

THE NEED FOR CROSS-CULTURAL TRAINING IN HOSPITALITY AND TOURISM PROGRAMS

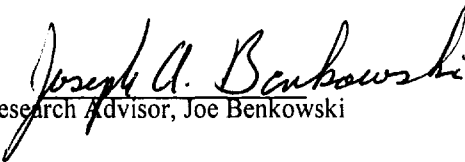
by

Christine Ann Varnavas

A Research Paper

Submitted in Partial Fulfillment of the
Requirements of the
Masters of Science Degree in
Training and Development

Approved for Completion of 4 Semester Credits
TRHRD-735 Field Problem in Training and Development


Research Advisor, Joe Benkowski

The Graduate College
University of Wisconsin-Stout
1-00

The Graduate College
University of Wisconsin-Stout
Menomonie, WI 54751

ABSTRACT

Varnavas Christine A.
(Writer)

The Need for Cross-Cultural Training in Hospitality and Tourism Programs

(Title)

Training and Development Joe Benkowski 1999 One Page
(Graduate Major) (Research Advisor) (Month/Year) (No. of Pages)

APA

(Name of Style Manual Used in this Study)

The purpose of this study is to determine the need for an in depth Cross-Cultural training component in Undergraduate Hospitality and Tourism programs. Based on the findings of two fields of study and the correlation between the two:

(1) Failure Rate of Expatriates on Overseas Assignments in the Hospitality Field and (2) The Need for Diversity Training in Hospitality fields as the industry relies on and becomes more global.

The results of the survey will identify if students are prepared to work with those who are different than them upon graduation, or if there is a need to re-evaluate curriculum and course offerings.

TABLE OF CONTENTS

	Page
ABSTRACT	
Chapter I	STATEMENT OF THE PROBLEM
	Introduction 1
	Statement of the Problem 3
	Purpose of the Study 4
	Definition of Terms 5
Chapter II	REVIEW OF LITERATURE
	Overview of Chapter I 6
	Historical Background 8
	Global Expansion of the Industry 9
	Understanding Expatriate Failure 11
	Relationship of Expatriate Failure to Hospitality Industry 12
	Empowerment through Education 14
	Summary 17
Chapter III	METHODOLOGY OF PROCEDURES
	Overview of Chapter II 19
	Description of Survey Instrument 20
	Selection of Participants 21
	Data Collection 22
	Table I 23
	Summary 23

Chapter IV	FINDINGS OF ANALYSIS OF RESULTS	
	Findings as Represented in Narrative or Table Form	24
	Table II	24
	Table III	25
	Table IV	25
	Table V	26
	Table VI	26
	Table VII	27
	Table VIII	28
	Table IX	28
	Table X	29
	Table XI	29
	Table XII	31
	Summary	32
Chapter V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	33
	Conclusion of findings based of original hypothesis	35
	Recommendations	36
References		37
Appendix A	SURVEY COVERLETTER	41
Appendix B	SURVEY QUESTIONNIARE	42

Chapter I

STATEMENT OF THE PROBLEM

Introduction

Cross-cultural training, diversity and globalization are all issues that the business world has become saturated with in the past decade. Employee's are continuously being bombarded with Conflict Resolution and Diversity Training (one method of cultural awareness), a clear cry for help from management. As today's labor market changes, companies have become or are becoming multicultural and multinational organizations. One of the main reasons for overseas assignment failure in the international arena is lack of pre-departure cultural training. Noted failures can cost companies up to \$1 million for each failure, not to mention future potential losses (Shay and Tracey 1997). With this rapidly expanding global workplace it would appear critical that individuals need to be adequately prepared for the world in which they must perform if they wish to maintain a competitive edge in their career development, and businesses cannot afford to overlook the importance of adequately prepared employees.

The hospitality industry by nature is at the core of globalization and therefore must consider what an important part it plays in this global community. Globalization, the intention of a business to provide goods and services internationally, can be identified by inter-cultural communication over vast distances, the exchanging of foreign currencies, working with a variety of social, political and religious systems and customs, and potentially frequent overseas travel. Globalization will ultimately touch virtually all aspects of the hospitality industry. Increasingly, customers, management processes, employees, products, and sources of capital will be competed for and will move across

national boundaries (Cline, 1998). A hotel organization, for example, may reach a point at which there is no other viable option than to expand across national boundaries if it wishes to grow. Marriott Lodging International 1998 expansion in the Asia, Australia, and Pacific regions is a case in point. This is not to minimize the vast immigration of foreign nationals to the United States for economic, political and social reasons.

As industries such as Hospitality and Tourism become more global, so naturally does its customer base, of both external and the internal. Not only do the external customers, the guests, represent a melting pot of cultures, but the internal customers, the employees, do as well. Employees in the service encounter bring their own ethnic identities and inevitably engage in cross-cultural communication. As a result, they must have developed not only the necessary skills to function with a culturally diverse guestbase, but with culturally diverse colleagues as well. Organizations of the future, like those of today will operate in an uncertain, highly competitive, and complex business environment. Their profitability and viability will depend on the efforts of an increasingly diverse workforce, one that is characterized by managers and employees who differ greatly and who insist that their differences be recognized (Thomas 1997).

As Higher Education prepares students for life, they, in essence, are preparing them to enter the world of work. Ideally students are taught to be problem solvers and to think for themselves, thus preparing them to be productive citizens. If however, there is an awareness that the business world is struggling with the pressures of "culture clash", should not universities take a proactive approach and empower students as prospective employees with the necessary tools they need to survive, namely information and experiences suitable to a multicultural workplace?

Insight into why people behave the way they do in business situations needs to be taught. In a recent article published by Arthur Andersen, "Today's hotel schools will need to increase their focus on issues that have to do with a global environment – communications, international marketing and law, history, social studies, geography and language". Providing hospitality students with an extensive and detailed opportunity to become aware of other cultures and how they interact in the business world not only prepares them to be more marketable employees; it empowers them with knowledge. Empowerment has been touted as having beneficial effects on employee satisfaction, employee turnover, and customer service (Fulford and Enz, 1995), all of which directly affect the hospitality industry.

Statement of the Problem

An in depth cross-cultural component in undergraduate Hospitality and Tourism degree programs would benefit both the students as individuals and the companies that ultimately hire them. The work environment has become a multicultural arena; students need to be prepared to work with individuals who are different from them. Better cross-cultural preparation of students entering the service sector may ultimately lead to less turnover and better customer relations, which directly affect profitability.

Purpose of Study

The purpose of this study is to create awareness, that the student, as soon to be new employees, need an in-depth experiential cross-cultural component in undergraduate Hospitality and Tourism programs to be successful in the world of work. Students need an understanding that business practices in the United States are not necessarily the business practices of the rest of the world. Time management by breaking time into organized components, for example, is not necessarily a work place concept that the rest of the world shares with the United States. Words, concepts and actions in one setting will often have a totally different meaning in another. Having an awareness of the differences of those currently around us has been the focus of the Diversity initiative and this generally has little impact when working with individuals of another culture in the business world. Diversity training sensitizes us to those who are different within our own culture. Therefore, diversity training is inadequate for an international experience and should not be thought of as adequate in working with other nationalities. When we live within a country, we do not discover what we have in common with our compatriots, only what makes us different from them (Hofstede, 1983).

Definition of Terms

Culture – “collective mental programming”: it is that part of our conditioning that we share with other members of our nation, region, or group but not with members of other nations, regions, or groups.” (Hofstede, 1983).

Diversity – an inclusive collection of individuals and groups who bring varied human characteristics, backgrounds, interests, and points of view to.....the community (Anderson , 1999)

Empowerment – an enabling process where by individuals feel that their behavior is self-determined and they believe they can adequately perform a given task (Fulford and Enz, 1995).

Expatriate – A home country employee who is sent to a foreign subsidiary (Rodgers, 1984).

Chapter II

REVIEW OF LITERATURE

Overview of Chapter I

Cross-cultural training benefits, are limitless both internally and externally given current rationale. The need for cross-cultural training is underscored in recent years by a record number of acquisitions, corporate mergers, and joint ventures frequently involving new ownership or partners from different cultures or countries. Basically, both the corporate and the customer base are increasingly international.

Textbooks used in undergraduate hospitality programs address the issue of the need for cross-cultural training when discussing diversity in the industry. This textbook coverage blurs the distinction between diversity awareness and cross-cultural training. Current trends show that the traditional American melting pot seems to have changed: cultural groups don't melt anymore; they all seem to be claiming the right to their own uniqueness (Dimanche, 1995). Because of all of these differences, relationships can become difficult.

Ethnocentrism, validating ones own culture to the exclusion of other cultures, clouds our perceptions of others attitudes, beliefs and values. The combination of ethnocentrism and limited knowledge and experience can lead to culture clash and prejudice; thereby not allowing one to think objectively or be able to communicate a clear message to another individual. Such misunderstandings in the work place are common and may lead to numerous conflicts, which have a direct effect on job performance.

Dr. Ronald A. Nykiel sites the quantifiable benefits from achieving diversity within a business setting. He proposes that "achieving diversity" can aid in reducing

absenteeism and can reduce turnover. He goes on to say that practicing diversity means more than just practicing the Golden Rule “do unto others as you would have them do unto you.” It means we must recognize that in today’s marketplace and place of employment, awareness of differences in people, their beliefs, habits, and behavior is essential. Ethnocentrism has no place in today’s diverse multi-national marketplace or in the workforce. Embracing diversity does not allow for the presumption that one’s own cultural use or habits are superior (Nykiel, 1999). If by “embracing diversity”, which seems to be the foundation of cross-cultural experiences, turnover can be reduced, educators in the hospitality field should consider this as early intervention in preparing a workforce who is historically known to have high turnover.

One segment of the hospitality and tourism industry, full-Service deluxe and luxury hotels finds that it is not immune to the industry-wide problem of employee turnover. According to the results of a benchmark study conducted by the Educational Institute (EI), the American Hotel & Motel Association (AHMA) and KPMG Consulting, turnover is much higher than anticipated. The study surveyed 229 full service hotels from ten hotel companies and addressed voluntary and involuntary turnover. It found annual employee turnover rates to be 158 percent for line-level employees, 136 percent for supervisors, and 129 percent for managers (DiMartino, 1998).

The word culture and Geerte Hofstede are synonymous when it comes to research in relating culture to the business world. Hofstede defines culture as “collective mental programming”. By this, Hofstede explains the we become “mentally programmed” to interpret new experiences in a certain way. Cross-cultural experiences could then be defined as participation in a hands-on collective mental and physical experience, allowing

individuals to share **experiences** with members of other nations, regions, or groups. The widely prevalent Diversity Initiatives, Diversity Roundtables and Diversity Seminars are flourishing may be more productive and provide a more lasting outcome, if conducted in a more “experiential” manner. Hofstede’s “collective mental programming” theory could be used as more in-depth approach to knowledge acquisition, than the average providing of information about those who are “different” if the intended outcome is to create an informed and open society.

Historical Background

History has shown us the marketing mistakes made when two cultures collide in business, not to mention the number of unreported business failures due to improper etiquette. One of the more infamous business “blunders” due to improper awareness of another culture was General Motor’s 1960 mistake “when they introduced the Chevy Nova in South America. GM was apparently unaware that “no va” translates into “it won’t go”. Ford had a similar problem in Brazil when the Pinto flopped. The company found out that the Portuguese translation of pinto is a “small male appendage”. (Ricks, 1999) As recently as 1993 Warner Brothers made the unfortunate mistake of releasing the movie “Free Willy” in the United Kingdom, without realizing that the slang for penis in the United Kingdom is *Willy*.

In the November 28th 1997 edition of the Saint Paul Pioneer Press, Stanley Holmes’ published an article entitled “Minding Matters” which discussed etiquette in business or how the lack of it can make or break a business deal. *Socio-economic interaction* as it was termed, is critical to business. “With many companies worldwide

selling the same product, customers have an array of choices and will select the person and company who treats them well. People tend to undervalue the importance of understanding other countries' cultures, etiquette or practices". Given the previous scenarios of the need for cultural awareness combined with the globalization of the hospitality and tourism Industry and the failure rate of expatriates, one could then presume that there is a need for cultural awareness in the early stages of career development for hospitality and tourism professionals.

Global Expansion of the Industry

To set the stage in referencing the global expansion of hospitality and tourism, the World Trade Organization (WTO) published its Tourism Highlights 1999, addressing an overall picture of growth of the industry. The study identified international arrivals and receipts, the Economic Importance of Tourism and regional trends among other related topics.

The study documents what other experts in the field have deemed as the global expansion of the industry. In the ten years from 1989 to 1999, arrivals worldwide grew at an average annual rate of 4.5 percent. International tourism receipts increased by a corresponding 7.9 percent annually over the last ten years. In 1997 tourism receipts represented almost one-third of the value of world trade in the service sector. In volume, the total number of tourists worldwide increased by 209 million between 1989 and 1998. (WTO, 1999). Also noted, was the trend in growth in international tourism receipts has shown a similar pattern to that of arrivals. Southeast Asia, Africa, the Americas and East Asia and the Pacific are all regions with above average growth.

In another report, supporting the WTO's findings, research revealed a more detailed look at the expansion of the industry in the Latin American market. Lodging-specific investment has been greater and more varied than previously acknowledged. The research reveals that over \$750 million has been invested in Latin America by some two dozen international hotel companies alone over the past five years (Dickinson, 1999).

Many companies committed to growth have found that opportunities locally have been limited to overbuilding, and as a result have had to look past domestic markets into overseas opportunities. Carlson Companies, one of America's largest private hospitality and marketing companies is doing just that, focusing on global growth. In August of 1999, the head of the privately held company announced that the company has a new focus on increasing its presence in Europe in the year 2000 and beyond.

"We see the U.K., and indeed all of Europe, as vital to our ongoing global growth", Nelson said. She noted that only a few years ago, only 5% of Carlson brand sales came from sources outside the U.S. Today that number is approaching 50%, she pledged that if current market conditions continue, Carlson would bring 350,000 U.S. travelers to Europe in 2000, and European systemwide sales for Carlson brands will approach \$7 billion in that year. The company expects \$400 million in business volume moving people between the U.S and Europe. (PR Newswire, 1999).

While the American hospitality and tourism work force has rapidly expanding opportunities for overseas employment, the work force entering the United States is becoming more diverse as well. By 2005, the ethnic minority share of the workforce is expected to grow to 28 percent, up from 18 percent in 1980 and 22 percent in 1990. All of these factors suggest that there are educational issues that need to be addressed for the

future generation of managers to be able to effectively work with and or lead a multicultural workforce. Cultural training is an issue that cannot be overlooked by hospitality education programs.

Understanding Expatriate Failure

Expatriate failure, defined as the premature return from an overseas assignment, has been researched for the last three decades. The most common research for failure, appears to be: 1) spouse couldn't adapt to new culture, 2) manager (employee) couldn't adapt to new culture, and 3) family related problems related to international assignment. The cost to organizations for these failures range from \$250,000 to \$1 million. This is but one portion of lost revenue. Organizations are also forced to take into account the potential loss of future revenue suffered from damaged relations with clients and local officials.

These findings have several implications for selecting and preparing individuals for international assignments. One suggestion has been cross-cultural training based on research by Dr. Rosalie L. Tung. In her early research, Dr. Tung found that European and Japanese expatriates had lower failure rates than their American counterparts (5-10%) due to their opportunities to participate in cross-cultural training. A similar study by Black and Mendenhall, examined the effectiveness of cross-cultural training and found that participants 1) felt that the programs yielded positive results, 2) showed better interpersonal effectiveness, 3) had more cultural awareness and understanding and 4)

experienced less culture shock. It would appear that such programs have proven to help prepare managers for cultural problems not foreseen.

In 1997, the consulting firm Arthur Andersen sponsored and published an executive summary of a study conducted by Dr. Tung, addressing the

Expatriation/Repatriation Process. The key results from the study of over 400 international assignees explored their attitudes, challenges, needs and concerns on a range of topics concerning the assignment. The study asked respondents about the extent to which they utilized certain coping mechanisms to alleviate stress. Topping the list is learning about the culture, language and history of the host country, which is not surprising given the high value accorded to cultural knowledge by respondents (Andersen, 1997).

Relationship of Expatriate Failure to the Hospitality Industry

Overseas assignment failure in general has by numerous causes, namely lack of pre-departure cultural training, as was stated previously. Expatriate failure, as it is more commonly referred to in the global village of business, is significant factor in the Hospitality Industry. Studies have been conducted in a variety of industries, but they fail to take into account the specific requirements of the Hospitality Industry. Due to the lack of research on expatriate failure and performance in the Hospitality Industry, Shay and Tracey examined how the general findings might apply to hospitality managers. In this Cornell University study, the participants represented 15 nationalities that had worked in 20 countries, and were from large multinational hotel companies. One general area of questioning was in relation to cross-cultural preparation and the perceived benefits of

training. The results found only 25 percent of the participants had participated in cross-cultural training. This suggests that such training is not widespread, an observation that is reinforced by the lack of any literature on hospitality-specific cross-cultural training (Shay and Tracey, 1997).

Study participants were asked about their perceived failure rates for managers in the industry. Responses indicated that failure rates for expatriates managers in the hotel industry are about 30 percent. Although, 75 percent of the respondents were from European countries, they expected failure rate lower due to Tung's earlier research, which indicated that U.S. expatriates had higher failure rates than those from other countries.

Secondly, respondents were asked about the reasons for failure and the desirable attributes for expatriates in the hotel industry. The most significant response in relation to this study was the third most sighted reason for failure; *lack of personal or emotional maturity*. This suggests the importance of relational and social skills for hotel expatriates and also may place less importance on technical skills. This study names the number following each category desirable attributes for managers. Ranking was from 1 (unimportant) – 5 (important) and revealed the top three to be 1) people skills at 4.9, 2) adaptability, flexibility, and tolerance at 4.85 and 3) emotional maturity at 4.58. Clearly this indicates that in order for managers in the hotel industry to be successful overseas, they must have developed interpersonal and social skills.

Lastly, respondents were asked if they thought cross-cultural training was necessary, and what, if any, were the perceived benefits. All respondents agreed that

cross-cultural training was necessary. They also agreed that such training could improve job performance.

Human resource departments in all sectors of the workforce are hiring numerous individuals from various cultural backgrounds. According to the 1998-1999 edition of the Occupational Outlook Handbook, a publication from the Bureau of Labor Statistics (BLS), the workforce of tomorrow will become increasingly more diverse.

- The labor force growth of Hispanics, Asians and other races, will be faster than for blacks and white non-Hispanics. The projected labor force growth of these ethnic groups stems primarily from immigration.
- Despite relatively slow growth, white non-Hispanics will have the largest numerical growth between 1996 and 2006.

A more detailed look at the ethnic mix of the hospitality industry was identified by PKF, a consulting firm for the industry. Based on a survey of 535 hotels across the United States, sought to provide the industry with a snapshot of what the industry workforce looked like. Results found the average hotel has 5.2 nationalities represented in its workforce. With more than 50 percent of the surveyed hotels having four or more nationalities in their workforce, balancing the variety of customs, holidays, and value systems of multiple nationalities is quite a challenge for supervisors and managers (Quek, 1996).

Empowerment through Education

One of the roles of Higher Education is to prepare students for life and entering the world of work. It is essential for hospitality and tourism programs to empower the

future of the industry with survival skills. Knowledge is a form of legitimate power, and according to Dale's Cone of Knowledge, one theory of learning, individuals remember 90% of what they experience. To empower students with experience can only reinforce retention of knowledge, skills and attitudes. Experiential learning is the foundation of Vocational Education programs throughout the country and has a proven track record when assessing learning outcomes.

Cathy Enz, an associate professor at Cornell and Mark Fulford, an assistant professor at California State University-San Marcos examined "The Impact of Empowerment on Service Employees". Employee empowerment programs were examined in thirty independent private clubs to determine the effects of perceived empowerment on the attitudes of employees in service based organizations. The belief was that empowerment has beneficial effects on employee satisfaction, employee turnover, and customer service.

An operational definition of empowerment was needed. The definition was determined by an earlier study, which resulted in four dimensions of empowerment:

- Meaning – the congruence between one's own value system and to goals of the activity engaged in
- Self efficacy – the belief that one can successfully perform a task
- Self determination – the belief that individuals have a choice concerning their own behavior
- Personal control – the extent to which individuals believe they can affect/influence the organizational outcomes

In the service industry a large percent of organizational outcomes are determined by employee behaviors. The employees' attitude influencing their own behaviors may ultimately influence organizational outcomes. For example, employees who have regular contact with guests can create a positive or negative experience for the guest based on their behaviors. Meaning is derived from the job itself, and service delivery is the ultimate end product. Providing direct service to guests may be perceived as having more meaning than the work of a back-of-the-house employee who has low customer contact. In essence, perceived empowerment alters how one views the job and organization, and to a lesser degree, how an employee performs a job or provides service.

Three major findings emerged from this study. First, perceived empowerment does have an effect on satisfaction, loyalty, performance, service delivery and concern for others. The importance of this should not be overlooked since dissatisfied employees are more likely to provide poor service, be absent more or leave entirely. Second, meaning was the strongest of the variables because it suggests that if employees find a common link between their values and the goals of the organization and they in turn are more likely to be loyal and higher performers.

Once again, the consulting firm Arthur Andersen demonstrated its foresight into the future of business in a study entitled "Hospitality 2000 – The people: A report on the Second Global Survey of the Hospitality Industry's Leadership". Its findings concurred with the previous study in conjunction to education and empowerment and the link to improved performance. Education, empowerment and training issues were addressed in relation to the "industry's intangible assets", the employees. It provided a comprehensive view of factors that are perceived to contribute to successful management of the

industry's human capital resources for the future. The survey was sent to industry executives around the world with a return of 500. A section entitled Improving Performance – The Productivity Challenge identified what respondents believe would most impact improvement in the future. Of the top seven factors identified, three were listed as strongly agreed including training 94%, education 76% and empowerment 74%.

In conclusion, these studies reveal that employee empowerment can be a positive force in the performance outcomes. Knowledge is a powerful tool that can allow individuals to be better prepared to contribute to the workplace. If employees perceive themselves as an important contributor of a business, they are more likely to “take ownership” of their performance in relation to the overall goals of the organization, and ultimately assist in and have stake in the business' bottom line.

Summary

It is inevitable that these service providers will work in a multicultural environment. How should hospitality and tourism workers prepare themselves for cross-cultural interactions in a multicultural workplace? Cross-cultural encounters take place not only in the front-of-the-house, they are regularly a in the back-of-the-house when two or more nationalities collide among colleagues. For example, a Chinese national working as a server may not appreciate or understand the emotions displayed by a chef who is an Italian national, due to each individual's very different cultural programming.

History has demonstrated the challenges and mistakes that arise when two cultures meet and neither is adequately prepared to do so in the business arena. Experts in the field of International Business agree that the workforce needs to be better prepared in

an effort to avoid potentially costly and permanent losses. Authors on the subject agree that better *socio-economic interaction* instruction would greatly benefit businesses in the long run.

In looking at the globalization and growth of the hospitality industry, it is apparent the companies are growing on a multicultural and global scale and that they must do so in order to survive. As the industry grows globally, there is potential for managers to be given an overseas assignment, and there is measurable evidence that lack of or poor preparation in cross-cultural training can prove to be a limitless financial loss. Studies show that Hospitality and Tourism managers need to score high in the areas of personal and emotional maturity and would greatly benefit from cross-cultural training in an effort to better relate to colleagues and guests.

As education prepares individuals to enter this field, it needs to give students the tools and skills they need to survive. Within Hospitality education and training programs one may find components relating to cross-cultural communication, but comprehensive, focused cross-cultural training is rare. The college and university hospitality programs that serve as a major source of trained workers for this industry must address this need. The danger with short courses such as these is that they will highlight the apparently exotic aspects of a culture and thus encourage stereotyping and ridicule (Chappel and Lane, 1998).

Chapter III

METHODOLOGY OF PROCEDURES

Introduction

The need for cross-cultural training is apparent everywhere from news articles and textbooks to consulting firms and mass media. Business and industry has shown us with the overwhelming number of Diversity initiatives, and the sometimes inevitable globalization, that there is a need for individuals in the workplace to be able to communicate and understand one another. The lack of understanding leads to conflict, low productivity and inevitably decreased revenue.

Expatriate failure in overseas business has proven this to be true. The potential cost to an organization for one failure can range from \$250,000 to \$1million. Researchers agree that one of the main reasons for failure in an overseas assignment is lack of cultural preparedness. Studies reveal that, cross-cultural training is the main reason in which individuals felt they were successful in completing their overseas assignment.

The hospitality and tourism industry is at the very center of globalization. Companies are not only expanding locally in diversifying their employee and guest base, but they are expanding globally as well. Between the years 1989-1998, the total number of tourists worldwide increased by 209 million (WTO, 1999). Given this expansion, the industry is not immune from similar failures when dealing with overseas markets. As cited in the Cornell study, expatriate failure in the hotel industry is about 30%. Participants in the study agreed that interpersonal skills and cross-cultural training were necessary in order to be successful in completing an overseas assignment. Individuals

employed within the industry must be prepared for potential cultural conflict, when dealing with nationals from another country and culture.

Culture, the way in which we are programmed, defines us. When faced with a situation that calls for open communication, understanding and problem solving, it is not easy to perform at peak level, when working with those who are programmed differently. Statistics show that the labor force is and will continue to become more diverse between now and the year 2006 (BLS, 1999). Given this increase and the expansion of the hospitality and tourism industry on a worldwide scale, hospitality and tourism education programs cannot afford to overlook the need for a cross-cultural component within their programs.

Empowering service employees with knowledge and experience has been shown to have an effect on satisfaction, loyalty, performance, service delivery and concern for others. Empowerment through knowledge and experience is a powerful tool. Employees, who feel empowered, are less likely to leave an organization due to feelings of dissatisfaction. Dissatisfaction is said to be one of the contributors to the high turnover rate within the industry. If hospitality and tourism programs address the need for a cross-culturally prepared workforce, potential losses to the industry may be eliminated.

Description of Survey Instrument

The research design is a relational study. The test instrument used in this research was a two-page, sixteen-item questionnaire (Appendix A). The questionnaire included a cover letter (Appendix B), and was mailed with a self addressed stamped envelope to participants. The questions ranged in type from multiple choice and fill in the blank to

short ordinal scale questions. It was designed to determine whether or not hospitality and tourism degree programs in colleges and universities in Minnesota and Wisconsin included a cross-cultural component in the curriculum.

Selection of Participants

Initially Program Directors of hospitality and tourism programs were sought out in four-year institutions, however this limited the study to less than five institutions. To create a larger sample population the study was then expanded to include two-year institutions.

Participants were initially selected based on information from sources including college and university catalogs and the internet to determine specifically which schools in Minnesota and Wisconsin housed hospitality and tourism programs. However it was found that internet sites providing information for colleges and universities are not always current or accurate. A telephone call to an initial list of twenty-five schools proved to be the most accurate way of identifying participants and contact persons. This resulted in a final population of twenty-one. Program lengths ranged from certificates (one year or less) to master level programs (more than four years), and included both public and private institutions and held various degree titles.

Participants finally were selected by telephoning two and four year institutions in Minnesota and Wisconsin to verify Program Directors names. However, not all institutions have an individual who holds the title of Program Director, which resulted in identifying various titled alternative contact persons including: Deans, Department Chairs, professors and lead instructors.

Data Collection

Data was collected through a sixteen-item questionnaire. On November 19th, 1999 twenty-one surveys were mailed to participants. It was requested that the responses be returned by December 15th, assuming that if not returned by then (Christmas break), they would not be returned. By December 1st, ten surveys had been returned. On December 7th, of the eleven participants who had not responded, nine were contacted by telephone and three were unreachable.

It was discovered through the telephone conversations, that three respondents had been identified by the initial telephone call incorrectly by either misspelling of name, retirement or wrong individual entirely. Of the nine participants who were contacted, eight were enthusiastic about responding and either requested a new survey be mailed or faxed to them. Three new surveys were mailed and four were faxed, one was hand delivered. The remaining participant declined to participate.

Of the twenty-one questionnaires mailed, fourteen were returned via mail either from the initial mailing or a second, three were returned via fax, one individual declined to participate and three were non-respondents. By December 21st, a total of seventeen surveys had been returned for a return rate of 80.9%

The table below identifies participants by title.

Table I: Survey Population

	Sent Out	Returned	No Response
Academic Dean	1	1	
Assistant Professor	3	2	1
Counselor	1	1	
Dean	3	2	1
Department Chair	2	2	
Director	1	1	
Lead Instructor	2	2	
Program Director	1	1	
No Title	7	5	2
TOTALS	21	17	4

Summary

The instrument used to survey the population was a sixteen-item questionnaire. It was kept to a two page back-to-back format assuming that the population was overloaded with work during the time of the semester in which it was received, which was just prior to final exams and Christmas break. It was also assumed that by keeping it to two pages a higher return rate could be had if kept to a minimum.

After researching colleges and universities in Minnesota and Wisconsin, it was determined that the total sample population would consist of twenty-one participants. Twenty-one surveys were mailed out and within a four-week period between November 19th and December 21st, seventeen were returned for return rate of 80.9%.

Chapter IV
 FINDINGS OF ANALYSIS OF RESULTS

Findings as Represented in Narrative or Table Form

The results as represented in narrative or table form in the following chapter are a summary of the twenty-one survey instruments sent to key personnel in hospitality and tourism programs in Minnesota and Wisconsin. Each section or table describes the item on the instrument and provides a detailed description of the results.

Item one requested the specific name of the degree program due to the variety of titles at each institution. Five options were provided including a fill in the blank.

Table II: Title of Degree Program

Item 1	Response(s)	Percent Total
Hospitality Management	9	50.0%
Hospitality and Tourism	5	27.8%
Travel Agent Services	1	5.6%
Travel and Tourism	0	0%
Other:	3	16.6%
<ul style="list-style-type: none"> • Food Service, Lodging and Tourism Management • Hotel and Restaurant Management • Geography w/Travel and Tourism emphasis 		
TOTAL	18	100%

18 responses out of 17 surveys = one respondent replied twice to one answer

Item two requested the length of the degree program due to the varying lengths at each institution. Four options were provided.

Table III: Length of Program

Item 2	Response(s)	Percent Total
One year	1	5.9%
Two year	12	70.6%
Four year	4	23.5%
More than four year	0	0%
TOTAL	17	100%

Item 3 requested the name and location of the institution for tracking purposes. All returned instruments included the name and address and will remain anonymous as told in the letter accompanying the survey.

Item four requested the number of students graduating each year from the program. The question was fill in the blank and as a result is shown by individual response in ordinal order.

Table IV: Graduating students per year

Item 4	Response(s)	Percent Total
5-7	2	11.7%
5-10	2	11.7%
8-12	1	5.9%
10-15	1	5.9%
12	1	5.9%
15-20	2	11.7%
20	3	17.6%
25	1	5.9%
20-30	1	5.9%
55-60	1	5.9%
120	1	5.9%
Omit	1	5.9%
TOTAL	17	100%

Item five requested the percentage of students working in a multicultural organization within the United States.

Table V: Percentage of graduates working in a multicultural organization in U.S.

Item 5	Response(s)	Percent Total
1-10%	4	23.5%
11-20%	0	0%
21-35%	2	11.7%
36-50%	1	5.9%
More than 50%	9	52.9%
Omit	1	5.9%
TOTAL	17	99.9%

Item six requested the percentage of students working in an overseas organization.

Table VI: Students Working Overseas

Item 6	Response(s)	Percent Total
1-10%	13	76.5%
11-20%	1	5.9%
21-35%	0	0
36-50%	1	5.9%
More than 50%	0	0
Omit	2	11.7
TOTAL	17	100%

Item seven asked respondents if a cross-cultural component is required in their program. The response was presented in a yes/no format. If respondents answered no to this statement, they then moved directly to question thirteen. Questions eight through twelve addressed specifically the type, content, format, and length of the required courses. 100% of the participants responded, eight responded affirmatively leaving nine with the no response. The following five narratives and tables are then only the results of the eight yes respondents.

Item eight asked respondents to identify all topical areas that are covered in the curriculum. A list of topics was provided and respondents were asked to check all that apply. A total of 41 responses were received, revealing that of the eight programs that require cross-culturalism, some of them provide a range of topics.

Table VII: Required coursework

Item 8	Response(s)
Cross Cultural communication	7
Cross Cultural service encounters	6
Dimensions of culture	6
Hosting as a business skill	1
One's own culture	6
International business protocol	4
Multiculturalism in the workplace	4
Resources for cross cultural information	2
Trends in International Business	1
Ugly American Syndrome	4

Item nine asked respondents about the format in which the above-required coursework was provided to students. A total of nine responses were provided.

Table VIII: Format of Required Coursework

Item 9	Response(s)	Percent Total
Course dedicated to Cross-Culturalism	1	11.1%
Courses include sections (inclusive)	6	66.6%
Significant portion of a course	1	11.1%
Small component of a course	1	11.1%
TOTAL	9	99.9%

- one respondent provided two answers

Item ten addressed what participants thought to be the most important topic. An open-ended question was used for question ten. Results showed that the majority of participants agreed that awareness is the most necessary of all topics. Table IX represents in rank orders of importance all responses.

Table IX: Most Important Topic Required

Item 10	Topic	Responses
Number 1	Multiculturalism in the workplace	4
Number 2	Self awareness	2
Number 3	Communication/listening/sensitivity/understanding	4
Omit	N/A	2

Item eleven identified the length of required coursework for students. Table X lists the responses from each participant. A list of four responses was presented.

Table X: Length of Required Course

Item 11	Response(s)	Percent Total
Quarter course	1	12.5%
Semester course	4	50.0%
Year long course	0	0%
*Other	2	25.0%
Omit	1	12.5%
Total	8	100%

*Two respondents identified as core to curriculum

Item twelve identified the type of format required coursework was presented, a list of for responses were given. Respondents checked all that applied; however it was not requested, thus the total of thirteen responses. Table XI represents each respondents answer.

Table XI: Format of Required Course

Item 12	Response(s)	Percent Total
Lecture	1	7.7%
Lecture and application activity	7	53.8%
Experiential in nature	4	30.8%
Computer based	1	7.6%
Total	13	99.9%

Item thirteen asked respondents if there is elective coursework available for students wishing to learn more about Cross-Culturalism in the workplace if they so desire. The response was presented in a yes/no format. Of the seventeen responses, twelve responded affirmatively leaving five with the no response.

Item fourteen was designed as an open-ended question, which requested that respondents list all elective coursework available to students. The following list was provided including the last few comments regarding optional courses. There were no duplicate responses. Of the seventeen respondents, ten provided one or more topical areas.

Courses Offered

- ◆ Contemporary American Society
- ◆ Cross Cultural Counseling
- ◆ Diversity in the workplace
- ◆ Foreign Language
- ◆ Global Awareness
- ◆ Global Marketing and Management Strategies
- ◆ Intercultural Communications
- ◆ International Marketing within the business division
- ◆ Management Across Cultures
- ◆ Minority Groups of the US
- ◆ Native American Studies
- ◆ Regional and Cultural Geography
- ◆ Special Topics in Ethnic Gender Studies
- ◆ The Worlds Living Religion

Alternative to Courses

- ◆ Cross Cultural Training included in many communication/business courses
- ◆ Liberal Arts Curriculum and Diversity Leadership
- ◆ Number of courses/seminars/workshops offered
- ◆ Various courses students can select from

Item fifteen addressed the idea of a future cross-cultural component in the curriculum if not currently offered. Table XII identifies each respondents answer.

Table XII: Possible Future Cross-Culture Component

Item 15	Response(s)	Percent Total
Yes	5	29.4%
No	5	29.4%
Omit	6	35.2%
Maybe	1	5.9%
Total	17	100%

Item sixteen requested comments or suggestions. Four of the seventeen respondents replied. A listing of these are provided below, although reworded.

A definition of multicultural organization would be helpful

No such courses are offered, but would be helpful in this field

A new International Management/Marketing course combined with business

This is reaching, let's get back to the basic

Summary

The instrument was designed to determine if cross-culturalism is a component of undergraduate hospitality and tourism programs. It was kept to sixteen-item questionnaire assuming the return rate may be higher due to the time of the academic year that the population would receive the request for information. Twenty-one instruments were mailed, seventeen were returned for a return rate of 80.9%.

The narratives and tables in this section depict each respondent's answers to the questionnaire. Tables vary in form due to the varying types of questions and the responses provided. Tables identified what was requested from respondent, the item number, total responses and percent total, with the exception of three items, which were shown in rank or alpha order.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The traditional American melting pot has changed, cultural groups don't melt anymore; they all seem to be claiming the right to their own uniqueness. Because of all of these differences, relationships can become difficult. Difficult meaning more pressure is placed on individuals to perform in a situation with individuals who look, think and behave differently than they do. However, by simply having an awareness of the differences of those currently around us, or those who are programmed differently, generally has little impact when working with individuals of another culture. This has often times been the foundation of diversity training. Therefore, this type of training is inadequate when working with other nationalities.

Literature has proven that diversity and globalization are these issues that face most places of work. Today's labor market continues to grow ethnically both locally and nationally and if higher education continues to support it's students by preparing them for life after college it may want to consider if it is doing justice to it's students. By doing justice, meaning are students given the tools they need to be successful in their chosen field. Are they empowered with knowledge and experience?

Literature tells us that organizations can lose up to \$1 million dollars for each expatriate failure, due to lack of preparedness. Similarly, businesses have continued to make blunders by failing to do their homework on a country before releasing a new product or by pure lack of cultural etiquette. Businesses cannot afford to undervalue the importance of understanding other countries' cultures etiquette or practices.

The hospitality industry, global by nature, is one industry that is not immune from these potential losses. In a Cornell study by Tracy and Shay, it was found that expatriate failure is a costly issue in the hospitality industry as well, and that lack of cultural training and preparation were found to be two of the major causes. Given the growth of the industry as cited by the 1999 WTO report, with the total number of tourists worldwide increased by 209 million between 1989 and 1998, this expansion is evident, and practitioners may find it necessary to address the issue of cross-culturally preparing its employees.

As hospitality and tourism practitioners may find it necessary to prepare its employees for a culturally different workforce, so may the institutions that prepare students to enter this field? Individuals are empowered through knowledge. Empowerment through knowledge, simply put, education, has been shown to be beneficial, in the reduction of turnover in the hospitality and tourism industry. Fulford and Enz (1995), identified in their study that by empowering employees in the service sector, it plays a positive role in employee satisfaction, employee turnover and customer service. This study revealed that employee empowerment can be a positive force in performance outcomes, and may serve to be a proactive approach at reducing inevitable future problems.

Conclusion of findings based on original hypothesis

It is apparent that there is a need for a different approach to providing individuals with information about those different than oneself. Diversity training, or creating an awareness of those who are different around you, no longer is sufficient. Given the

globalization explosion that has and will inevitably continue to grow, businesses need to have employees who are prepared to work in global environment.

Based on the original hypothesis that an in depth cross-cultural component in undergraduate hospitality and tourism programs would benefit both the students as individuals and the companies that ultimately hire them, a review of literature finds this to be true. Based on the studies concerning expatriate failure by Tung, Arthur Anderson Corporation and Tracey and Shay, it is clear that individuals need advanced training when being asked to carry out an overseas assignment effectively, especially when the two cultures are significantly different and the two are inevitably going to collide. This concept of proactive training to prepare individuals to work with other cultures should not be isolated to executives about to embark on an overseas adventure. This can be applied to the classroom to prepare students for employment in the global marketplace.

Literature also has shown that the hospitality and tourism industry continues to grow on a national and international scale and that diversity initiatives are a concern to practitioners in this field. Some say, however that diversity awareness or training is not enough, that it must be on a larger scale going on the assumption that diversity is local, cross-culturalism is global.

Results of the study demonstrate that of twenty-one hospitality and tourism degree programs throughout Minnesota and Wisconsin, only eight require a form of a cross-cultural component for completion. Sixteen of the seventeen respondents have graduates who work in a multicultural organization within the United States and fifteen of the seventeen respondents have a portion of graduates working overseas, it remains still that over half of the programs do not require any formal cross-cultural education.

Of the eight respondents that require a cross-cultural component, the most common was found to be cross-cultural communication, cross-cultural service encounters dimensions of culture and one's own culture. The most important topics were believed to be, in rank order: multiculturalism in the workplace, self-awareness, and communication skills, which include listening, sensitivity and understanding. The format of these courses is taught mainly through lecture and application activity.

The last two significant findings of the study showed that of the seventeen respondents, twelve replied that there is available elective cross-cultural coursework for students. Five of the programs that currently do not require a cross-cultural component are considering a future component to be added to the program.

Recommendations

It is likely that the hospitality and tourism employee will work in a multicultural environment. However, it is arguably understandable that short courses that address the issue of diversity are insufficient in preparing workers of being able to successfully perform in a cross-cultural environment.

It is suggested that colleges and universities identify the cross-cultural needs of their graduates and implement them into the curriculum. Diversity awareness is not enough to provide individuals with an adequate understanding of foreign national's beliefs and behaviors as they may pertain to the work place. First and foremost, diversity and cross-culturalism need to be understood as two separate entities; diversity is local, cross-culturalism is global. Once this is understood educators can assist in providing students with the necessary tools they need to succeed.

The following list provides a method of integrating cross-cultural training into a degree program.

1. develop an experienced team of faculty/staff to serve as a screening board, individuals with cross-cultural experience and business partners
2. upon acceptance identify students experience with other cultures (similar to a placement test, and available from assessment companies)
3. screen students and place per experience level
4. require students to be enrolled in cross-cultural coursework throughout the duration of their education
5. provide a variety of options for students to gain experience:
 - a. include cross-cultural coursework if not already in place
 - b. require students to take a foreign language each semester
 - c. require students to study abroad for a semester
 - d. require students to mentor foreign exchange students
 - e. require students to “job-shadow” a foreign national staff member
 - f. require students do a personal needs assessment during internship
6. remember that experience is the key

REFERENCES

- Arthur Andersen. (1997,). Exploring International Assignees' Viewpoints, Executive summary. A Study on Expatriation/Repatriation Process.
- Bureau of Labor Statistics. 1998-1999 Occupational Outlook Handbook. Internet page, at URL: <<http://stats.bls.gov/oco/oco2003.htm>>, (version current at November 1, 1999).
- Chappel, Joan. and Lane, David. (1998). Cultural Dimensions of Hospitality Service Provision.< http://www.hotel-online.com/Neo/Trends/AsiaPacificJournal/July98_HospitalityService.html > (version current at November 1, 1999).
- Cline, Roger S. (1998). Hospitality 2000- The People: A Report on the Second Global Survey of the Hospitality Industry's Leadership. Arthur Andersen. <http://www.hotel-online.com/Neo/Trends/Andersen/SecondGlobalSurvey_1998.html > (version current at November 1, 1999).
- Cline, Roger S. (1998). Hospitality Adjusts to Globalization. Arthur Andersen. Internet WWW page, at URL: <<http://www.hotel-online.com/Neo/Trends/Andersen/global.html>>. (version current at June 2, 1998).

Dickenson, Clay B., (1998). Latin American Market Opportunities. KPMG Consulting. Internet WWW page, at URL < http://www.hotel-online.com/Neo/Trends/KPMG/Articles/1998_LatinAmericaOpportunities.html>. (version current at September 27,1999).

Dimanche, Frederic. (1995). Cultural Diversity in the Hospitality Industry. Brymer, Robert A. editor. A. Hospitality Management, An Introduction to the Industry. (Seventh ed). 210-215.

Dimartino, Michael Bailey. EI-AH&MA/KPMG Study, Finds Hotel Industry Turnover Rates Continue to Climb. Internet WWW page, at URL: < http://www.hotel-online.com/Neo/News/PressReleases1998_2nd/EITurnoverRatesClimb_May98.html>. (version current at October 13, 1999).

Fulford, Mark D. and Enz, Cathy A. (1995). The Impact of Empowerment On Service Employees. Journal of Managerial Issues. Vol. VII (2). 161-175.

Hofstede, Geert. (1983). The Cultural Relativity of Organizational Practices and Theories. Global Human Resources Perspectives. 2-5.

Holmes, Stanley. (1997, November 28). Minding Manners. St. Paul Pioneer Press. 11B.

Nykiel, Ronald A. (1997), Enhancing Quality Through Diversity. Internet WWW page, at URL: < http://www.hotel-online.com/Neo/Trends/RonaldNykiel/Quality_Diversity.html >. (version current at August 19, 1999).

PR NEWSWIRE MINNEAPOLIS. U.S. Travel, Hospitality & Marketing Giant Carlson Announces New Focus on U.K., Europe PR Newswire, (1999, August 19). 11:48 <<http://www.prnewswire.com>>

Quek, Patrick. (1999). Managing a Diverse Workforce. PKF Consulting. Internet WWW page, at URL: < http://www.hotel-online.com/Neo/Trends/PKF/Special/Diverse_Workforce.html >. (version current at September 21, 1999).

Ricks, David. (1999). Int'l Business Blunders (Rev. ed.) Names. 40.

Shay, Jeffrey. & Tracey, J. Bruce. (1997). Expatriate Managers, Reasons for Failure and Training. (Abstract) Cornell Hotel and Restaurant Administration Quarterly. February. 30-35.

Stringer, Donna M. (1997). Diversity Training: Preparing students for changing workplace cultures. Internet WWW page, at URL: <http://www.web of culture.com/edu/stringer.html>. (version current at October 30, 1999).

World Tourism Organization. (1999). Tourism Highlights. 1-17. Madrid, Spain.

Haya, Capitan.

Appendix A

SURVEY COVERLETTER

December 14, 1999

Harlan Karlstad
1601 Jefferson Street
Alexandria, MN 56308

Dear Mr. Karlstad,

This is a request for your assistance in responding to the following survey questionnaire. The purpose of this survey is to study Cross-Cultural Preparation of students in Hospitality and Tourism Programs in Minnesota and Wisconsin.

Your participation in this study is strictly voluntary. The purpose of this study is to investigate "The need for Cross-Cultural Training in Hospitality and Tourism Programs". There is no risk to you in participating in this study and your responses will be kept strictly confidential.

Questions or concerns may be addressed first to the research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 HH, UW-Stout, Menomonie, WI 54751. Telephone: 715.232.1126.

I appreciate your time and thank you for participating in this research. I am hoping to have the surveys back by December 21, 1999 if possible.

Sincerely,

Christine Varnavas Alexakis
Encl.

Appendix B

SURVEY QUESTIONNAIRE

Cross-Cultural Preparation in Hospitality and Tourism Degree Programs

As the Hospitality and Tourism industry becomes more global, and education continues to be one source of recruiting for the industry, the question arises concerning cultural preparedness of graduating students. Please take a moment and complete the short survey below describing your institutions cultural (diversity) preparation of students. Thank you.

1. Please indicate Degree Title:
 Hospitality Management
 Hospitality and Tourism
 Travel Agent/Services
 Travel and Tourism
 Other (please specify _____)

2. Please indicate length of program:
 one year
 two year
 four year
 more than four years

3. Name and address of Institution:

4. How many students do you graduate each year? _____

5. What percent of graduating students work in a multicultural organization within the United States?
 1-10%
 11-20%
 21-35%
 36-50%
 more than 50%

6. What percent of graduating students work overseas?
 1-10%
 11-20%
 21-35%
 36-50%
 more than 50%

7. Do you require a cross-cultural component in your program?
(if not applicable, skip to question 13)
 Yes
 No

8. If required, are the following addressed? (please check all that apply)
 Cross-Cultural communication (languages/listening/nonverbal communication, etc.,)
 Cross-Cultural service encounters (employee-guest)
 Dimensions of culture (individualism v. collectivism/power distance/strong-weak uncertainty avoidance/masculinity v. femininity)

- Hosting as a business skill (personal/professional/social)
- One's own culture (how attitudes are developed/self awareness)
- International Business Protocol/Etiquette
- Multiculturalism in the workplace (working with multiple nationalities)
- Resources for cross-cultural information (agencies/literature/professionals)
- Trends in International Business
- Ugly American syndrome (how others view Americans and why)

9. If above coursework is required, in what format?

- Course dedicated to Cross-Culturalism
- Courses include sections (inclusive in curriculum)
- Significant portion of a course
- Small component of a course
- Other (please specify)

10. Of all topics required, which do you believe to be the most important?

11. If above coursework is required, what is the length of the course?

- Quarter course
- Semester course
- Year long course
- Other

12. If above coursework is required, how is it presented?

- Lecture
- Lecture and application activities
- Experiential in nature
- Computer based

13. Is there elective coursework available to students wishing to learn or experience more about Cross-Culturalism and the workplace if so desired?

- Yes
- No

14. If elective coursework is available to students, please describe.

15. If you do not currently offer a cross-cultural component, do you plan to develop one in the future?

- Yes
- No

16. Comments or suggestions:

Thank you