language barriers
- Lack of mobility
- Indirectness
- Use of formality, protocol, rank
- Lives life at a slower pace
- Social customs and expectations
- Lack of using conveniences
- Alcohol and drug problems
- Family problems
- Health problems
- Emotional instability
- Size/ appearance
- Work habits
- Personal habits

3. Discussion of values of the four significant cultural groups for the hospitality industry: Anglo-Saxon American, Asian American, Blacks, and Hispanics. (15 minutes)

Let's take a look at some values and communication tendencies of the four American subgroups comprising the hospitality workforce. (Fact sheet adapted from Marriott)

4. Video - "Communicating Across Cultures" by Copeland Griggs (20 minutes)

This video addresses the question "How do I avoid misunderstandings and communicate effectively with people who are different from me?" While watching take notes on the skills needed for effective communication with all people.

5. "Debriefing" [Post Video Discussion] (15 minutes)

There were ten cross-cultural communication skills in the video. Let's discuss how managers can develop them.

- Learn to listen.
- Ask the right questions.
- Respect differences.
- Don't misjudge people because of accent or grammar.
- Test for understanding.
- Adjust to the communication styles of others.
- Communicate clearly and fairly.
- Use language that fosters trust and alliance.
- Remember that when misunderstanding arise, a difference in communication styles may be the problem.

The video presented seven common causes of misunderstandings. Give examples of ways individuals can prevent these misunderstandings from happening?

Common Causes of Misunderstandings

- Conventions for courtesy
- Sequence
- Phrasing
- Objectivity
- Simplicity
- Accents
- Telephone

BREAK 10 MINUTES

7. Skills for Multicultural Managers Activity: (25 minutes for total activity)
8. Discussion of Skills for Multicultural Managers Activity and other skills which have shown to be important: (20 minutes)
 - Perceptiveness
 - Self-reliance
 - Motivation
 - Ability to know failure
 - Curiosity
 - Open - mindedness
 - Realistic goals / task orientation
 - Sense of humor

9. Summary of unit and post- test (20 minutes)

Resources: Spectrum: appreciating diversity in Marriott's management services (1991) by Marriott Management Services

"Communicating Across Cultures" Video may be obtained from Copeland Griggs

411 Fifteenth Avenue

San Francisco, CA 94118

Purchase Cost: \$595 Rental Fee: \$75 per day

Skills for Multicultural Managers Exercise from Casse, Pierre (1982). Training for the multicultural manager (pp. 123-128). Washington, DC: SIETAR.

RESOURCES FOR TEACHING

Books

- Batchelder, D., & Warner, E. G. (Eds.). (1977). Beyond experience: The experiential approach to cross-cultural education. Brattleboro, VT: The Experiment Press.
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- 1 Includes numerous multicultural activities.
- 2 Includes resources and extensive bibliography.

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Publishers

East-West Center
Distribution Office
1777 East-West Road
Honolulu, Hawaii 96848

Intercultural Press
PO Box 700
Yarmouth, ME 04096

Jossey-Bass Inc., Publishers
350 Sansome Street
San Francisco, CA 94104

Pergamon Press
Maxwell House
Fairview Park
Elmsford, New York 10523

Sage Publications, Inc.
P.O. Box 5084
Newbury, CA 91359

SIETAR International
733 15th Street, N.W.
Suite 900
Washington, DC 20005

Videos

Bridges: Skills for managing a diverse workforce Series
Eight Video-Based Modules
BNA Communications Inc.
a subsidiary of
The Bureau of National Affairs, Inc.
9439 Key West Avenue
Rockville, MD 208503

Valuing Diversity Series
Series of Seven Videos
Copeland Griggs Productions
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Working Together: Managing Cultural Diversity
Crisp Publications
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Information from ConferencesCultural Racial Awareness Training Experiences

June 13 - 16, 1990

Institute for Multicultural Education and Training

Lenoir-Rhyne College

Hickory, NC 28603

Workforce 2000: Managing Employee Diversity

Oct. 29 - 30, 1990

Center for Management Development

School of Business

University of Louisville

Louisville, KY 40292

APPENDIX C
PRE - POSTTEST MEANS, MEAN DIFFERENCES
AND T-TEST ON EACH ITEM OF THE CDWAI

| Item | Pretest | Posttest | Means Difference | T-test |
|--|---------|----------|---------------------|--------|
| Communication Subscale | | | | |
| 4 | 3.74 | 4.15 | .41 | .0094 |
| 6 | 4.36 | 4.62 | .26 | .1600 |
| 11 | 5.69 | 5.36 | -.33 | .0737 |
| 24 | 5.23 | 5.25 | .03 | .9121 |
| 41 | 5.21 | 5.13 | -.08 | .6079 |
| Cultural Awareness Subscale | | | | |
| 8 | 5.46 | 5.51 | .06 | .4744 |
| 13 | 3.42 | 3.79 | .37 | .0964 |
| 23 | 5.29 | 5.38 | .09 | .6607 |
| 27 | 3.39 | 4.18 | .46 | .0004 |
| 29 | 5.18 | 5.18 | 0 | 1 |
| 37 | 4.64 | 4.69 | .05 | .7770 |
| 39 | 4.54 | 4.33 | -.21 | .3953 |
| Workforce Diversity and Management Subscale | | | | |
| 3 | 5.38 | 5.41 | .03 | .0394 |
| 9 | 4.87 | 5.10 | .23 | .1929 |
| 14 | 4.85 | 4.95 | .10 | .5995 |
| 15 | 3.95 | 4.46 | .51 | .0439 |
| 16 | 4.54 | 4.28 | -.26 | .2156 |
| 17 | 4.18 | 4.67 | .49 | .0734 |
| 19 | 5.00 | 5.21 | .21 | .2325 |
| 20 | 4.82 | 4.23 | -.59 | .4494 |
| 21 | 5.05 | 5.00 | -.05 | .7895 |
| 22 | 2.92 | 3.08 | .16 | .5873 |
| 30 | 4.28 | 3.95 | -.33 | .0907 |
| 31 | 4.18 | 3.85 | -.33 | .2174 |
| 33 | 4.21 | 4.38 | .17 | .4461 |
| 34 | 4.08 | 4.00 | -.08 | .7268 |
| 35 | 5.10 | 5.38 | .28 | .1325 |
| 36 | 4.31 | 4.13 | -.18 | .3689 |
| 38 | 4.67 | 4.26 | -.41 | .0245 |
| 40 | 2.72 | 3.05 | .33 | .1188 |
| 42 | 4.56 | 4.56 | 0 | 1 |