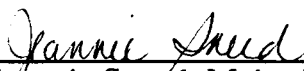
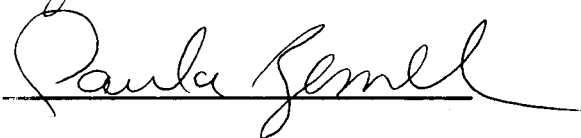


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Cross-Cultural Training Practices and Needs  
in the Lodging Industry

A Thesis  
Presented for the  
Master of Science  
Degree  
The University of Tennessee, Knoxville

Magali O. Gamio

August 1991

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## ABSTRACT

The purpose of this research study was to determine cross-cultural training practices and needs in the lodging industry in the United States. A four-part questionnaire was developed and mailed to 213 personnel/human resource directors of the largest hotel/motel companies in the 1989 Directory of Hotel and Motel Systems. Part I included questions developed to determine cross-cultural training practices currently used by hotel companies. Part II consisted of questions related to job requirements for employees; the first part determined if speaking ability in languages other than English was desirable and the second part determined the importance of seven foreign languages for employees. Part III included 21 attitude statements related to the diversity of the work force. Part IV included ten demographic items related to the percent of work force in specific ethnic groups; gender, age, education level, and years of employment of the personnel/ human resources director; size of company; and whether the company operates domestically, internationally, or both.

Forty-one (19%) of the sample responded. The majority of the work force was U.S.-born ( $67.0\% \pm 22.8$ ); the remainder was foreign-born ( $30.2\% \pm 20.7$ ). Most of the respondents' companies did not provide cross-cultural training for their managers, supervisors, or non-supervisory employees. Most of the participants stated that speaking ability in a foreign language was an advantage for obtaining employment in their company, particularly at the supervisory level. Spanish was the foreign language rated as most important for employees. When

asked to rate several courses related to multi-cultural management, personnel directors rated personnel management most important for managers.

Item-total reliability statistics for the diversity of work force attitude scale showed two items to be negatively related to the scale; these items were omitted. Cronbach's alpha for the remaining 19 items in the scale was 0.81. The item with the strongest agreement regarding diversity of work force was "the labor pool is becoming more culturally diverse." The item with least agreement was "U.S.-born employees are more efficient than foreign-born employees."

There was a positive relationship between attitudes toward diversity and CCT practices ( $r=0.32$ ,  $p=0.048$ ). There was no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and attitudes toward diversity. And, there was no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and CCT practices. Multiple linear regression analysis showed no significant difference in attitudes toward cross-cultural training due to demographic characteristics of the respondents. Additionally, there was no significant difference in attitudes toward diversity of work force based on location of operation.

Student T-test comparisons of respondents' perceptions of ability and performance for foreign-born and U.S.-born employees showed differences. For the characteristic motivation, foreign-born employees were rated higher than U.S. employees. For the characteristics ability to solve problems, English

language, and potential for conflict, U.S. employees were rated as more adequate than foreign-born employees.

The study showed that the majority of hotel/motel companies do not provide cross-cultural training for their employees. But, contrary to this finding, the study showed ethnic diversity among employee and guests and a need for employees to speak a foreign language so they can interact more effectively with other employees and international visitors. The results of this study will be sensitize managers to the need to identify the diversity of their employees and guests and will provide guidance to educators for developing curricula for hotel and restaurant administration programs.

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## CHAPTER I

### INTRODUCTION

The work force in the hospitality industry is becoming increasingly culturally diverse. It is projected that by the year 2000, 58 percent of the work force will be from a minority group (Foodservice Industry 2000, 1988).

Although minorities, such as Asians and Hispanics, will account for a relatively small share of the labor force, they are expected to post especially large numerical gains by the year 2000. Immigrants are projected to account for more than 23 percent of the change in labor force during the years between 1986 and 2000 (Foodservice Industry 2000, 1988). The number of Hispanic workers is estimated to grow at 4 percent per year between 1988 and 2000, a much higher rate than the 1.2 percent annual growth for the entire civilian labor pool. Asian and other groups (including American Indians, Alaskan natives, Asians, and Pacific Islanders) should show a 3.6 percent annual increase, while Blacks should increase their work force presence by 1.9 percent per year (Michalski, 1990).

In addition, there are increased numbers of international companies operating in the United States (Pizam, 1989). Looking at the current acquisitions of large U.S. hotel chains by foreign companies, it can be concluded that if U.S. managers are to survive in these foreign-owned companies, they must understand the culture and norms of their owners/managers (Pizam, 1989). The U.S. Department of Commerce estimated that \$1.98 billion was spent by foreign

investors to buy working U.S. hotels in 1987. Japan contributed heavily to this figure, their key markets remain Hawaii, Los Angeles, San Francisco, and New York. Foreign companies and investors from other Pacific Rim and European countries also are in the market for U.S. hotels (Bergsman, 1989). The Japanese paid record prices for properties located in New York and California in 1986, and Kumagi Gumi entered into a joint venture with two U.S. companies to begin construction of a \$2-billion resort in Hawaii (Tran, 1987).

Because of the geographical isolation, large size, and economic independence, many North Americans believe that the United States is the center of the world and that everything revolves around them (Pizam, 1989). Further, Pizam noted that many North Americans believe that since other nations and cultures are inferior, they have absolutely no responsibility to know, study or understand them. It is the responsibility of those in the hospitality industry to understand international visitors, to refrain from making value judgments on their customs and values, and above all, to provide them with the facilities and services that they need and to which they are accustomed (Pizam, 1989). Managing diversity was identified as one skill necessary for the successful restaurateur at the turn of the century (Foodservice Industry 2000, 1988).

Cross-cultural training (CCT) is advocated as a means of facilitating effective cross-cultural interactions (Brislin, 1981; Landis & Brislin, 1983; Bochner, 1982; Harris & Moran, 1979; Mendenhall & Oddou, 1986; Tung, 1981). Despite the normative arguments for the use of CCT, its use in U.S. business

organizations is not widespread (Black & Mendenhall, 1990).

Sixteen to forty percent of all expatriate managers who are given foreign assignments end these assignments early because of their poor performance or their inability to adjust to the foreign environment (Baker & Ivancevich, 1971; Black, 1988; Dunbar & Ehrlich, 1986; Tung, 1981). As high as 50 percent of those who do not return early, function at a low level of effectiveness (Copeland & Griggs, 1985). The most prevalent reason why business organizations have limited CCT is that it is not thought to be effective (Baker & Ivancevich, 1971; Mendenhall & Oddou, 1985; Schwind, 1985; Tung, 1981; Zeira, 1975). Moreover, top management often sees no need for the training and is unwilling to support it, financially or otherwise (Runzheimer Executive Report, 1984).

This is particularly unfortunate because increased internationalization in the economic, political, and social arenas has led to a greater frequency of, and depth in, cross-cultural interactions. These interactions occur in a variety of work-related situations, including short-term business trips to foreign countries, long-term overseas assignments, and even work in one organization (Black & Mendenhall, 1990).

Because cultural attitudes are difficult to change, it is unrealistic to expect employees in the hospitality industry to change overnight. It is more practical to introduce these changes gradually through the educational system (Pizam, 1989).

## Purpose of the Study

The major purpose of this study was to determine cross-cultural training practices and needs in lodging companies in the United States to serve as a basis for making recommendations for education and training of future managers in the hospitality industry. Specifically, the study will determine the:

1. type of cross-cultural training provided to employees at different hierarchical levels.
2. importance of education and training in different cultures and foreign languages for employees and/or potential employees.
3. attitudes of corporate personnel/human resources directors toward the diversity of the work force.
4. need for cross-cultural training in the lodging industry based on the:
  - a. international ownership of the operation.
  - b. ethnic diversity of employees and the percentage of U.S. versus foreign-born employees.
  - c. number and origin of international visitors in the U.S.
5. demographic characteristics which may relate to the need for cross-cultural training.

A research model (see Figure 1) was developed to show variables and relationships among variables that might influence cross-cultural training in the hospitality industry. International ownership, employee ethnic diversity, and international guests or travelers, may influence attitudes of corporate personnel/

# RESEARCH MODEL

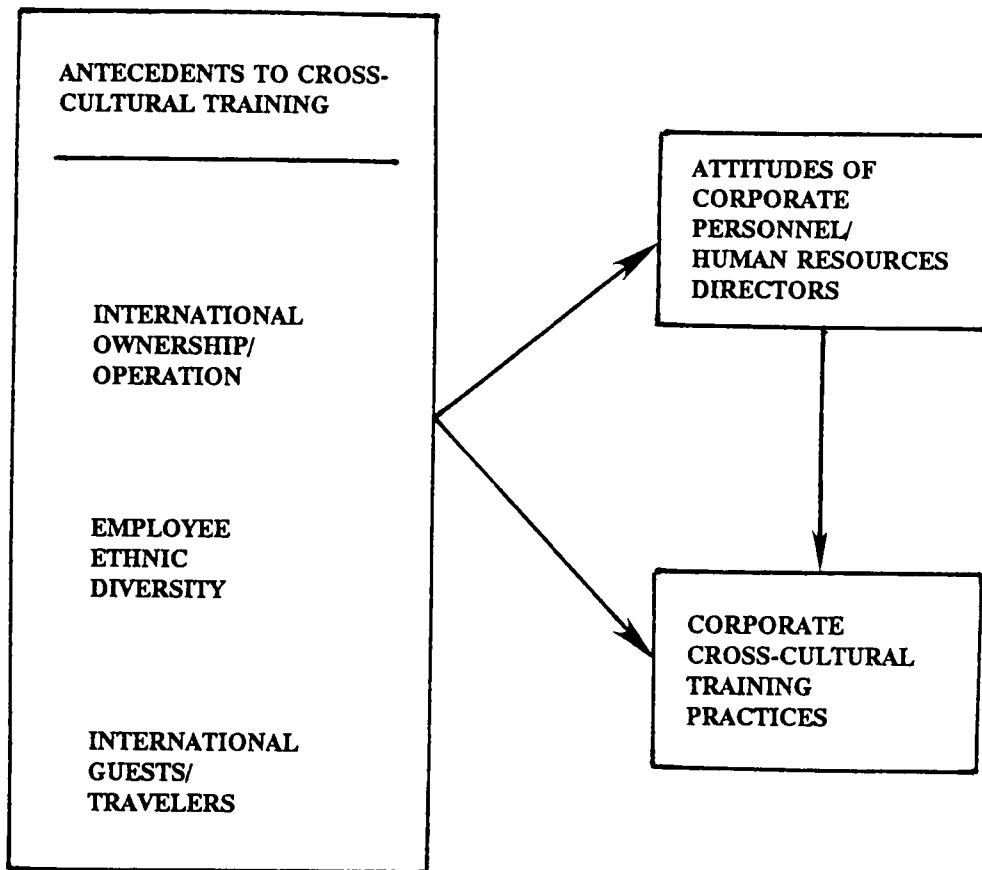


Figure 1. Variables influencing cross-cultural training in the lodging industry.

human resources directors, and those attitudes may influence the type of cross-cultural training given to employees at different levels within the company.

### Research Hypotheses

The following hypotheses were tested to determine relationships among research variables:

1. There is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and attitudes of corporate personnel/human resources directors toward diversity.
2. There is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and company CCT practices.
3. There is no significant relationship between attitudes of corporate personnel/human resources directors toward diversity and CCT practices in their company.
4. There is no significant difference in attitudes toward diversity due to demographic characteristics (race, age, gender) of corporate personnel/human resources directors.
5. There is no significant difference in attitudes toward diversity for corporate personnel/human resources directors based on location of operation (U.S., international, both U.S. and international).

6. There is no significant difference in ability and performance between foreign-born and U.S.-born employees as perceived by the corporate personnel/human resources directors.

### Definition of Terms

The following definitions will clarify understanding of the purpose, procedures, and results of this study.

Cross-cultural training- training that provides a framework within which people can develop skills and acquire the knowledge that increases their ability to function effectively in a multi-cultural environment (Seelye, 1979).

Cross-cultural interaction- contact between two or more people from different cultural backgrounds.

Minority groups- the groups defined for affirmative action purposes include Alaskan natives, American Indians, Asians/Pacific Islanders, Blacks, and Hispanics.

Ethnocentrism- a tendency to evaluate other cultures in terms of one's own (Encyclopedia Britannica, 1978).

Foreign-born- people born outside the U.S.

U.S.-born- people born inside the U.S.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

Internationalization of the U.S. in the economic, political, and social arenas has led to constant cross-cultural interactions. At the same time, the U.S. is becoming more ethnically diverse and cultural pluralistic (Welch, Tanke, and Glover, 1988). Minority groups in the workplace are expected to show substantial growth; it is projected that by the year 2000, 58 percent of the work force will be minority (Foodservice Industry 2000). International visitors have increased in recent years and are expected to increase even more. This ethnic diversity affects the hospitality industry in terms of the consumers' needs and wants (Welch et al., 1988).

Cross-cultural training may be used in organizations to develop managers' skills when working with ethnically-different employees. This review of literature will present the definition of CCT, document the need for CCT in the hospitality industry, discuss benefits of CCT, present methods of CCT, and explain the development of multicultural awareness in managers.

## Definition

Cross cultural training provides

a framework within which people can develop skills and acquire the knowledge that increases their ability to function effectively from the intercultural experience. It fosters sensitivity to, appreciation of and respect for all cultures. It is an affirming experience and this affirmation works to reinforce the role and position of diverse groups in a pluralistic society. It functions to reduce tensions and build bridges among people of differing cultural backgrounds. It also places heavy stress on the learning potential available in intercultural encounters, ways to take advantage of those opportunities and the acceptance of cultural diversity as a human resource rather than merely as an impediment of communication (Seelye, 1979, p. 276).

## Need For Cross Cultural Training

As the U.S. becomes more ethnically diverse and culturally pluralistic so do the employees and consumers of the hospitality industry (Welch et al., 1988). The Japanese are continuing to invest in U.S. real estate; hotels and resort properties remain their favorites. The Japanese also are increasingly offering refinancing alternatives to the owners of U.S. commercial property and are stepping up development activities in areas previously purchased (Faggen & Prescott, 1989).

Firms from Japan, Hong Kong, and the Republic of Korea are buying some of the best known U.S. hotels; within a few years, their ambitious plans could reshape the hotel industry. To succeed, Asian investors are emphasizing quality of service and aiming for the highest spending clientele, even if they must take on a heavy cost burden (Burton, 1990). Continuing domestic mergers and

acquisitions and the surplus of troubled properties are two important trends in the lodging industry. These trends, along with the continuing purchases by foreign investors and companies, have set the industry in a state of fluctuation. Foreign investment in hotels and resorts, which totaled \$4.2 billion in 1989, will continue to be a factor in the U.S. lodging industry (Bergsman, 1990)

The disproportionate trade deficits among countries, the popularity of international acquisitions and joint ventures, and increasing international interactions among companies today force leaders in U.S. organizations to learn to interact and communicate more effectively with people from a greater variety of cultures. The problems and results of mismanagement and miscommunication are evident daily. Unfortunately, many organizations are not aware of current trends or of the changes occurring around them in the international business environment (Knotts, 1989).

The U.S. population perceives that they have absolutely no responsibility to know, study, or understand people from different cultures (Pizam, 1989). The practice of ethnocentrism would be justifiable if the U.S. were isolated from the rest of the world, and completely independent of other nations. But today's reality is that all nations, including the U.S., are economically, politically, and environmentally interdependent. To survive, the U.S. has to export and import goods, rely on friendly nations for their political support, and understand the culture and mentality of both allies and adversaries. Mastery of world affairs is no longer a luxury, but an immediate necessity (Pizam, 1989).

U.S. business has developed from a national economy to a world economy; this trend does not affect the upper levels of management any more than lower levels (Naisbett, 1982). Accompanying the increase of social and economic interaction, the entire organization must become more interculturally adept (Knotts, 1989).

According to Welch et al. (1988) to be prepared to meet the needs of culturally diverse employees and guests, managers must have an understanding of the cultural basis for value systems, social and interpersonal interactions, the work ethic, motivation, and communication systems. What is needed in hospitality management today is a specialized emphasis on teaching managers of the future how to effectively manage multicultural environments. The interaction of various ethnic groups can result in cultural conflict, or in a better understanding of and appreciation for the diversity of their fellow employees, depending upon how the workplace is managed. Managers who learn how to relate to cultural differences will be able to incorporate ethnic diversity as a positive, contributing factor to the work force (Welch et al., 1988).

### Ethnically Diverse Employees

As the labor market continues to tighten, it will become increasingly important for managers in the hospitality industry to tap nontraditional labor pools to maintain and increase their employment level (Griffin, 1989). The minority population is growing at a fast rate and will exert more influence in the

U.S. in the years ahead (Griffin, 1989). These demographic shifts demand a new way of operating, an approach often called "managing diversity." Recognizing that diversity is already a fact of life, learning to understand culturally-different workers and creating an environment in which these workers will flourish is a necessary tool for managers. Small businesses are more likely to know employees on an individual basis and they may have more success managing diversity. Additionally, many firms in the hospitality industry have employed racially and ethnically diverse workers for years. It is clear that managing diversity will be necessary for the successful manager at the turn of the century (Foodservice Industry 2000, 1988).

### Ethnically Different Guests

The number of international tourists has increased significantly between January-June 1989 and January-June 1990 and is expected to increase more. The percentage of increase in visitors for the following areas were Asia 9.9%, Middle East 9.9%, Africa 3.9%, Western Europe 5.9%, Eastern Europe 32.2%, Caribbean 7.5%, Mexico 10.5%, Canada 12.3%, Oceania 12.6%, South America 15.4%, and Central America 10.2% (U.S. Travel Service, 1990).

Increased numbers of Japanese tourists and huge spending by Japanese companies on construction and real estate helped Hawaii's economy grow nine percent in 1987. The growing interest in leisure on the part of the Japanese and the fact that Hawaii is only a 6-hour flight from Tokyo account for the increasing

number of Japanese visitors, now almost 20% of all Hawaiian tourists. The Japanese investment in Hawaii amounts to \$6.5 billion (Heins, 1988).

To retain and/or increase international visitors, it is the responsibility of managers in the tourism industry to offer commodities, facilities, and services which meets the needs of these visitors (Knotts, 1989). Ethnocentric attitudes, which should be avoided, include patronization, superiority, disrespect, or inflexibility (Knotts, 1989). One form of ethnocentricity is stereotyping. If a communicator imagines that a person from another culture will react in a particular way, he/she will usually convey this attitude in his/her speech, expectations, or behavior. Managers should not make assumptions based on physical appearance, attributes, or other superficial characteristics (Knotts, 1989).

Hospitality management, as a service industry, is human relations oriented and involves individuals from several ethnic backgrounds. Thus, managers need to look at themselves and their attitudes toward employees and guests who are culturally different (Welch & Welch, 1987).

### Multicultural Management

A cultural approach to management recognizes that ethnic group members have special needs and at the same time they can make unique contributions to the workplace because of their differences (Welch et al., 1988). Recognizing that employees are ethnic and/or racial group members does not, and should not, negate the fact that employees should be managed first as individuals.

Multicultural management, however, recognizes that, as individuals, employees also bring with them to the workplace their ethnic and/or racial identities (Welch et al., 1988).

### Intercultural Understanding

Intercultural training is designed to reduce problems resulting from clashes of cultural values. People are all "culture-bound" to varying degrees. They view the world essentially through the lens their culture has provided, and they react based on their culturally-influenced perceptions of the world in culturally-prescribed ways. Culture is so much a part of people that its workings are beyond their awareness. Their own ways of behaving seem natural, right, and normal, and not merely the result of cultural conditioning (Shames, 1986).

But if perceptions, thought and speech patterns, and behavior are natural and right, where does that leave the rest of the world; particularly, co-workers and neighbors from different cultures? Are they "wrong", "unnatural," or "abnormal"? Is the refugee who joins the department really behaving oddly, or is he having difficulty mastering the "codes" of a new culture? Is the recently transferred manager moody and lackluster, or is she struggling with the stress of interpreting and mastering the millions of unfamiliar cues and symbols that employees take for granted? The rationale for intercultural training is that people, despite basic intelligence and good intentions, are not automatically able to function effectively in a multicultural environment (Shames, 1986).

## Development of Multicultural Awareness in Managers

Multicultural awareness is meant to increase power, energy, and freedom of choice in a multicultural world (Welch et al., 1988). This awareness increases a person's intentional and purposive decision-making ability by accounting for the many ways that culture influences different perceptions of the same situation. Culture is not external but is within the person and part of each decision, behavior, and action. Developing multicultural awareness is a professional obligation for managers in order to help them become aware of alternative values, habits, customs, and lifestyles which may be initially strange and unfamiliar but necessary to understand for an effective working environment (Welch et al., 1988).

Welch et al. (1988) stated that assessing and increasing the level of one's multicultural awareness is an important first step, for this measures the ability to accurately judge a cultural situation from more than one viewpoint. Such awareness would require an individual to have the:

- ability to recognize direct and indirect communication styles;
- sensitivity to nonverbal cues;
- awareness of cultural and linguistic differences;
- interest in the culture;
- sensitivity to the myths and stereotypes of the culture;
- ability to articulate the elements of his/her own culture;
- awareness of the relationships between cultural groups; and

- accurate criteria for objectively judging "goodness" and "badness" in another culture (Welch et al., 1988).

Once managers become culturally aware they often confront barriers in their day-to-day interactions that must be skillfully crossed. Awareness does not eliminate barriers, and there are several which affect accurate communications across much more than learning new sound symbols (Welch et al., 1988). First, knowing a little of a language may cause embarrassment if the person is unaware of the implicit meanings behind the sound symbols. Second, nonverbal communications such as gestures, posture, tone of voice, and timing often change what we say. The third barrier, preconceptions and stereotypes, consists of over generalized beliefs that provide structure in any ambiguous contact. We see or hear pretty much what we want or expect to and the stereotype has a tendency to become realized through a "self-fulfilling prophecy" of the communication. A fourth barrier is the tendency to evaluate the content of communication received from others. Premature evaluation frequently interferes with our accepting and understanding other persons from their point of view. The last barrier is the high level of anxiety that goes along with the multicultural contact where the manager is facing unfamiliar language, work habits, or attitudes (Welch et al., 1988).

## Skills for Cross-Cultural Interactions

In preparing a manager to perform in a multicultural workplace, the intercultural trainer begins by fostering cultural awareness and introducing general concepts that apply to any culture. While there is no consensus on the exact skills that make for success in intercultural management, the following attributes and skills are frequently cited (Shames, 1986):

**Self-awareness-** the recognition of one's own values, assumptions, needs, and limitations.

**Culture-reading-** the ability to find and trace the inherent logic in each culture.

**Multiple perspective-** the ability to suspend judgment, remove one's cultural filters, and "see" through others' eyes.

**Intercultural communication skills-** the ability to send and interpret verbal and nonverbal messages accurately in different cultures.

**Gear-shifting-** the ability to readjust expectations, modify plans, try out new approaches, and rebound from setbacks.

**Culture-shock savvy-** the ability to monitor one's own adjustment to a new culture.

**Relationship-building skills-** the ability to relate to and inspire confidence in all kinds of people, and to maintain a support system.

**Intercultural-facilitation skills-** the ability to manage cultural differences and use these differences to the operation's benefit (Shames, 1986, p.27).

According to Knotts (1989), flexibility is possibly the most important attribute necessary to minimize mistakes and misunderstandings in intercultural relationships. A flexible manager will cautiously analyze the responses and reactions of subordinates in an attempt to correctly interpret what their cultural reactions indicate. Sincerity is a characteristic that contributes to the understanding of intercultural interactions. When a manager adopts a sincere attitude of patiently accepting a subordinate from another culture, that empathy

will normally be received in a trusting, positive manner. Intercultural socialization involves becoming aware of the habits, actions, and reasons behind behaviors of individuals from a culture (Knotts, 1989).

There is usually a logical reason for cultural habits and rules, but the reason is not necessarily universal. Managers should be willing to accept other cultures' habits and actions and consider that they might be logical and proper. Other cultures' rules and behaviors may seem strange, but they usually are established based on historical or religious traditions. The adage that the world is getting smaller symbolizes the idea that people are becoming more mobile and interacting with more cultures. To successfully meet this challenge, it is imperative that managers adapt to different situations. Flexibility and adaptability are important at all levels of management (Knotts, 1989).

### Training Employees from Other Cultures

Thiederman (1988) stated that an employee's cultural habits, values, and traditions can have a substantial impact on the success of a training effort. Consequently, the cross-cultural trainer must understand these cultural traits if he/she is to overcome the difficulties. Admitting when something has not been understood is difficult for everybody. In the learner's eyes, to do so is to appear ignorant, foolish, and even stupid. These emotions may be particularly painful to the worker, whose cultural background may dictate that embarrassment and humiliation should be avoided at all cost. The trainer might wonder why the

worker does not simply ask him/her to repeat the instruction. The worker wants to avoid embarrassment: to ask for repetition is to risk the greater humiliation of not understanding the information the second time around (Thiederman, 1988).

Avoiding embarrassment is important to any employee whose culture values harmony and balance in social and professional relationships. To suffer embarrassment in Hispanic, Middle Eastern, or Far Eastern cultures is to disrupt this cherished harmony and to call excessive attention to the individual. Assessing how well culturally-different workers understand the information is obviously a crucial step in the training process. Making such an assessment across cultural lines, however, can be extremely difficult and often inaccurate. Often, one of the problems is the trainer's erroneous assumption that when workers have heavy accents or difficulty expressing themselves in English, they automatically do not understand what the trainer says. It is important to note that understanding a new language is far easier than speaking it. The trainer should realize also that the pronunciation of a foreign language is a specific talent that reflects very little of an individual's intelligence or degree of education (Thiederman, 1988).

#### Guidelines for Assessing Understanding of Employees

According to Thiederman (1988), managers must be observant of employees during training to evaluate their level of understanding. Guidelines for managers include:

**Observe facial expressions.** A puzzled expression or no expression at all, shows a lack of understanding. Usually, a trainee's expression changes subtly when material has been understood.

**Beware of too much nodding and smiling.** Repetitious nodding and smiling, especially when accompanied by the phrase "yes, I understand", is a clear indicator that the message is not getting across.

**Note absence of questions.** It is not a good sign when trainees do not ask questions. Often understanding is so limited that questions can not be formulated. The trainee has the same frustration and, instead of risking humiliation by asking a "stupid" or inordinately general question will remain silent and confused.

**Beware of rote repetition.** Employees who recite material word for word show little proof of real understanding. This may represent nothing more than an effort to say what the employee believes the trainer wants to hear (Thiederman, 1988).

### Facilitating Understanding

With a multicultural work force, it is not enough for trainers to be knowledgeable in the subject of training and skilled in conventional training techniques. They also must be prepared to refine their verbal and nonverbal communication skills so that they can overcome language and accent barriers. The difficulty of this task is compounded by the understandable anxieties of

workers, who may feel left out, confused, and inadequate. This anxiety may interfere with the learning process. Ways for facilitating understanding of culturally-diverse employees include (Thiederman, 1988):

**Speak slowly and distinctly.** This may seem obvious, but it is easy for the trainer to get excited about an idea and rattle away.

**Use tone of voice appropriately.** Intonation and tone of voice account for approximately 35 percent of the face-to-face communication process. This means that the trainer, regardless of the language spoken, can communicate a great deal by simply using the appropriate tone of voice.

**Use nonverbal skills.** Fifteen percent of the communication process is carried out in the form of physical, nonverbal messages. The value of nonverbal skill is well known among trainers, but it can be vital for training employees from other cultures.

**Avoid slang, jargon, and acronyms.** This is perhaps the biggest source of misunderstanding between the trainer and employees from different cultures. The solution is to take care not to use jargon or acronyms without explaining their meaning. It may be useful to provide employees with a list of the company's particular jargon terms as part of the initial orientation program. Jargon varies in different parts of the U.S. and the variations can be confusing.

**Repeat the information in several ways.** Stating the same idea in a number of different ways also can help to get the message across. Although too

much repetition is apt to lead to boredom and loss of attention, this technique can help alleviate confusion and minimize embarrassment.

Showing or demonstrating skills augments verbal explanations.

**Ask about comprehension often.** The trainer should check for understanding. It is dangerous to let too much material go by before finding out how much the trainees have understood (Thiederman, 1988).

In addition, the trainer should avoid individually quizzing culturally-different employees in front of co-workers. The danger in this practice is twofold. First, if the trainee does not know the answer, the trainer will have placed him/her in the position of embarrassment in front of others; and second, if the trainee has the correct answer, he/she is in danger of "showing off" in front of his/her peers, who may value group harmony over the success of one individual. Assuring accurate communication across language and accent barriers is not an easy task. Attention to the above points can minimize the risk of trainee misunderstanding and confusion, and trainer frustration (Thiederman, 1988).

### How to Make the Most of Diversity

Copeland (1988) stated that companies that seriously value diversity have designed system-wide plans for integrating the concept into all their human resources efforts. Valuing diversity initiatives include the ten following objectives:

**Recruitment:** to increase the quality of women and minority hires through improved college relations programs and diverse hiring from the experienced market.

**Career development:** to expose women and minority employees with high potential to the same key development jobs that have traditionally led to senior management positions for their white, male counterparts.

**Diversity training for managers:** to address myths, stereotypes, and real cultural differences as well as organizational barriers that interfere with the full contribution of all employees.

**Diversity training for employees:** to improve the employees' understanding of corporate culture, success requirements, and career choices that will affect their advancement.

**Upward mobility:** to break the "glass ceiling" and increase the numbers of women and minorities in the higher salary groups through mentoring, executive appointment, and other programs.

**Diverse input and feedback:** to move from asking managers what they think minority employees need to asking the employees themselves what they need.

**Self-help:** to encourage and enable women and minority networks and support groups.

**Accountability:** to hold managers accountable for the development of their diverse work forces.

**Systems accommodations:** to respect and support the diversity of cultures through the recognition of different cultural and religious holidays, diet restrictions, and the like.

**Outreach:** to develop a reputation as a multicultural leader through supporting women's and minority organizations and programs (Copeland, 1988, p.48).

Valuing diversity approaches employee differences not from the legal or moral standpoint, but from a practical perspective. Introductions to valuing-diversity programs often include presentations on current and projected demographic realities and their implications for labor, productivity, and profits. The shrinking labor pool means more competition for existing talent, and that in turn requires a greater commitment by managers recruiting, developing, and retaining employees of all kinds (Copeland, 1988).

According to Copeland (1988), cross-cultural experts point out that every group is made up of individuals who are each unique in personality, education,

and life experiences even though they may share similarities. It is important to learn about the various cultures that contribute to diversity. Trainers must repeatedly urge their audiences away from stereotypes and assumptions, and remind them that sometimes the difference between a norm and a stereotype is not readily clear. In addition, some trainers stress that not all conflicts in the workplace can be attributed to diversity. It is essential to consider how differences might contribute to a problem but other factors should not be overlooked.

To overcome barriers to valuing diversity, managers need to:

- \* Recognize the assumptions they make and how these assumptions affect decisions; avoid letting stereotypes interfere with valid assessments and good judgment.
- \* Invite outsiders into the meeting and provide employees who are different with what they need to succeed such as access to information and meaningful relationships with people in power.
- \* Teach the unwritten rules to those who need to know them. Change the rules when necessary to allow diversity to benefit the organization.
- \* Encourage constructive communication about differences.
- \* Treat people equitably but not uniformly. Build on individual differences (Copeland, 1988).

## Corporate Models for Valuing Diversity

Little has been written in the literature for the lodging industry about programs to encourage diversity in the workplace. There are companies in other industries that have implemented programs to incorporate diversity of employees into the company's structure. These programs can serve as models for the lodging industry.

The Procter & Gamble Company is a leader in learning to manage and value diversity. The initiatives, backed by the company's leadership, include multicultural advisory teams, the adoption of black colleges, and special minority networking conferences. One division studied the time it took for new hires to feel "joined-up" and found that it varied by race and gender: white males became acclimated most quickly, while black females took the longest time to feel "at home" in the company (Copeland, 1988). The program now includes special training for women and minority employees and their managers to help them be more productive (Copeland, 1988).

Top management at Security Pacific National Bank established minority networks and support groups to encourage the personal and professional growth of minority managers. Avon Products Incorporated has councils representing various minority groups, each with senior management presence, that provide information and advice to top management. Other companies have developed various means of assuring upward mobility for women and minority employees

through executive attention to their careers. At Honeywell Incorporated, the executive committee for the diverse work force meets quarterly with the company's president to review plans related to employee diversity. Mobil Corporation has a committee of executives who select women and minority employees with high potential for high-paying and critical line positions. These employees are moved from staff functions into the mainstream of the oil business (Copeland, 1988).

Xerox Corporation, a pioneer with over 20 years of valuing diversity experience, has a strategy to identify, develop, and promote qualified employees to meet specific numerical targets for all levels, job categories, functional areas, and operating units. Xerox Corporation has found that the bottom-line approach of putting people in jobs is what it is all about, not just at the lower and middle levels, but most importantly at the top (Copeland, 1988).

Honeywell Inc. management says, "the challenge is to move away from compliance toward managing barriers to full effectiveness." The Hughes Aircraft Company stresses that valuing diversity means "seeing diverse employees not as problems but as assets." Top management at Colgate Palmolive Company says, "today, each one of us works with people who look, act, speak, and think differently than ourselves, and managing this multicultural work force is something we must address. If we are not recognizing and motivating our people, we are missing opportunities." (Copeland, 1988, p.48).

Companies are also beginning to value diversity in the work force for another reason: they are realizing that their diverse employees reflect the diversity of their consumers. Avon Products' recognized the multicultural organization as a competitive advantage. They stated that "as a consumer-focused marketer, we needed to be responsive to diverse segments in our consumer base, and we realized that the company could be most responsive by having a diverse work force" (Copeland, 1988, p.48). They initiated a major research project with the goal of understanding the dynamics of and barriers to upward mobility. The company began a process called multiculturalism: developing a work force of highly talented individuals of diverse races, genders, and cultures. Like most of the valuing diversity programs in other companies, the project has little or nothing to do with Equal Employment Opportunity Commission (EEOC) regulations. Rather, it is part of the corporate strategic plan (Copeland, 1988).

### Summary

Growth in international hotel ownership, joint ventures, and international visitors and increased employee ethnic diversity in the United States could make cross-cultural training necessary in the lodging industry in order to provide effective products, services, and supervision for employees. Cross-cultural training develops managers' and supervisors' skills when working with employees from different cultures. It helps managers to function effectively in a multicultural environment, adjust to diverse situations, and be sensible and flexible when

operating in a multi-cultural organization. Little research in CCT has been done in the lodging industry. Thus, it is necessary to determine for the lodging industry what CCT it being done, attitudes about increasing ethnic diversity, and training needs for future managers related to multi-cultural management.

## CHAPTER III

### METHODS

#### Study Sample

Two hundred and fifty hotel and motel companies were selected from the 1989 Directory of Hotel & Motel Systems published by the American Hotel and Motel Association. In choosing the hotel and motel companies to include in this study, the 250 hotels with the largest total number of rooms were selected.

The research protocol and questionnaire were reviewed and approved by the University of Tennessee Human Subjects Review Committee (Appendix A) prior to beginning the study.

#### Research Questionnaire

A questionnaire was developed to mail to corporate personnel/human resources directors (Appendix B) of the hotel/motel companies. The questionnaire consisted of four parts. Part I included questions to determine cross-cultural training practices currently used by the company. The options were developed based on a review of literature related to CCT; blank spaces also were provided so that respondents could add additional information related to CCT practices.

Part II consisted of four questions related to job requirements for employees. Question one determined if speaking ability in languages other than

English was desirable for employees. Question two required respondents to rate the importance of seven languages for employees in their company. A four-point rating scale with the following descriptive anchors was used: not important (0), some importance (1), important (2), and very important (3). Question three included a list of 13 items for which respondents were asked to rate the ability and performance of U.S. and foreign-born employees. Ratings were made on a five-point scale with the following descriptive anchors: totally inadequate (0), inadequate (1), somewhat inadequate (2), adequate (3), and very adequate (4). Question 4 listed nine subject matter areas in which managers may need to be knowledgeable to be effective in working with a culturally-diverse work force. Respondents rated the importance of these areas using a four-point rating scale with the following descriptive anchors: not important (0), some importance (1), important (2), and very important (3).

Part III included 21 attitude statements related to the diversity of the work force. Agreement to each statement was indicated using a five-point Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). These attitude statements were developed by the researchers based on statements in the literature related to CCT and multicultural trends.

Part IV of the questionnaire included ten demographic items related to percent of work force in specific ethnic groups; gender, age, education level, and years of employment of the personnel/human resource director; size of company; and whether the company operates domestically, internationally, or both.

## Pilot Test

The questionnaire was pilot tested with ten personnel directors of hotel and motel companies in Knoxville and Nashville, Tennessee and Atlanta, Georgia. Cover letters were mailed to the personnel directors explaining the nature and purpose of the research study and assuring anonymity of responses (Appendix C). A questionnaire critique also was enclosed to determine if the cover letter provided a clear understanding of the purpose of the study, if instructions for completing the questionnaire were clear, if questions were clearly stated, if instructions for returning the questionnaire were clear, the time required to complete the questionnaire, and if respondents thought that corporate personnel directors would have the necessary information to answer the questionnaire (Appendix D). Five questionnaires were received from the pilot test.

The approximate response time for the questionnaire was 15 minutes. Results of the pilot test revealed that the questionnaire and cover letter were appropriate and understandable for most of the participants, and that respondents did have access to information required to complete the questionnaire.

## Data Collection

Initial data collection occurred during November 1990. The researcher mailed 250 questionnaire along with a cover letter (Appendix E) explaining the purpose of the study, encouraging participation, and assuring anonymity. A stamped postcard was included for participants to request a summary of the study

results (Appendix F). The postcards could be returned separately from the questionnaire to ensure anonymity in responses. Eighteen questionnaires were received from this first mailing. From this first mailing, 44 envelopes were returned with incorrect addresses. The researcher then telephoned to get correct addresses but only obtained addresses for seven companies.

Three weeks after the initial mailing, a follow-up postcard was sent to all participants, except those for whom addresses were received on postcards requesting survey results (Appendix G). Twelve questionnaires were received after the follow-up postcards reminders were mailed. Six weeks after the follow-up postcards were sent, a letter encouraging participation (Appendix H), a second questionnaire, and a postage-return enveloped were sent to the first one hundred companies in the sample. Seven questionnaires were received after this second questionnaire mailing. Thus, a total of 37 questionnaires were returned.

To increase the response rate, four weeks after the second questionnaire was sent, a letter (Appendix I) explaining the importance of the study and asking for participation was sent to the two hundred and thirteen companies for whom we had the correct addresses. From this attempt, three telephone calls were received from companies stating that they never received the survey and asking us to mail another questionnaire, they also stated that they were the appropriate person to answer such a questionnaire but they had a different job title. Also, another company sent a facsimile stating that the company was no longer in

operation. Two questionnaires were received from this third mailing for a total of 39.

To increase response rate and decrease bias, a telephone survey was developed based on the original questionnaire focusing on the most important information needed (Appendix J). Thirty firms were randomly selected from the original list. Each company was telephoned. If the personnel director was in, the telephone survey was administered; one was available. Seven of the companies either were no longer in business, had a wrong phone number, or did not have a personnel director on their staff. For all others (no.=22), the name of the personnel director and the correct address were obtained. Following this, a letter (Appendix K), questionnaire, and postage-return envelope was mailed. Two questionnaires were received from this fourth mailing. Thus, a grand total to 41 questionnaires were received for a total response rate of 19%.

### Data Analysis

For Part I related to cross-cultural training practices in hotel and motel companies in the U.S., frequencies and percentages were determined for each question. For Part II, related to job requirements for employees, frequencies, percentages, means, and standard deviations were calculated. The first question of Part II, related to speaking ability in a foreign language for employees at different hierarchical levels and the importance of a list of foreign languages, frequencies were determined. For the question related to the importance of

subject matter related to cross-cultural management, frequencies were calculated for each item.

Means and standard deviations were determined for each item in Part III (attitudes of personnel/human resources directors toward diversity of work force). For demographic variables in Part IV, frequencies and percentages were calculated.

The internal consistency of the attitude items in Part III was calculated using the Cronbach alpha coefficient (Cronbach, 1951). The scale reliability coefficient and item-total reliability statistics were determined.

Five research hypotheses were tested. Hypothesis 1 stated that there is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and attitudes of corporate personnel/human resources directors toward diversity. This hypothesis was tested using multiple linear regression analysis.

Hypothesis 2 stated that there is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and company CCT practices.

Hypothesis 3 stated that there is no significant relationship between attitudes of corporate personnel/human resources directors toward diversity and CCT practices in their company. This hypothesis was tested using simple linear regression analysis.

Hypothesis 4 stated that there is no significant difference in attitudes toward diversity due to demographic characteristics (race, age, gender, educational level) of

corporate personnel/human resources directors. This hypothesis was tested using multiple linear regression.

Hypothesis 5 stated that there is no significant difference in attitudes toward diversity for corporate personnel/human resources directors based on location of operation (U.S., international, both U.S. and international). Multiple linear regression was used to test this hypothesis.

Hypothesis 6 stated that there is no significant difference in ability and performance between foreign-born and U.S.-born employees as perceived by corporate personnel/human resources directors. Student T-test comparisons were used to analyze this hypothesis.

The SAS System (SAS, 1985) was used for all statistical analyses. A significance level of 0.05 was used for all tests of significance; all analyses were 2-tailed

## CHAPTER IV

### RESULTS

#### Characteristics of Sample

Forty-one of the 213 companies responded for a response rate of 19 percent. Demographic characteristics of the personnel directors in the study sample are presented in Table 1. About half of the personnel directors were male and half were female. The participants were more concentrated in the age range of 30 to 39 (no.=18) and 40 to 49 (no.=11) years old. The largest proportion were white (no.=33).

Almost half of the respondents had completed a college degree. Hotel and Restaurant Administration was the most common degree. More than half of the personnel directors surveyed had been in their current position less than five years, and only three had 15 to 20 years in their current position.

#### Characteristics of Hotel Companies in the Study

Characteristics of the hotel companies in the study are summarized in Table 2. The majority of the companies were U.S. owned while only two had a combination of U.S. and foreign ownership. Half of the companies surveyed operate only in the U.S. while one third operate in both the U.S. and internationally. More than half of the companies had five or less hotels outside

Table 1. Characteristics of the personnel directors in the study sample (no. = 41)

| Characteristics                                       | No. <sup>a</sup> |
|-------------------------------------------------------|------------------|
| <b>Gender</b>                                         |                  |
| female                                                | 17               |
| male                                                  | 21               |
| <b>Age</b>                                            |                  |
| 20-29                                                 | 6                |
| 30-39                                                 | 18               |
| 40-49                                                 | 11               |
| 50-59                                                 | 4                |
| <b>Ethnic Group</b>                                   |                  |
| Asian/Pacific Islander                                | 2                |
| Black                                                 | 3                |
| Hispanic/Spanish surname                              | 2                |
| White                                                 | 33               |
| <b>Education</b>                                      |                  |
| some technical school                                 | 1                |
| some college or specialization training               | 3                |
| college                                               | 20               |
| graduate or professional training degree <sup>b</sup> | 16               |
| <b>College Degree</b>                                 |                  |
| Hotel & Restaurant administration                     | 14               |
| Business administration                               | 13               |
| Other                                                 | 8                |
| <b>Time in current position</b>                       |                  |
| less than 5 years                                     | 21               |
| 5 to 9 years                                          | 12               |
| 10 to 14 years                                        | 4                |
| 15 to 20 years                                        | 3                |

<sup>a</sup> numbers do not always total 41 because respondents did not answer all questions.

<sup>b</sup> large number may be due to professional training programs given by the company.

Table 2. Characteristics of the hotel companies in the study (no. = 41)

| Characteristics                                    | No. <sup>a</sup> |
|----------------------------------------------------|------------------|
| <b>Ownership of company</b>                        |                  |
| United States                                      | 31               |
| Foreign                                            | 7                |
| Combination of U.S. and foreign                    | 2                |
| <b>Operation market</b>                            |                  |
| United States                                      | 23               |
| International                                      | 3                |
| United States and International                    | 14               |
| <b>Number of operations outside the U.S.</b>       |                  |
| 5 or less                                          | 27               |
| 6 - 19                                             | 6                |
| 20 - 49                                            | 3                |
| 50 or more                                         | 3                |
| <b>Number of individual operations in the U.S.</b> |                  |
| 49 or less                                         | 31               |
| 50 to 59                                           | 2                |
| 90 to 99                                           | 1                |
| 100 or more                                        | 6                |

<sup>a</sup> numbers to do not always total 41 because respondents did not answer all questions.

the U.S. and only three had 50 or more operations outside the U.S. More than half of the companies had 49 or less individual operations in the U.S. and only six had 100 or more individual operations in the U.S.

The mean percentage of the work force that was U.S.-born was  $67.0 \pm 22.8$  and Foreign-born was  $30.2 \pm 20.7$ . The mean percentage for various ethnic groups in the workforce in these hotels was: American Indian/Eskimo,  $0.8 \pm 2.0$ ; Asian/Pacific Islander,  $7.0 \pm 14.0$ ; Black,  $21.7 \pm 17.0$ ; Hispanic/Spanish Surname,  $16.9 \pm 12.4$ ; and White,  $50.0 \pm 20.4$ . There was a diversity in origin for guests, including Africa,  $1.2 \pm 3.8$ ; Asia,  $5.0 \pm 8.4$ ; Australia,  $1.3 \pm 2.7$ ; Europe,  $9.3 \pm 14.0$ ; North America  $53.0 \pm 36.5$ ; and Central and South America,  $4.0 \pm 6.1$ .

### Cross-Cultural Training Practices

When asked whether they provide cross-cultural training to managers and supervisors in order for those employees to perform more effectively when working with employees and guests from different cultures, 29 of the 41 respondents did not provide this training while 12 did. Companies of six respondents provided foreign language training, six companies provided training on social interactions with guests from different cultures, nine provided training on interaction with employees from different cultures, and three provided training related to non-verbal communication related to culture. For respondents that did not provide CCT, one respondent stated that his/her company did not find CCT useful, eight respondents thought that CCT was too costly, eight stated that CCT

was too difficult to implement, two said they did not have employees from different cultures, and two responded that they had few international guests.

Fifteen of the 41 respondents stated that they provide CCT to their non-supervisory employees while 26 did not. Nine of the respondents stated that they provide English language, two provided foreign language training, eight provided training to increase personal relations with co-workers, and 12 provided training to improve personal relations with guests. For those respondents who did not provide CCT for non-supervisory employees, eight reported that they did not provide CCT because it was too costly, four stated there was no need for CCT, two responded CCT was not useful, and six said they did not have specialized personnel to do CCT.

### Job Requirements for Employees

Twenty-nine of the 41 respondents stated that speaking ability in a foreign language was an advantage for obtaining employment in their company while 12 reported that a foreign language was not needed. When asked at which hierarchical level the ability to speak a foreign language was an advantage, 24 responded at the managerial level, 29 at the supervisory level, and 19 at the non-supervisory level.

The frequency of importance ratings for languages for employees in the lodging industry is shown on Table 3. The languages rated as very important or important by respondents were Spanish (no.=27), Japanese (no.=9), French

Table 3. Frequency of personnel directors' (no. 41) importance ratings for languages for employees in the hotel industry

| Language | Very Important | Important | Some Importance | Not Important | Total Number |
|----------|----------------|-----------|-----------------|---------------|--------------|
| Arabic   | --             | 1         | 6               | 20            | 27           |
| Chinese  | 1              | --        | 8               | 15            | 24           |
| French   | 2              | 10        | 9               | 9             | 30           |
| German   | 2              | 6         | 9               | 10            | 27           |
| Japanese | 4              | 5         | 12              | 9             | 31           |
| Korean   | --             | 1         | 6               | 17            | 24           |
| Spanish  | 19             | 8         | 7               | 1             | 30           |

(no. = 12), German (no. = 8), Chinese (no. = 1), Arabic (no. = 1), and Korean (no. = 1).

The personnel/human resources directors rated the perceived ability and performance of foreign-born and U.S.-born employees in selected areas often required in the lodging industry. Mean ratings are shown in Table 4.

Important areas in which managers should be knowledgeable are shown in Table 5. Mean importance ratings for the subject areas, in descending order, were:  $2.6 \pm 0.7$  for personnel management,  $2.3 \pm 0.7$  for public relations,  $1.5 \pm 0.8$  for geography,  $1.4 \pm 0.9$  for sociology,  $1.3 \pm 0.8$  for foreign language,  $1.0 \pm 0.8$  for international marketing,  $0.9 \pm 0.8$  for international management, and  $0.4 \pm 0.8$  for anthropology.

#### Attitudes Toward Diversity

Mean ratings for the 19 attitude items are presented in Table 6. The item with strongest agreement was "the labor pool is becoming more culturally diverse." The item with the least agreement was "U.S.-born employees are more efficient than foreign-born employees".

#### Reliability of the Attitude Scale

The Cronbach Alpha reliability coefficient for the 21 items in the diversity of work force attitude scale was 0.76. Item-total analysis indicated that two items "It is the same to manage U.S.-born and foreign-born employees" and "U.S.-born employees have higher goals in their jobs than foreign-born employees" were

Table 4. Ability and performance of foreign-born and U.S.-born employees for job factors often needed in the hotel industry

| Item                              | Foreign-born<br>Mean $\pm$ SD | U.S.-born<br>Mean $\pm$ SD |
|-----------------------------------|-------------------------------|----------------------------|
| productivity                      | 2.4 $\pm$ 0.6                 | 2.1 $\pm$ 0.5              |
| reliability                       | 2.4 $\pm$ 0.6                 | 2.2 $\pm$ 0.5              |
| honesty                           | 2.4 $\pm$ 0.5                 | 2.3 $\pm$ 0.5              |
| work independence                 | 2.2 $\pm$ 0.8                 | 2.1 $\pm$ 0.5              |
| motivation                        | 2.2 $\pm$ 0.7                 | 2.0 $\pm$ 0.6*             |
| job performance                   | 2.2 $\pm$ 0.5                 | 2.1 $\pm$ 0.5              |
| personal relation w/other workers | 2.1 $\pm$ 0.6                 | 2.3 $\pm$ 0.5              |
| required job skills               | 1.9 $\pm$ 0.8                 | 2.0 $\pm$ 0.6              |
| ability to solve problems         | 1.8 $\pm$ 0.9                 | 2.1 $\pm$ 0.5*             |
| creativity                        | 1.8 $\pm$ 0.7                 | 2.0 $\pm$ 0.5              |
| potential for conflict            | 1.8 $\pm$ 0.6                 | 2.0 $\pm$ 0.6*             |
| English language                  | 1.4 $\pm$ 0.8                 | 2.5 $\pm$ 0.5*             |

\* Student T-test comparisons for differences in means between groups were significant ( $p \leq 0.05$ ).

Table 5. Personnel directors'<sup>a</sup> ratings of importance of subject matter related to cross-cultural management

| Subject Areas            | Very Important | Important | Some Importance | Not Important | Total Number <sup>b</sup> |
|--------------------------|----------------|-----------|-----------------|---------------|---------------------------|
| anthropology             | 1              | 3         | 7               | 27            | 38                        |
| foreign language         | 4              | 9         | 22              | 4             | 39                        |
| geography                | 5              | 10        | 19              | 3             | 37                        |
| international management | 2              | 5         | 20              | 11            | 38                        |
| international marketing  | 2              | 5         | 21              | 10            | 38                        |
| personnel management     | 29             | 7         | 2               | 1             | 39                        |
| public relations         | 16             | 18        | 4               | --            | 38                        |
| sociology                | 4              | 13        | 16              | 5             | 38                        |

<sup>a</sup> no. = 41

<sup>b</sup> the number does not always equal 41 because not all responded to all questions.

Table 6. Attitude ratings of personnel directors<sup>a</sup> toward diversity of work force

| Attitude Statement                                                                                                                                      | Mean $\pm$ SD              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| The labor pool is becoming more culturally diverse.                                                                                                     | 4.5 $\pm$ 0.8 <sup>b</sup> |
| In the future, more minorities and fewer whites will be in the U.S. labor pool.                                                                         | 4.4 $\pm$ 0.7              |
| Employees who understand other cultures are better able to meet guests' needs in the hospitality industry.                                              | 4.2 $\pm$ 0.7              |
| Our organization has a culturally-diverse workforce.                                                                                                    | 4.2 $\pm$ 0.9              |
| Managers who understand values of cultural groups are more effective in training employees.                                                             | 4.0 $\pm$ 0.7              |
| Creating career ladders for foreign-born employees who are better educated or who want to increase their skills will encourage them stay in their jobs. | 4.0 $\pm$ 0.6              |
| As the number of foreign-born employees increases, a manager's job in supervision becomes more difficult.                                               | 3.8 $\pm$ 0.8              |
| Sensitivity to family needs of foreign-born employees such as child care and transportation, will lower turnover and increase motivation.               | 3.8 $\pm$ 0.7              |
| Managers must be familiar with employees' cultural backgrounds to manage effectively.                                                                   | 3.7 $\pm$ 0.9              |
| Foreign-born employees usually fill lower level jobs.                                                                                                   | 3.4 $\pm$ 0.9              |
| Managers who are multilingual will have a better chance of being hired by our organization.                                                             | 3.3 $\pm$ 0.9              |
| Foreign-born employees are more likely to stay in the job longer than U.S.-born employees.                                                              | 3.1 $\pm$ 1.0              |
| Foreign-born employees are more motivated in their jobs than U.S.-born employees.                                                                       | 3.1 $\pm$ 0.9              |

Table 6. (Continued)

| Attitude Statement                                                                                              | Mean $\pm$ SD |
|-----------------------------------------------------------------------------------------------------------------|---------------|
| Our organization prefers to hire employees who understand other countries and their cultures.                   | 3.2 $\pm$ 0.8 |
| Managers with international experience ie. travel or field experiences) will be more successful in our company. | 3.0 $\pm$ 1.0 |
| Foreign-born employees make very good employees.                                                                | 3.0 $\pm$ 0.5 |
| It is easier to manage U.S.-born employees than foreign-born employees.                                         | 2.8 $\pm$ 0.8 |
| Foreign-born employees are more reliable than U.S.-born employees.                                              | 2.7 $\pm$ 0.8 |
| U.S.-born employees are more efficient than foreign-born employees.                                             | 2.5 $\pm$ 0.7 |

<sup>a</sup> no. = 41.

<sup>b</sup> A 5-point rating scale was used for responses; 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

negatively related to the scale. When these two items were omitted, the Cronbach alpha coefficient increased to 0.81.

### Research Hypotheses

Significance of the relationships in the research model (hypotheses 1-3) is presented in figure 2. Results of each hypothesis tested appear below.

#### Hypothesis 1

Hypothesis 1 stated that there is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and attitudes of corporate personnel/human resources directors toward diversity. The regression model testing the relationship was not significant, thus, this hypothesis was not rejected.

#### Hypothesis 2

Hypothesis 2 stated that there is no significant relationship between international ownership/operation, employee ethnic diversity, and international guests and company CCT practices. The regression model testing the relationship was not significant, thus, this hypothesis was not rejected.

#### Hypothesis 3

Hypothesis 3 stated there is no significant relationship between attitudes of corporate personnel/human resources directors toward diversity and CCT

# RESEARCH MODEL

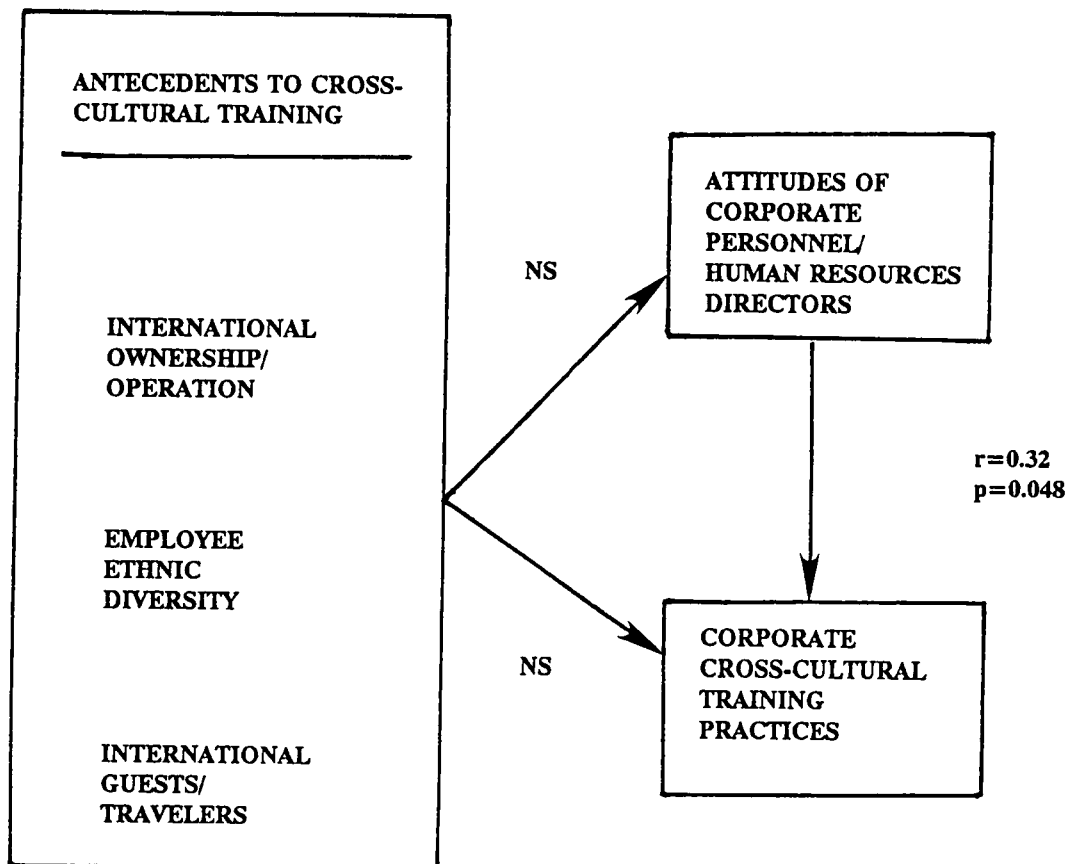


Figure 2. Results of tests of relationships in the research model.

practices in the company. The simple linear regression model testing the relationship was significant ( $r=0.32$ ,  $p=0.048$ ), thus, this hypothesis was rejected.

#### Hypothesis 4

Hypothesis 4 stated that there is no significant difference in attitudes toward diversity due to demographic characteristics (race, age, gender) of corporate personnel/human resources directors. The regression model testing the relationship was not significant, thus, this hypothesis was not rejected.

#### Hypothesis 5

Hypothesis 5 stated that there is no significant difference in attitudes toward diversity for personnel/human resources directors based on location of operation (U.S., international, both U.S., and international). The regression model testing the relationship was not significant, thus, this hypothesis was not rejected.

#### Hypothesis 6

Hypothesis <sup>6</sup>~~3~~ stated that there is no significant difference in ability and performance between foreign-born and U.S.-born employees as perceived by corporate personnel/human resources directors. Student T-test comparisons of ability and performance between foreign-born and U.S.-born showed differences in four areas. For the characteristics ability to solve problems, English language,

and potential for conflict, U.S. employees were rated as more adequate than foreign-born employees. For the characteristic motivation, foreign-born employees were rated higher than U.S. employees (Table 4).

## CHAPTER V

### SUMMARY, LIMITATIONS, AND RECOMMENDATIONS

#### Summary

This study determined cross-cultural training practices and needs in hotel and motel companies in the United States. The questionnaire was sent to corporate human resource/personnel directors in those companies. Specifically, the questionnaire determined cross-cultural training practices, reasons for not providing CCT, foreign language needs for employees at different hierarchical levels, differences in perceived abilities and performance of foreign-born versus U.S.-born employees, and college courses perceived to be important for future managers. Also, attitudes toward a culturally diverse labor pool were determined.

The majority of the respondents did not provide cross-cultural training to managers and supervisors in order for those employees to perform more effectively when working with employees and guests from different cultures. The reasons for not providing CCT included: they did not find CCT useful, it was too costly, and it was difficult to implement. Similarly, the most prevalent reason why business organizations have limited CCT is that it is not thought to be effective (Baker & Ivancevich, 1971; Mendenhall & Oddou, 1985; Schwind, 1985; Tung, 1981; Zeira, 1975). Moreover, top management often sees no need for training and is unwilling to support it, financially or otherwise (Runzheimer Executive Report, 1984). This also could be due to the lack of awareness of the trends that

are occurring in the industry, such as increased international hotel ownership, joint ventures, and international visitors, and demographic changes in the labor pool.

One third of the respondents stated that speaking ability in a foreign language was an advantage for obtaining employment in their company, particularly at the supervisory level. Spanish was the foreign language most often rated as very important for employees. An explanation for this finding is that the number of hispanic workers is estimated to grow at a 4 percent per year between 1988 and 2000, a much higher rate than the 1.2 percent annual growth for the entire civilian labor pool (Michalski, 1990).

Using the Student T-test comparisons for ability and performance, foreign-born employees were rated more adequate than U.S.-born employees in the characteristic motivation. For English language, potential for conflict, and ability to solve problems, U.S.-born employees were rated higher than foreign-born employees by the corporate personnel/human resources directors.

Personnel management was rated as a very important area in which managers should be knowledgeable, followed by public relations, foreign language, and sociology. This could be attributed to the fact that personnel directors were the respondents, therefore, their responses could have been biased. Also, good basic personnel management principles taught in personnel management courses will be useful for managers in working with employees from a variety of ethnic backgrounds.

The proposed research model proved not to be a very good predictor of CCT practices; only attitudes were significantly related to CCT practices. More research should explore antecedents to attitudes since the existence of diversity in ownership/operation, employee ethnicity, and guests were not antecedents.

### Limitations

There were a few limitations that should be acknowledged in this study. The timing of the study may have been a limitation. The first letter and survey mailed was sent at the beginning of November, after four weeks the follow-up postcard was mailed. This may not have been a good time for respondents because of holiday activities; however, December is one of the slowest months in the lodging industry.

The corporations included in the study were selected because they operated in the U.S., therefore, the limited number of foreign-owned companies in the study could have influenced results.

A low response rate could have introduced bias in the study and limited the power of the statistical analyses to find relationships. However, low response rates are typical of those found in other studies in the hospitality literature. As shown in other research studies in this industry, a low response rate tends to be the norm. For example, West (1990) reported a 21% response rate and Schaffer and Litschert (1990) reported a 26% response rate. To increase the participation in future studies of this group, an incentive could be included as a means of

encouraging participation. To avoid incorrect corporate addresses and to assure that the survey gets to the hands of the participants, a telephone call to corporations to assure the correct address and to get the name of the participant is recommended.

## Recommendations

### Application for Practitioners

Very little has been documented in the lodging industry literature regarding cross-cultural training. Since personnel directors in this study showed a high level of agreement that the labor is becoming more culturally diverse and reported ethnic diversity in both employees and guests, they may find it useful to develop and provide cross-cultural training to their managerial, supervisory, and non-supervisory employees focusing on the ethnic groups with which their employees would have the most interaction. For example, hotels in San Francisco that have lots of Japanese guests would develop programs which meet the needs of that group.

After identifying the needs of their guests and employees, personnel directors may want to consider some of the cross-cultural approaches mentioned in the review of literature. One approach which may be useful is hiring managers with a foreign language to interact more effectively with international guests. Training employees in cultural awareness and needs among different cultures, the ability to be sensible and flexible with people from a different culture, and

understanding employees' and guests' verbal and non-verbal intercultural skills may prove useful.

### Application for Educators

This study provides useful guidelines for educators in hotel and restaurant administration programs to educate future managers in the hospitality industry. The study showed that speaking ability in a foreign language was an advantage for obtaining employment in lodging companies. The foreign language most required was Spanish, followed by Japanese, French, and German. Important areas in which managers should be knowledgeable included personnel management, public relations, foreign-language, and sociology. The study showed that corporate personnel directors believe that the labor pool is becoming more culturally diverse. Therefore future managers may have more need to be aware of cultural differences to be effective in employee and guest interactions. To be aware of cultural differences, future managers should be trained in self-awareness which is the recognition of one's own values, assumptions, needs, and limitations (Shames, 1986). Educators could encourage students to plan their career choosing their electives courses to learn international management, international marketing, and sociology. Schools may want to consider adding courses in multicultural management to the hotel and restaurant administration curricula, establishing a curricula in international hospitality management, and providing field experiences in other countries for faculty members and students.

### Directions for Future Research

The purpose of cross-cultural training in the lodging industry is to meet the needs of culturally-diverse employees and guests. Another approach to determine the needs of the culturally-diverse employees and guests is to conduct a personal interview or a written survey with these two groups to determine their needs. Studies by specific regions within the United States will better determine needs for CCT. This is due to the fact that international guests tend to visit certain regions in the U.S. more often than other regions and to the fact that minority groups are more concentrated in certain regions.

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## APPENDIXES

**APPENDIX A**  
**HUMAN SUBJECTS REVIEW APPROVAL**

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THE UNIVERSITY OF TENNESSEE  
KNOXVILLE



Office of the  
Vice Provost  
for Research

CRP #: 3277 A

DATE: 08/01/90

Title: Cross Cultural Training in the Lodging Industry

Gamio, Magali O.  
Nutrition & Food Sciences  
229 Jessie Harris Bldg.  
Campus

Sneed, Dr. Jeannie  
Nutrition & Food Sciences  
229 Jessie Harris Bldg.  
Campus

The project listed above has been certified exempt from review by the Committee on Research Participation and is approved.

This certification is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #2 below).

The responsibilities of the project director include the following:

1. Prior approval from the Coordinator of Compliances must be obtained before any changes in the project are instituted.
2. Submission of a Form D to request renewal, report changes during the approval period, or report termination of the project.

We wish you success in your research endeavors.

Sincerely,

*Edith M. Szathmary*

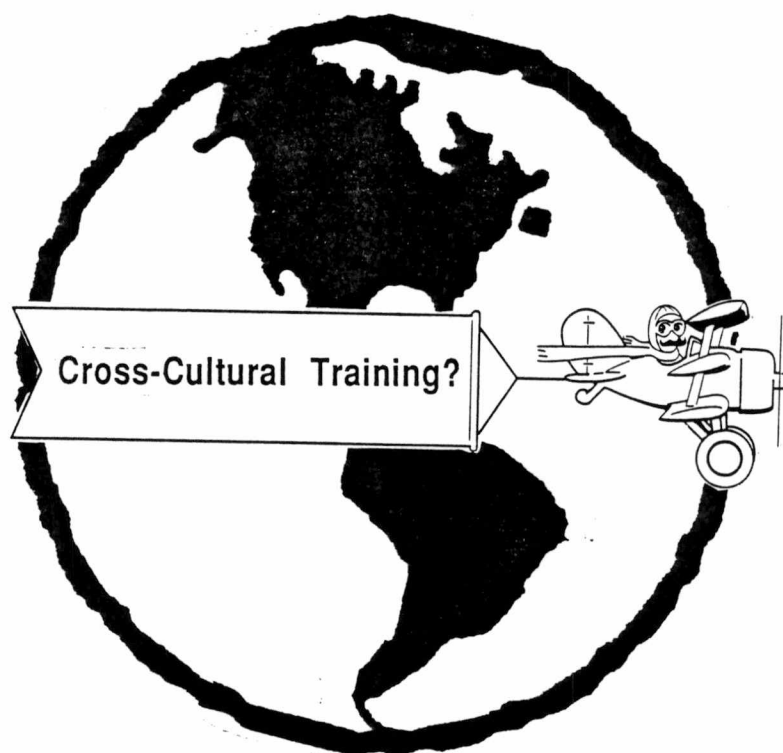
Edith M. Szathmary  
Coordinator of Compliances

cc: Dr. James D. Moran  
229 Jessie Harris Bldg.

Attachment: Copy of Form A

404 Andy Holt Tower / Knoxville, Tennessee 37996-0140 / (615) 974-3466

**APPENDIX B**  
**RESEARCH QUESTIONNAIRE**



Department of Nutrition and Food Sciences  
College of Human Ecology  
The University of Tennessee  
Knoxville, TN 37996-1900

October 1990

## PART I. CROSS-CULTURAL TRAINING

Please answer the following questions related to cross-cultural training practices in your organization. Cross-cultural training is defined as "training that provides a framework within which people can develop skills and acquire knowledge that increases their ability to function effectively in a multi-cultural environment" (Seelye, 1979).

Do you provide cross-cultural training to **MANAGERS AND SUPERVISORS** in order for them to perform more effectively when working with employees and guests from different cultures? (Circle one)

- 0 NO
- 1 YES

If YES, what type of training do you provide?

- 1 foreign language training
- 2 social interactions with guests from different cultures
- 3 interaction with employees from different cultures
- 4 non-verbal communication related to culture
- 5 other, please specify: \_\_\_\_\_

If NO, why not? (Circle all that apply)

- 1 we do not find it useful
- 2 it is too costly
- 3 cross-cultural training is difficult to implement
- 4 we do not have employees from different cultures
- 5 we have few international guests
- 6 other, please specify : \_\_\_\_\_

Do you provide cross-cultural training to your **NON SUPERVISORY** employees in order for them to perform more effectively on their jobs? (Circle one)

- 1 YES
- 2 NO

If YES, what subjects are covered? (Circle all that apply)

- 1 English language
- 2 foreign language
- 3 personal relations with co-workers
- 4 personal relations with guests
- 5 other, please specify: \_\_\_\_\_

If NO, why not? (Circle all that apply)

- 1 it is too costly
- 2 it is not worth
- 3 employees will never learn
- 4 there is no need
- 5 it is not useful
- 6 we do not have specialized personnel to do cross-cultural training
- 7 other, please specify: \_\_\_\_\_

## PART II. JOB REQUIREMENTS FOR EMPLOYEES

Is speaking ability in a foreign language an advantage for obtaining employment with your company? (Circle one)

- 0 NO
- 1 YES

If YES, at which hierarchical level(s)? (Circle all that apply)

- 1 Managerial
- 2 Supervisory
- 3 Non-supervisory

Rank the importance of the following language(s) for employees in your operation? (Circle all that apply)

|                     | VERY IMPORTANT | IMPORTANT | SOME IMPORTANCE | NOT IMPORTANT |
|---------------------|----------------|-----------|-----------------|---------------|
| Arabic              | 3              | 2         | 1               | 0             |
| Chinese             | 3              | 2         | 1               | 0             |
| French              | 3              | 2         | 1               | 0             |
| German              | 3              | 2         | 1               | 0             |
| Japanese            | 3              | 2         | 1               | 0             |
| Korean              | 3              | 2         | 1               | 0             |
| Spanish             | 3              | 2         | 1               | 0             |
| Other, please list: |                |           |                 |               |
| _____               | 3              | 2         | 1               | 0             |
| _____               | 3              | 2         | 1               | 0             |
| _____               | 3              | 2         | 1               | 0             |

The following questions are related to the ability and performance of **EMPLOYEES** in your operation. Please answer the questions by indicating the adequacy of their performance.

|                                      | FOREIGN BORN  |          |            |                 | US-BORN       |          |            |                 |
|--------------------------------------|---------------|----------|------------|-----------------|---------------|----------|------------|-----------------|
|                                      | VERY ADEQUATE | ADEQUATE | INADEQUATE | VERY INADEQUATE | VERY ADEQUATE | ADEQUATE | INADEQUATE | VERY INADEQUATE |
| ability to solve problems            | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| creativity                           | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| English language                     | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| honesty                              | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| job performance                      | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| motivation                           | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| personal relation with other workers | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| potential for conflict               | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| productivity                         | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| reliability                          | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| required job skills                  | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |
| work independency                    | 3             | 2        | 1          | 0               | 3             | 2        | 1          | 0               |

Please indicate the importance to your organization that your managers are knowledgeable in the following areas. Indicate the importance of each area by circling very important, important, some importance, and not important.

|                          | VERY IMPORTANT | IMPORTANT | SOME IMPORTANCE | NOT IMPORTANT |
|--------------------------|----------------|-----------|-----------------|---------------|
| anthropology             | 3              | 2         | 1               | 0             |
| foreign language         | 3              | 2         | 1               | 0             |
| geography                | 3              | 2         | 1               | 0             |
| international management | 3              | 2         | 1               | 0             |
| international marketing  | 3              | 2         | 1               | 0             |
| personnel management     | 3              | 2         | 1               | 0             |
| public relations         | 3              | 2         | 1               | 0             |
| sociology                | 3              | 2         | 1               | 0             |
| other, please specify    | 3              | 2         | 1               | 0             |

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### PART III. DIVERSITY OF WORK FORCE

Instructions: Read the following questions related to personnel selection and supervision. Please indicate your agreement to each statement using the scale strongly disagree, disagree, neutral, agree, or strongly agree. Circle your response.

|                                                                                                                                                         | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| The labor pool is becoming more culturally diverse.                                                                                                     | SD                | D        | N       | A     | SA             |
| It is the same to manage US-born and foreign-born employees.                                                                                            | SD                | D        | N       | A     | SA             |
| Foreign-born employees are more likely to stay in the job longer than US-born employees.                                                                | SD                | D        | N       | A     | SA             |
| It is easier to manage US-born employees than foreign-born employees.                                                                                   | SD                | D        | N       | A     | SA             |
| Foreign-born employees are more motivated in their jobs than US-born employees.                                                                         | SD                | D        | N       | A     | SA             |
| Our organization has a culturally-diverse workforce.                                                                                                    | SD                | D        | N       | A     | SA             |
| In the future, more minorities and fewer whites will be in the U.S. labor pool.                                                                         | SD                | D        | N       | A     | SA             |
| US-born employees have higher goals in their jobs than foreign-born employees.                                                                          | SD                | D        | N       | A     | SA             |
| Employees who understand other cultures are better able to meet guests' needs in the hospitality industry.                                              | SD                | D        | N       | A     | SA             |
| Foreign-born employees are more reliable than US-born employees.                                                                                        | SD                | D        | N       | A     | SA             |
| US-born employees are more efficient than foreign-born employees.                                                                                       | SD                | D        | N       | A     | SA             |
| Foreign-born employees make very good supervisors.                                                                                                      | SD                | D        | N       | A     | SA             |
| Our organization prefers to hire employees who understand other countries and their cultures.                                                           | SD                | D        | N       | A     | SA             |
| Managers who understand values of cultural groups are more effective in training employees.                                                             | SD                | D        | N       | A     | SA             |
| Foreign-born employees usually fill lower level jobs.                                                                                                   | SD                | D        | N       | A     | SA             |
| As the number of foreign-born employees increases, a manager's job in supervision becomes more difficult.                                               | SD                | D        | N       | A     | SA             |
| Sensitivity to family needs of foreign-born employees, such as child care and transportation, will lower turnover and increase motivation.              | SD                | D        | N       | A     | SA             |
| Creating career ladders for foreign-born employees who are better educated or who want to increase their skills will encourage them stay in their jobs. | SD                | D        | N       | A     | SA             |
| Managers with international experience (ie. travel or field experiences) will be more successful in our company.                                        | SD                | D        | N       | A     | SA             |
| Managers must be familiar with employees' cultural backgrounds to manage effectively.                                                                   | SD                | D        | N       | A     | SA             |
| Managers who are multilingual will have a better chance of being hired by our organization.                                                             | SD                | D        | N       | A     | SA             |

#### PART IV. DEMOGRAPHIC CHARACTERISTICS

Please answer the following questions about your company and yourself so that we can analyze the results of this survey.

Estimate the percentage of your workforce that is US and foreign born.

\_\_\_\_\_ US-born  
\_\_\_\_\_ Foreign-born

What percentage of your workforce is in the following groups?

\_\_\_\_\_ American Indian/Eskimo  
\_\_\_\_\_ Asian/Pacific Islander  
\_\_\_\_\_ Black  
\_\_\_\_\_ Hispanic/Spanish Surname  
\_\_\_\_\_ White  
\_\_\_\_\_ Other

Estimate the percentage of guests your company had last year from the following areas.

\_\_\_\_\_ Africa  
\_\_\_\_\_ Asia  
\_\_\_\_\_ Australia  
\_\_\_\_\_ Europe  
\_\_\_\_\_ North America  
\_\_\_\_\_ Central & South America

Which of the following best describes the ownership of your company?

- 1 United States
- 2 Foreign
- 3 Combination of US and foreign

In which of the following markets does your company operate?

- 1 United States
- 2 International
- 3 United States and International

How many operations does your organization have outside the U.S.?

- 1 5 or less
- 2 6 - 19
- 3 20 - 49
- 4 50 or more

How many operations does your organization have in the U.S.?

- 1 49 or less
- 2 50 to 59
- 3 60 to 69
- 4 70 to 79
- 5 80 to 89
- 6 90 to 99
- 7 100 or more

**What is your gender? (please circle one)**

- 1 female
- 2 male

**What is your age? (please circle one)**

- 1 20-29
- 2 30-39
- 3 40-49
- 4 50-59
- 5 over 60 years

**Which of the following best describes your ethnic group?**

- 1 American Indian/Eskimo
- 2 Asian/Pacific Islander
- 3 Black
- 4 Hispanic/Spanish surname
- 5 White
- 6 Other, specify \_\_\_\_\_.

**What is the highest level of education you have completed?**

- 1 high school
- 2 some technical school
- 3 technical school
- 4 some college or specialized training
- 5 college
- 6 graduate or professional training degree

**If you have a college degree, what was your major?**

\_\_\_\_\_.

**How long have you been in your current position?**

- 1 less than 5 years
- 2 5 to 9 years
- 3 10 to 14 years
- 4 15 to 20 years
- 5 more than 21 years

**Thank you for your assistance**

**APPENDIX C**  
**COVER LETTER FOR PILOT TEST**

---

THE UNIVERSITY OF TENNESSEE  
KNOXVILLE



College of  
Human Ecology

Nutrition and  
Food Science

September 1, 1990

Dear Personnel/Human Resources Director:

Cross-cultural interactions have increased in the hospitality industry as the workforce has become more culturally diverse. Thus, supervision may be more challenging. To make recommendations for training and education of future managers, we need your assistance in identifying training practices and job requirements related to different cultures.

Please take about 15 minutes to complete the enclosed questionnaire. It is numbered only so that we may send reminders to those individuals who do not respond. Be assured that your responses will be held confidential and that results will be reported only as group data. Please return the questionnaire in the enclosed addressed, postage-paid envelope.

Thank you for your invaluable assistance. Your response is vital to the success of this research project.

Sincerely,

Magali O. Gamio  
Graduate Teaching Assistant

Jeannie Sneed, PhD, RD  
Assistant Professor

enclosures

**APPENDIX D**  
**QUESTIONNAIRE CRITIQUE FOR PILOT TEST**

## QUESTIONNAIRE CRITIQUE

We want to make sure that this questionnaire and cover letter are clear and easy to respond to before starting our research project. Please assist us by answering the following questions. Revisions will be made based on your suggestions and comments.

1. Does the cover letter provide a clear understanding of the purpose of the study?

☐ Yes  
☐ No

If no, what suggestions do you have for improving the cover letter?

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2. Are instructions for completing the questionnaire clearly stated?

☐ Yes  
☐ No

3. Are questions stated clearly?

☐ Yes  
☐ No

If no, which questions are not clear? \_\_\_\_\_

4. Are instructions for returning the questionnaire clear?

☐ Yes  
☐ No

5. Approximately how long did it take you to complete the questionnaire?

\_\_\_\_\_ minutes

6. Do you think that corporate personnel directors will have the necessary information to answer these questions?

☐ Yes  
☐ No

If no, which questions would they not be able to answer?

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THANK YOU FOR YOUR ASSISTANCE

## **APPENDIX E**

### **COVER LETTER FOR RESEARCH QUESTIONNAIRE**

November 2, 1990

Dear Personnel/Human Resources Director:

Cross-cultural interactions have increased in the hospitality industry as the workforce has become more culturally diverse. Thus, supervision may be more challenging. To make recommendations for training and education of future managers, we need your assistance in identifying training practices and job requirements related to different cultures.

Please take about 15 minutes to complete the enclosed questionnaire. Be assured that your responses are anonymous and that results will be reported only as group data. Please return the questionnaire in the enclosed addressed, postage-paid envelope. If you are interested in a summary of study results, please return the enclosed postage-paid postcard.

Thank you for your invaluable assistance. Your response is vital to the success of this research project.

Sincerely,

Magali O. Gamio  
Graduate Teaching Assistant

Jeannie Sneed, PhD, RD  
Assistant Professor

enclosures

**APPENDIX F**  
**SUMMARY OF RESULTS REQUEST**

I am interested in the results of your survey on "Cross Cultural Training in the Hospitality Industry." Please send me a summary of the results.

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX G**  
**FOLLOW-UP POSTCARD**

December 3, 1990

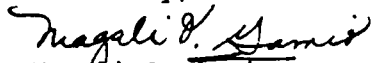
Dear Personnel/HRM Director:

You recently received a questionnaire on Cross Cultural Training in the hospitality industry. Results of this study will be used to make recommendations for training and education of future managers.

If you have already completed and returned the questionnaire, please accept our sincere thanks. If not, please take a few minutes to complete it and return it to us.

Your response is greatly valued and needed. Thank you for your time and consideration!

Sincerely,



Magali O. Gamio  
Graduate Teaching Assistant



Jeannie Sneed, PhD, RD  
Assistant Professor

**APPENDIX H**

**COVER LETTER FOR SECOND MAILING OF  
RESEARCH QUESTIONNAIRE**

January 22, 1991

Dear Personnel/Human Resources Director:

The increasing cultural diversity in the hospitality industry is likely to have a big impact on management in the future. So that universities can do a better job of training future hotel managers in the area of cross cultural interactions, it is important that we get some information from YOU about needs in the industry.

Please take about 15 minutes to complete the enclosed questionnaire on cross-cultural training in the hospitality industry. Your response is anonymous and data only will be reported as group data. Please return the questionnaire to us in the enclosed self-addressed, postage-paid envelope by February 15.

Again, we NEED your response so that our results will be meaningful. We appreciate your assistance in this research study.

Sincerely,

Magali O. Gamio  
Graduate Student

Jeannie Sneed, PhD, RD  
Assistant Professor

enclosure: questionnaire  
                  envelope

**APPENDIX I**  
**FOLLOW-UP LETTER**

February 22, 1991

Dear Personnel/Human Resources Director:

HELP! You recently received a survey on Cross-Cultural Training and we NEED your response. To date, only 17% of the personnel directors who were sent the survey have responded; that is not a large enough sample for us to make recommendations. We believe this study will be useful to the hotel industry and to educators preparing future managers for the industry. In fact, the editor of HOSTEUR magazine, a publication for students in hotel and restaurant programs published by the Council on Hotel, Restaurant, and Institution Education (CHRIE), has asked us to write a short article for the spring issue on what personnel directors think is important training for students in the area of cross-cultural management.

We know that you are an extremely busy professional, so we have made every effort to develop a questionnaire that should only require about 15 minutes to answer. If you do not feel comfortable completing any portion of the survey, please complete as much as you can. As we promised, your response is anonymous.

If you have already returned your survey, we thank you very much. If not, please return your questionnaire as soon as possible. Should you need another copy of the questionnaire, please call Dr. Sneed (615-974-5445) and we will mail you a copy. Thank you, your help in this study is MOST appreciated.

Sincerely,

Magali O. Gamio  
Graduate Student

Jeannie Sneed, PhD, RD  
Assistant Professor

**APPENDIX J**  
**TELEPHONE SURVEY**

## TELEPHONE SURVEY

### PART I. CROSS-CULTURAL TRAINING

Do you provide cross-cultural training to **MANAGERS AND SUPERVISORS** in order for them to perform more effectively when working with employees and guests from different cultures?

- 0 NO
- 1 YES

If YES, what type of training do you provide?

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If NO, why not?

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Do you provide cross-cultural training to your **NON SUPERVISORY** employees in order for them to perform more effectively on their jobs?

- 1 YES
- 2 NO

If YES, what subjects are covered?

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If NO, why not?

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## PART II. JOB REQUIREMENTS FOR EMPLOYEES

1. Is speaking ability in a foreign language an advantage for obtaining employment with your company?

- 0 NO  
1 YES

If no, skip to question 3.

Is it important for:

- 1 Managerial employees  
2 Supervisory employees  
3 Non-supervisory employees

2. How important are the following languages using the scale very important, important, some importance, not important?

|          |   |   |   |   |
|----------|---|---|---|---|
| Arabic   | 3 | 2 | 1 | 0 |
| Chinese  | 3 | 2 | 1 | 0 |
| French   | 3 | 2 | 1 | 0 |
| German   | 3 | 2 | 1 | 0 |
| Japanese | 3 | 2 | 1 | 0 |
| Korean   | 3 | 2 | 1 | 0 |
| Spanish  | 3 | 2 | 1 | 0 |

Are any other languages important for your company?

|       |   |   |   |   |
|-------|---|---|---|---|
| _____ | 3 | 2 | 1 | 0 |
| _____ | 3 | 2 | 1 | 0 |
| _____ | 3 | 2 | 1 | 0 |

3. Using the rating scale very important, important, some importance, and not important how important are the following college courses for managers?

|                                  |   |   |   |   |
|----------------------------------|---|---|---|---|
| anthropology                     | 3 | 2 | 1 | 0 |
| foreign language                 | 3 | 2 | 1 | 0 |
| geography                        | 3 | 2 | 1 | 0 |
| international management         | 3 | 2 | 1 | 0 |
| international marketing          | 3 | 2 | 1 | 0 |
| personnel management             | 3 | 2 | 1 | 0 |
| public relations                 | 3 | 2 | 1 | 0 |
| sociology                        | 3 | 2 | 1 | 0 |
| Are any other courses important? |   |   |   |   |
| _____                            | 3 | 2 | 1 | 0 |
| _____                            | 3 | 2 | 1 | 0 |
| _____                            | 3 | 2 | 1 | 0 |

### PART III. DEMOGRAPHIC CHARACTERISTICS

Please answer the following questions about your company and yourself so that we can analyze the results of this survey.

Estimate the percentage of your workforce that is US and foreign born.

\_\_\_\_\_ US-born  
 \_\_\_\_\_ Foreign-born

What percentage of your workforce is in the following groups?

\_\_\_\_\_ American Indian/Eskimo  
 \_\_\_\_\_ Asian/Pacific Islander  
 \_\_\_\_\_ Black  
 \_\_\_\_\_ Hispanic/Spanish Surname  
 \_\_\_\_\_ White  
 \_\_\_\_\_ Other

Estimate the percentage of guests your company had last year from the following areas.

\_\_\_\_\_ Africa  
 \_\_\_\_\_ Asia  
 \_\_\_\_\_ Australia  
 \_\_\_\_\_ Europe  
 \_\_\_\_\_ North America  
 \_\_\_\_\_ Central & South America

**Which of the following best describes the ownership of your company?**

- 1 United States
- 2 Foreign
- 3 Combination of US and foreign

**In which of the following markets does your company operate?**

- 1 United States
- 2 International
- 3 United States and International

**How many operations does your organization have outside the US?**

- 1 5 or less
- 2 6 - 19
- 3 20 - 49
- 4 50 or more

**How many operations does your organization have in the US?**

- 1 49 or less
- 2 50 to 59
- 3 60 to 69
- 4 70 to 79
- 5 80 to 89
- 6 90 to 99
- 7 100 or more

**What is your gender?**

- 1 female
- 2 male

**What is your age?**

- 1 20-29
- 2 30-39
- 3 40-49
- 4 50-59
- 5 over 60 years

**Which of the following best describes your ethnic group?**

- 1 American Indian/Eskimo
- 2 Asian/Pacific Islander
- 3 Black
- 4 Hispanic/Spanish surname
- 5 White
- 6 Other, specify \_\_\_\_\_

**What is the highest level of education you have completed?**

- 1 high school
- 2 some technical school
- 3 technical school
- 4 some college or specialized training
- 5 college
- 6 graduate or professional training degree

**If you have a college degree, what was your major?**

\_\_\_\_\_

**How long have you been in your current position?**

- 1 less than 5 years
- 2 5 to 9 years
- 3 10 to 14 years
- 4 15 to 20 years
- 5 more than 21 years

**Thank you for your assistance**

**APPENDIX K**

**COVER LETTER FOR THIRD MAILING OF  
RESEARCH QUESTIONNAIRE**

April 4, 1991

Dear Personnel/Human Resource Director:

The increasing cultural diversity in the hospitality industry is likely to have a big impact on management in the future. So that universities can do a better job of training future hotel managers in the area of cross cultural interactions, it is important that we get some information from you about needs in the industry.

Please take about 15 minutes to complete the enclosed questionnaire on cross-cultural training in the hospitality industry. Your questionnaire has a code number only for follow-up purposes. Please be assured that your responses will be held confidential and that data only will be reported as group data. Please return the questionnaire to us in the enclosed self-addressed, postage-paid envelope by April 15.

We need your response so that our results will be meaningful. We appreciate your assistance in this research study.

Sincerely,

Magali O. Gamio  
Graduate Student

Jeannie Sneed, PhD, RD  
Assistant Professor

enclosure: questionnaire  
                  envelope

## VITA

Magali Ortigosa Gamio received her Bachelor of Science degree in Hotel Management at Montemar University, Lima, Peru in December 1987. She obtained a bilingual executive secretary certificate and studied at the Business Administration Peruvian Institute for a year. She is fluent in Spanish and French and obtained her French "diplome de Paris" at the Alliance Francaise de Lima.

She worked at the front desk in a distinguished hotel in Lima, Peru for one year. For four years she worked at the managerial level at SILUM, manufacturer and sales of lighting fixtures in Lima.

In the fall of 1989 she began study toward a Master of Science degree in Food Systems Administration at the University of Tennessee, Knoxville. She completed her internship at the Hyatt Regency Hotel in Knoxville. During the 1989-91 academic years she worked as a graduate teaching assistant for the Nutrition and Food Science Department's Quantity Foods Laboratory. A Master of Science degree was awarded in August 1991.

The results of this research study will be presented at the Annual Council on Hotel, Restaurant, and Institutional Education (CHRIE) Conference at the University of Houston, Texas in July, 1991. An article related to this research study was published in the Hosteur magazine, a student edition of the CHRIE Association in May 1991.

The author plans to continue her studies toward a Doctor of Philosophy degree.