

MULTICULTURAL DIVERSITY COMPETENCY OF
HOSPITALITY STUDENTS IN AMERICAN
UNIVERSITIES

By

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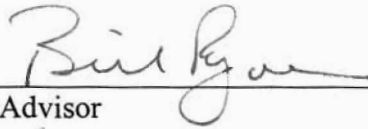
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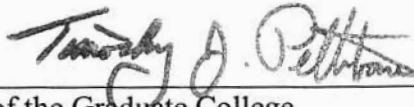
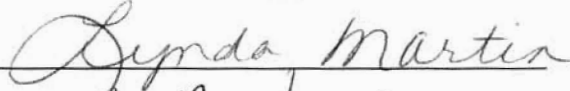
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Thesis Approved:



Thesis Advisor



Dean of the Graduate College

DEDICATION

This thesis is dedicated to my grandmothers,
'Cucu wa Kirinyaga' Priscilla Wakini Ngige, and
'Cucu wa Murang'a' Rhoda Njoki Nyanjui. On whose
knees many battles have been won.

To my grandfather, 'Guka' Stephen Ngige,
thank you for so believing in me at all times.

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I acknowledge first and foremost, God, who has once again in my life proved that He knows the plans He has for me. Who would have ever known I'd be here now? Mwarumba Mwavita, my husband and a pillar in my life, for continually spending himself in support of me and my work I truly appreciate you. Tuzo and Tuli, my lovely boys, thanks for the patience when mama was doing her 'homework', we can now play. I most certainly could never have started let alone finished, without your love and support. Dr. Bill Ryan, my adviser it's been a long journey, and I thank you for your support. Dr. L. Martin and Dr. B. Warde, members of my committee whose effort and enthusiasm was very encouraging. Cathy Hanson, thanks for literally bringing the department to my doorstep. Dr. Leong, Dr. Moreo, Dr. Qu, and Kelly Way at the department were of tremendous encouragement and support, for which I appreciate. Steve Locy, thanks for your assistance in the library. Jessica, OSU mailing, thanks for not tiring.

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To my mother, Mrs. Josephine Wanjiku Macharia this one's for you, for all that you gave up for us to be where we are today, and for the relentless encouragement and reminder that 'mutumia ndarwaraga'. Dad, I wish you were here.

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CHAPTER I

Introduction

Long gone are the days when the workforce looked, thought, and acted in an almost 'homogeneous' manner. Today's workforce is dramatically different in six perspectives, namely age, gender, culture, education, disabilities and values (Jamieson, 1991). The result is a workforce often referred to as a "...cultural salad bowl of diversity, where everyone is tossed together while striving to maintain individual and cultural flavors (Conejo, 2001, p. 17). Managing this workforce is a challenge and opportunity in the hospitality industry, which according to (Iverson, 2000) requires an understanding of the "economic and moral imperative of diversity management". The unfortunate reality of the past is that workforce diversity has been addressed from a legal and human rights viewpoint, which in and of itself cannot bring the desired maximum potential of organizational multicultural diversity.

Historically, higher education hospitality management programs were established by representatives through the cooperation of both industry and academe, with the aim of meeting industry needs (Barrows, 1999). Education program philosophy common in higher education programs placed great emphasis on the academic and experiential learning process as being ideal for development of students well equipped for the workforce. The idea was to have graduating students that were not only academically prepared, but also possessing practical management and interpersonal communication skills.

According to census reports, America's demographic make up has seen former workplace minorities quickly becoming majorities. Workforce 2000, a report from the

Hudson Institute, "...projects that from 1985 to 2000, people of color, women, and immigrants will constitute 85 percent of the growth in the nation's workforce. By the year 2000, only 15 percent of the net increase in the workforce will be white males" (Griggs & Louw, 1995, p.16). The country has also experienced a large influx of immigrants, legal and illegal. Today's hospitality manager therefore, must be adequately competent, knowledgeable and skillful to interact with a culturally diverse workforce and customer base. Developing skills to manage a diverse workforce calls for a specific focus directed toward; "a thorough knowledge of all cultural groups involved, familiarity with Equal Employment Opportunity (EEO) rules and regulations, and a commitment to tailoring approaches appropriate to the individual, based on flexibility" (Jamieson, 1991, p.158).

Multicultural diversification of the American population has meant that the hospitality industry has an increasingly wider and more diversified customer and employee base. The industry must also respond to an increased change in the cultural make up of hospitality business owners, vendors, and boards of directors. Cox, (2001) indicates that diversity management can be seen to be focused on two levels, organizational and individual. Mismanagement of workplace diversity at these levels can be directly linked to affecting personal job performance, promotion and compensation. On the organizational level, this affects areas such as employee turnover, creativity, problem solving, and profits. The implications of multicultural diversity play a key role in affecting the overall performance of individuals and entire organizations. This reiterates the importance with which multicultural diversity is a variable that the hospitality industry cannot ignore and more so the education of hospitality students who are potential hospitality industry employees, and owners.

Hospitality education is entrusted to prepare professionals who are industry savvy by conducting educational activities 'designed to enhance overall employee competence in a specified direction and beyond' (Nadler, 1970). It is essential that hospitality education be proactive and responsive to the dynamic multicultural trends existent in the current environment. The question raised in is whether hospitality education programs have kept up with the reality of the industry's multicultural diversity demographics and resulting needs.

Research has been conducted by various researchers on the importance of multicultural diversity in counseling, research education, and organizations (Cox, 2001, D'Andrea, Daniels, & Heck, 1991; Pedersen, 1991; Ponterotto & Casas, 1987; Sue, 1991). The objective of these studies has often been the measurement of diversity to establish whether there is any correlation between a diversity friendly environment and the overall well being – including financial- of the organization. Indicators for this correlation include

- Absenteeism
- Turnover/retention rates (especially of key classes of employees) and associated costs.
- Proportion of employment offers accepted.
- Penetration into diverse market segments.
- Customer and employee morale and satisfaction.
- Productivity and creativity.
- Cycle time for work teams.
- Litigation costs.
- Organizational reputation

- Expatriate assignments terminated prematurely.
- Success or failure of mergers and acquisitions.

Diversity training, and policies abound in support for the diversity initiative, as evidenced by corporate and educational institutions, which have mission statements replete with diversity friendly language. However, literature on multicultural management competency levels of graduating hospitality students is was not found.

Multicultural management competency assessment is important as it sheds valuable information for educators and industry with regard to curricula development needs, and industry trends interpretation. The self -evaluation of graduating students is an indicator determining graduating student efficacy in multicultural diversity. As potential hospitality employees and managers, graduating students will be exposed to a highly multicultural industry.

Problem Statement

Despite the reality of workplace multicultural diversity, hospitality education does not necessarily prepare students with awarness, knowledge, and skills that they need for professional success.

Purpose and Research Objectives

The purpose of this study is to assess multicultural knowledge, awareness, skills and levels of senior undergraduate, and masters and doctoral hospitality students

1. To assess their multicultural knowledge, skills and awareness competency levels.
2. To identify and describe multicultural diversity education material, courses and or experiences in the hospitality higher education programs.
3. To identify student preparedness for workplace multicultural diversity.

Assumptions

The following assumptions were made for this study:

1. Respondents answered the questionnaire honestly and accurately.
2. Respondents related their entire higher education hospitality experience when answering questions on survey.

Limitations

The research is limited in scope due to the following

1. The study did not assess the multicultural competency levels of students prior to their hospitality higher education experience, and as such the study does not

adequately isolate and assess multicultural efficacy attained during the higher education experience.

2. There is no way to ascertain how truthful the participants were.

Definition of Terms

Awareness: Accurate and appropriate attitudes, opinions and assumptions about a culture. (Pedersen, 1988).

Diversity: “Diversity is the variation of social and cultural identities among people existing together in a defined employment or market setting. Social and cultural identity refers to the personal affiliations with groups that research has shown to have significant influence on people’s major life experiences, including gender, race, national origin, religion, age cohort, and work specialization. Employment and market systems include churches, schools, factory work, teams, industrial customers, end-use consumers, military units and so on. The geographical scope of the employment-market settings includes local, regional, national and global settings” (Cox, 2001, p. 4).

Graduating students: This will include senior undergraduate, masters, and doctoral hospitality students enrolled in hospitality programs in the academic year 2002/2003.

Hospitality industry: This includes hotels and restaurants, but also food service, lodging services travel related services convention and meeting services.

Hospitality higher education programs: These are post secondary institutions offering continuing education in the hospitality discipline.

Knowledge: Comprehension and information on culture.

Multicultural Diversity: According to Cox, (1993) "... the concept of culture refers to differences in values, behavioral norms, goal priorities, and ways of thinking that distinguish one group of people from other groups " (p. 147).

Skills: A basic development of capabilities to appropriately relate with people of different cultures.

Organization of the Study

Chapter I is an introduction that offers background information on what the issue or problem area is necessitating this study. Included in the chapter are the problem statement, purpose and research objectives, assumptions, limitations, definition of terms and organization of the study. Chapter II is a review of literature related to the diversity initiative, workplace diversity, hospitality program response to multicultural diversity, and individual multicultural efficacy development. Chapter III identifies the methodology of the study. Chapter IV is a description of the research findings after administration of questionnaires. Chapter V has an analysis of data, implications of the study, and recommendations for further research based on findings of the study.

CHAPTER II

LITERATURE REVIEW

Introduction

Imagine I have three one-dollar bills in my hand. One of the three bills came from a Caucasian American, the other from an African American and the last one from a Latino. Just by looking at the three bills, could you tell which of the three dollars came from the Caucasian American, African American, or American of Latino descent? Which of the three one-dollar bills is of greater value? And which of these dollars, as a hospitality business operator can you afford to ignore, and leave on the table? This was an illustration used by Mr. Jerry Fernandez (Fernandez, 2002), in the marketing video for the Multicultural Foodservice and Hospitality Alliance (MFHA).

The economics of Multicultural diversity are as vivid as the above paraphrased illustration. Response towards Multicultural diversity in America has had the hospitality industry leaving money on the table, directly or indirectly. The economic card of multicultural diversity should be a key impetus, though not the exclusive one, for *engaging and managing multicultural diversity*.

The hospitality industry is been plagued by multiculturally based resource - human, financial, and time - losses. This is evident in the numerous discrimination litigation, boycotts, high turnover rates, and time allocated to conflict management. In many cases this has propelled the industry to make all adjustments and accommodations to curb the losses, whereas in some, no changes of lasting consequences have been made, leaving the organizations vulnerable to even more losses.

Today's hospitality worker must be comfortable integrating with an increasingly multicultural environment, not only because of the legal requirement to do so, but because managing diversity offers value added product and service delivery.

Management of diversity should not be compartmentalized as the sole forte of the Human Resource Department because it is a value that should permeate the entire organization regardless of profession.

Long gone are the days when the workforce looked, thought, and acted in an almost 'homogeneous' manner. The American workforce has gradually changed in the direction away from the past dominance of the European-American male, towards broader, more women and minority inclusive trends. Johnston and Packer (1987) refers to this trend as the continued change in labor market's primary reliance on white males, with more representation by females, minorities, and immigrants. The influx of legal and illegal immigrants to America, has resulted in shifts within the labor markets, as they have provided labor in a labor starved hospitality industry. Legal guest worker programs, and some illegal hiring practices have seen a hospitality industry characterized by the highest employer of minority and immigrant labor. In finding employment, minorities and immigrants have created a base of workers of different gender and ethnic description, contributing to dramatic worker demographic shifts. The United States has prided itself on being a nation of immigrants, a nation in which peoples from around the world are welcomed and given the opportunity to prosper (Schoeni, McCarthy, & Vernez, 1976). The workforce in America today, is consequently dramatically different in six perspectives, namely age, gender, culture, education, disabilities and values (Jamison, 1991). The resulting workforce is best referred to as a cultural salad bowl of diversity, with everyone

tossed together while striving to maintain individual and cultural flavors. These same employees, who were formerly not considered as players in the markets, have after finding employment been economically powered, and have turned around to become a new consumer who cannot be ignored.

As a result of a more heterogeneous workforce, some organizational cultures and goals have shifted from assimilation and standardization to the engagement and management of diversity, in a bid to harness the energy and resources present. The celebration of diversity model has been presented and proved as having propelled organizations towards achieving their objectives more efficiently and creatively in an increasingly global economy. This has been done through management of diversity which is defined as "...management policies and techniques that enable a heterogeneous workforce to perform to its potential in an equitable work environment where no one group has an advantage or disadvantage" (Woods, & King, p. 281)". Specific ways in which this has been done includes through multicultural training, policy shifts, culture specific marketing and advertising initiatives, hiring of qualified people of various multicultural backgrounds retaining and promoting them, and increased multicultural vendor business relations.

Justification for managing the current multicultural shift presents itself in the vivid reality of actual demographic results reported in census data, social justice, economic viability, and ethics. According to (Iverson, 2000) the hospitality industry, requires an understanding of the economic and moral imperative of diversity management.

While organizational efforts in managing multicultural diversity have been studied, and are largely measurable, the same cannot be said of hospitality higher education's commitment to preparing its graduates for a multiculturally diverse environment.

Historically, higher education hospitality management programs were established by representatives from both industry and education, with the aim of meeting industry needs (Barrow, 1999). Education program philosophy common in higher education programs was established to emphasize on the academic and experiential learning process. This adequately reflects industry need for managers and employees who are not only academically prepared, but also in possession of practical management and interpersonal communication skills. To develop skills for managing a diverse workforce calls for a focus directed toward; “a thorough knowledge of all cultural groups involved, familiarity with EEO rules and regulations, and a commitment to tailoring approaches appropriate to the individual, based on flexibility” (Jamieson, 1991, p.158). Hospitality education is entrusted to prepare professionals who are industry savvy by conducting educational activities that keep up with, if not forecast, industry trends. It is essential that hospitality education be proactive to industry trends. “What was required from hospitality institutions in the U.S. were qualified recruits who would not only perpetuate ongoing business but would also create new businesses through dynamic innovations in market ...” (Cullen, 1993). In a study of Boston University Hospitality graduates by Cullen (1993), only 4 out of 129 graduates between the years 1983 and 1991 responded as no longer being employed in the hospitality industry. Evidently therefore, a vast majority of actual hospitality graduates find employment and stay in the hospitality industry. The study further indicated that most of the respondent’s positions reflected a managerial role, implying decision making responsibilities, and increased human interaction.

Although numerous research has been conducted on actual workforce diversity, little is known on how hospitality higher education has responded to the multicultural diversity

mandate. Has hospitality higher education continued its liaison with the industry by producing graduates who are keyed in, or at least sensitized to the reality of a multiculturally diverse workplace environment?

Multicultural assessment is important as it sheds valuable information for educators and the industry with regard to curricula development trends. Self-evaluation is a major factor in determining individual efficacy in preparation for an increasingly multicultural industry. It sheds better understanding on the ability of hospitality graduates to thrive as managers in multicultural situations that directly relate to their performance, job satisfaction and retention. If perception is reality, this study aims at studying how hospitality higher education students perceive their multicultural knowledge, skills and awareness.

History of Multicultural Diversity in America

Diversity in Aboriginal America

Before the colonization of America, there possibly existed 10 million aboriginal Native Americans and they had at least 200 distinct societies, each speaking different languages and dialects (Parrillo, 1995). They had distinctly differing cultural systems, but mainly established primary relationships through a clan and friendship system. Some of these groups, like the Cherokee, and Pueblo, were matrilineal, while others were patrilineal. In the Northwest Coast, there existed two social classes in society, the free and the slaves - who were obtained as prisoners from raids. "Religious beliefs

permeated every aspect of Native American life” (Parrillo, 1995, p. 32), but depending on the group, the religious systems were either simple or complex. Paramount to the Native American culture was that humans were embedded in nature, and were to live harmoniously. This is a concept that differed and caused conflict with their European colonizers who believed that nature was something meant to serve them (Parrillo, 1995). The arrival and conquest of the ‘White man’ resulted in myriad catastrophes, ranging from new strange diseases such as smallpox that wiped out entire villages, loss of land, depletion of the environment and tribal disintegration. Their conquerors viewed them as single entities, and what some of the aboriginal Americans did was attempt to assimilate European ways as a means for survival. Others held on to their cultural identity. American sociologist Milton Gordon defines assimilation as a step beyond acculturation - adaptation to cultural patterns and values of a dominant group, but one including a shift of identity (Baubock, Heller, & Zolberg, 1996). Rae and Cylture, (1950) offered a universal cycle theory suggesting that all groups go through a progressive, irreversible process of contact, competition, accommodation, and eventual assimilation. Evidently, we see that diversity in America existed since the aboriginal age. The cultural groups then were not homogeneous, but divided along various lines of wealth, prestige and power, region of residence, religion, and any number of other criteria (Healey, 1996).

Diversity in Colonial Times

The English colonized America during this era, and the famed 13 English colonies fought for their independence from England. What followed was immigration to the new land in search for opportunity, and this dramatically altered the population mix in

America. In the early 18th Century, the British government due to labor shortages experienced in Britain limited immigration to America. America saw a large influx of men and women of other European descent settling in various geographical locations within the country. These new settlements reflected their homelands as exemplified by New Orleans, which was predominantly French. According to Healey (1997) immigrants have some control over their destination and position in the host society.

People of African origin also came to the new land through enslavement, to meet the increasing need for labor. Unlike their counterparts whose immigration was voluntary, they did not have control over their destination and position in the host society. Africans adapted to the new reality and overcame tribal barriers through 'ethnogenesis', which is defined as an acculturation process whereby a group maintains some of its cultural attributes, modifies or drops others and adopts some of those of the host society (Parrillo, 1995).

The 'Noel Hypothesis' helps to explain how the contact situation shapes all subsequent relationships between dominant and minority group. The central idea is that if groups come together in a contact situation that is characterized by ethnocentrism, competition and a differential in power, then some form of racial or ethnic stratification will result. Noel, (1968), & Healey, (1997). This explains why colonists chose to enslave Africans rather than Native Americans or White indentured servants who were either Irish, Catholic, criminals, or paupers. Competition existed between colonists and all these three groups. Natives were better-organized fighters, were in larger numbers, and the colonists' cannons were only marginally better than Natives' bows and arrows. White

indentured servants were preferred over Black indentured servants. The latter did not choose to be in America, had no bargaining power and were viewed as sub human. Religion played a major role in colonial America. Through religion, gender roles were defined, and an important value during this age was on wives submission to their husbands. “In the 17th Century, religion was an all-encompassing force that helped people endure the hardships and sacrifices of daily life in settlements often established as virtual theocracies” (Parrillo, 1995, p.48). By the 18th Century, secular humanitarian and rationalism forces lessened the force of religion although it remained an important social influence (Parrillo, 1995).

Max Weber (1864 – 1920) a German sociologist noted that inequality involved more dimensions than just economic and added two sources of stratification; which were prestige and power (Healey, 1997). Washington’s troops defeated the English during the American Revolution, and this success is partly attributed to the multicultural elite who played key roles in military strategy, leadership and actual warfare. Internally, other interracial clashes caused protracted warfare during this era. Notably were uprisings from African slaves and Native Americans, who had been “... forced into minority status by the superior military and political power of the dominant group” (Healey, 1997, p. 68).

Diversity in the Early National Period

The American Revolution saw the birth of a nation. Cultural differences had been shed in the fight for American independence, and this resulted in a reduction of the social distance between the groups, and a lessening of cultural barriers. Emory Bogardus in

1926 invented the social distance scale, which measures the "...degree of intimacy to which an individual is willing to admit persons of other groups." (Healey 1997, p. 37). Patriotism saw a distinct America emerge from the intermingling of ethnic soldiers and support groups during the American Revolution. After the war, traditional gender role relationships reasserted themselves due to the temporal disruption in traditional division of labor and status during the war.

Classic sociological theorists Karl Marx and Max Webber offered contrasting analyses about the interrelationship between religion and those in power. Weber saw Calvinist beliefs as an important influence on the emergence of capitalism and reinvestment of profits as a foundation of power and affluence. Marxism propagated that the dominant religion was that of the economically and politically dominant class (Parrillo, 1995). Meridith McGuire suggests, Christianity may have pacified some slaves and dulled the anger that often fuels rebellion (Parillo, 1995, p. 63).

The first national census in 1790 revealed that America was a socially diverse nation of predominantly rural societies. It was the few elite, who lived in cities, that controlled power and wealth. By 1820 America doubled in size mainly as a result of natural multiplication, and new territory was purchased (Parrillo 1995). "American culture at this point emerged having three major value orientations: political democracy, individual enterprise, and commitment to the institutionalization of a Protestant culture" (Parrillo 1995, p.72).

Diversity in the Expansion Age

Push and pull factors continued to see an influx of emigrants to America, and settlement patterns from colonial times manifested themselves again. “Industrialization- Push and pull factors to the United States underlie the massive transfer of population from the Old World to the New” (Healey, 1997, p. 87). Immigrants were clustered together in culturally distinct communities.

In the Native American arena, assimilation was touted and tribes such as the Cherokee, Chickasaw, Choctaw, Creek and Seminole (The Five Civilized Tribes) attempted to assimilate the White man’s way “...rather than lose further power through resistance” (Parrillo, 1995 p. 85). Reserves in places like the Oklahoma Territory is where militant Native Americans were ‘marched to’. Creating a distinct cultural difference between those that resisted and those that assimilated.

The Africans in America population was also experiencing diversity within themselves. Some slaves in the North had been freed, and those in the South were not. Among the slaves, those that worked on the fields were treated as of a lesser caliber than those that worked as domestic house workers, or skilled workers. The African American culture revolved around three elements; religion, family and music. “Immigration is a major force accelerating social and cultural change. Both the receiving group and the group of immigrants inevitably affect each other” (Baubock, 1996, p. 9).

Chinese immigrants arrived in search for gold and to work briefly. They brought with them a new dimension of diversity that was neither Western nor Christian (Parrillo,

1995). Mexican territories were acquired in New Mexico and California at the signing of the Treaty of Guadalupe Hidalgo, resulting in unique new ethnics becoming part of the American population.

Social movements evolved in campaign for rights denied. Feminism movements, and abolitionists were heard during this era, in a campaign against perceived evils and intolerance of diversity.

Diversity in the Industrial Age

An efficient railroad transportation system wielded the nation into an enormous unified market, with a desperate need for labor. The drop in immigration caused by the civil war, saw the Americanization of immigrants, who now earned better wages (Parrillo, 1995). Gender and immigrant diversity issues were pertinent issues of the day, and in 1917 women voting was legalized. Hostility towards minorities through such movements as the Ku Klux Klan, and American Protective Association were common and in retaliation groups such as the Black Panthers were established.

The cause for this intolerance was a failure to acknowledge and understand diversity as a reality of life. Gunnar Myrdal in his 1944 analysis of American race relations '*An American Dilemma*' proposed the "...vicious cycle i.e. a certain condition assumed to be true, and forces are then set in motion to create and perpetuate the original condition" (Healey 1997, p. 35), as a cause for cultural prejudice.

Diversity in the Information Age

The transistor invention of 1948 signaled the dawn of an electronic revolution, and President John F. Kennedy urged an end to national quota immigration restrictions. Baubock (1996), proposed that deregulated movement of people changes the composition of the receiving societies in profound ways raising questions of collective self-identification: “Who are we?” and “Who belongs to us?”. These legitimate questions can be answered in two ways. One being that society is defined in terms of shared cultural and historical identities and the other that societies are cooperative schemes for mutual benefit of their members, no matter their origin (Baubock, 1996). Kennedy’s aim was to forge ahead as one nation of many different cultural contexts.

The Civil Rights Act of 1964 “...had far reaching laws against minority discrimination, and 1968 saw legislation barring discrimination in housing and gave Native Americans greater rights” (Parrillo, 1995, p. 121). Tribalism can be said to be the most basic form of diversity contention, followed by sexism. With time, diversity has evolved to encompass race, culture, gender, sexual orientation, age and physical abilities. In all the cases, it has taken a labor of commitment to achieve recognition by otherwise content with the status quo dominant members of society.

The Cultural Shift

American culture and economy has expanded far beyond its geographical boundaries in an era of globalization. Trade and business partners, competition, mergers, technological advances, and political shifts, have made the world a ‘smaller’ place to be.

Consequently, contact and cooperation with formerly uninvolved cultures has resulted and America cannot assume that the world outside its borders will respond by assimilating. The saying -if you go to Rome do as the Romans do - is no longer the operative phrase in today's social and economic landscape. In order to remain in the game and stay ahead, "it can no longer be assumed that foreign partners and competitors should and must learn our language and culture in order to prosper. Nor can we continue to ignore their languages and cultures and expect to remain prosperous" (Bowser, Jones, & Young (Eds.), 1995, p. xix).

Diversity today is seen to encompass more than gender and ethnic differences to include age, physical abilities, social and economic status, lifestyle, religion, educational background and sexual orientation. Not only does diversity include the factors mentioned above but is also indicated by other factors such as socioeconomic class, education, region of origin, language, life experience, position in the family, personality, job function, rank within a hierarchy, and other such characteristics go into forming an individual's perspective and consequent response to their environment (Griggs, L. B, & Louw, L., 1995). This results in more complex divisions and categories within the population whose unique needs the industry cannot afford to ignore. These are all niches that need exploration and outreach.

These and other generational changes have seen a different kind of worker in the American workplace. Today's worker does not expect to go through life performing repetitive tasks at work like the former workers in the earlier eras, such as the industrial era. On the contrary, the emerging generation expects to change work and careers several times in adjustment to personal or organizational goals. "Emphasis may shift from

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Diversity today is seen to encompass more than gender and ethnic differences to include age, physical abilities, social and economic status, lifestyle, religion, educational background and sexual orientation. Not only does diversity include the factors mentioned above but is also indicated by other factors such as socioeconomic class, education, region of origin, language, life experience, position in the family, personality, job function, rank within a hierarchy, and other such characteristics go into forming an individual's perspective and consequent response to their environment (Griggs, L. B, & Louw, L., 1995). This results in more complex divisions and categories within the population whose unique needs the industry cannot afford to ignore. These are all niches that need exploration and outreach.

These and other generational changes have seen a different kind of worker in the American workplace. Today's worker does not expect to go through life performing repetitive tasks at work like the former workers in the earlier eras, such as the industrial era. On the contrary, the emerging generation expects to change work and careers several times in adjustment to personal or organizational goals. "Emphasis may shift from

having a high degree of specialization to an ability to synthesize large amounts of information. Effective and efficient training and retraining will be necessary across social class, historic nationalities, and racial co-cultures” (Bowser, Jones, & Young (Eds.),1995, p. xix).

Flex-management, is a management paradigm that appreciates individual differences existent in employees, while maintaining that equality does not mean sameness. This management model is “...the antithesis of a ‘one size fits all’ viewpoint. ...The model aims at matching people and jobs, managing and rewarding performance, informing and involving people, and supporting lifestyle and life needs” (Jamieson, & O’Mara, 1991, p. 36). This is one among many management models that have been adopted by organizations in a bid to manage workplace diversity to the best interests of both the individual and the organization.

Immigration, legal and illegal, has had great impact within the American boundaries on issues related to policy, labor markets, and fiscal planning. America is a country that attracts large numbers of immigrants who seek at minimum, a better economic quality of life, and opportunities. Immigration has been a common thread experienced in previous American eras, and remains so to date, with some notable changes. According to Parker, (2001) the year 2001 was documented as having a legal immigration of about 700,000 legal, and an illegal immigration of 200,00 people. What has changed in this era, is the net flow of people seeking migration, policy response to the phenomenon, and the economic impact immigration has had to the nation. Although the actual geographic location of migrants is not evenly distributed throught the country, the challenges and opportunities these groups of people present, are experienced across the board in varying

degrees.

Both government and business need the flexibility to adapt to changing constituencies. The need to constantly monitor change through censuses and surveys is increasing. Our review of Census Bureau surveys and data reveals America's top five trends – diversity, diversity, diversity, diversity and more diversity. (Riche, F. M., & Waldrop, J. in Hughes, W. J. & Seneca, J.J. (Eds.), 1999, p.31).

Organizational Culture in The Hospitality Industry

Managing workforce diversity is a primary challenge faced by the hospitality industry today. In a study by the Hay Group in, 1992, Iverson, (2000) reported that hospitality related organizations

- Understood the economic and moral imperative of diversity and were taking steps to expand opportunities for minorities, women and people with disabilities, but discrimination still existed.
- Mismanaged diversity had long-reaching effects on employee satisfaction and productivity.
- Ignoring the existence and importance of workforce diversity resulted in conflict, and diminished work performance.
- Minority group members felt less valued in an environment characterized by stereotyping, and prejudice.

Few criticisms of the hospitality industry are as well documented as the lack of minority and women managers. While aggregate demographics of the hospitality industries workforces suggests relative diversity, the executive ranks are overwhelmingly

white and male. Despite changing trends predicting that white males will make up only thirty-one percent of workers entering the labor force between 1992 and 2005 (Bureau of Labor Statistics, 1993), there is little evidence to suggest the dominant management of the hospitality industries will not be white males in the foreseeable future. The hospitality industry has been said to be slow to change from the 'old boys' network practices, in relation to other organizations. Historically, this network was used to find and select candidates for higher-level jobs which resulted in the perpetuation of 'like minded' management teams. These informal systems of selection and promotion have perpetuated the situation where adult male white men remain as top level managers.

Hospitality operations have been described as "... hotbeds for equal Employment Opportunity (EEO) abuse and litigation" (Woods, 1997, p.23). These accusations stem from facts such as; the hospitality industry being the largest minimum wage employer in America, having provided for the employment of women and minorities, poor records of promoting them to top-level management, and preferential selection based on appearance.

Past organizational culture was defined by the melting pot metaphor. Assimilation and standardization were deemed the ideal way forward. The result of this was an industry who's workforce did not necessarily reflect the cultural and demographic makeup of its customer base Woods, (1993). The shift today is different because organizations will sooner or later, have to contend to a customer and employee base that is not willing to melt. The new demand is for a flexible, personalized product and service for the customer, and for employees a 'nonhierarchical, flexible, and collaborative management' according to Rossevelt in Harvard Business Review, 2001. The result of such a workforce is an output of creative and dynamic products and services, that are

sensitive to the needs of more than just one pre-determined population segment. Thomas, & Ely, in the Harvard Business Review, (2001), succinctly reported that a more diverse workplace would result in increased organizational effectiveness, lift moral, increase access to new market segments, and enhance productivity.

A History of Hospitality Education

Hospitality education is said to have been established at the beginning in response to the needs of small pioneer hospitality businesses such as inns and taverns. Formal education was offered to those working in these establishments on how to ‘perform various tasks’ Barrows and Bosselman, (1999). As the industry grew from small business operations, to larger businesses, a need for formal education became apparent and apprenticeship programs were initiated in Western Europe, and then to other geographical locations such as America. The apprenticeships were available mainly for back of the house positions and they required several years spent in the programs, to learn the trade. This suited the hospitality industry perfectly at the time as the need was primarily for people having skill-specific training (Fletcher, 1994).

The model of skill-specific training was the approach adopted for several years for the new formal hospitality education, with institutes such as the Culinary Institute of America (CIA) founded in 1946 being an example. From the apprenticeship model evolved four-year programs, which saw the integration of skill-specific training and hospitality related management skills.

The education/experience philosophy is common to most hospitality programs, with

specific practicum experience requirements. The objective for this philosophy is to develop a graduate who is not only theoretically aware about the industry, but one who has also had some real world hospitality experience Barrows & Bosselman, (1999). This philosophy aims at developing an industry sensitive curriculum. The editor of *Restaurant Business*, was quoted by Cullen (1993) as saying that, what graduates of programs such as the one being studied were that they would encounter a workplace where the 'hot issues' of multiculturalism were present and therefore unavoidable. Students in hospitality programs would therefore need preparation through course curricula to deal with such subject areas.

Cornell University, in 1922, was the first institution to offer a formal, four year hospitality management program. The program was established by the coming together of industry professionals from the American Hotel Association (AHA) and academe. In a study of Boston University hospitality graduates, published in 1993, Cullen reported that the idea for the program was first introduced with '...key industry members' who "... helped bring the initial founding committee's idea to fruition". The same alliance of industry and education, saw the establishment of the first two year hospitality program in 1935 at the City College of San Francisco (CCSF). CCSF "...continues to achieve its mission of supplying the local industry with trained professionals who are proficient in technical skills" (Barrows, & Bosselman, 1999, p.7). The key difference between the two and four year hospitality education programs is that two-year programs use a more 'hands on' approach, emphasizing basic technical and supervisory skills, whereas four year programs offer 'more sophisticated and specialized' management education.

Hospitality education has since experienced ‘unprecedented’ growth rate which according to Barrows and Bosselman, (1999) can be attributed to several reasons, key among them being in response to explosive industry growth experienced in the 1960s, 1970s and 1980s. Liaison between education and industry continues. Hospitality curriculum in some educational institutions, has become more specialized in response to the dynamic industry needs. Such changes include the development of courses such as casino management offered in hospitality programs such as the William F. Harrah College of Hotel Administration at the University of Nevada-Las Vegas.

The Cullen study also reported that industry and academic cooperation extends into the classroom through “... industry professionals and practitioners who teach a series of one-credit courses which, under the supervision of our academic faculty, focus upon specific and/or current issues in the industry (Boston University, Advisory Board Reports, 1985).

Higher Education Response to Multicultural Diversity

The collective diversity among institutions of higher learning is one of the great strengths of the American higher education system. Colleges and universities have their own specific and distinct missions, but common among them is the statement, that diversity in “... their student bodies, faculties, and staff is important for them to fulfill their primary mission: providing a quality education (American Council on Education, 1998, p. A9). Barr, Desler & Associates (2000), indicate that if universities hope to serve

the needs of a democratic society, diversity must be preserved as an essential part of these institutions.

Changing demographics in America and the world at large, "...offer an opportunity to broaden the mission of the university to address more effectively the national and international challenges of the twenty-first century and to improve the quality of instruction and outcomes" (Bowser, Jones, & Young, 1995, p. 179). The changes proposed to address the challenges of establishing and maintaining a multicultural university, is moving from the model of an exclusively Eurocentric university model to one that is multicultural Browser, Jones & Young, (1995).

Education is a key component for perpetuating lasting change. In the case of diversity management, the importance of the education process cannot be overstated. While organizations make attempts to offer diversity training, institutions of learning would better inculcate or emphasize the importance and value of diversity management in the 'grassroots' level, in preparation for the workplace. Institutions of higher education need to make a committed effort with resources towards effective delivery of multicultural education. In a study by Astin, (1993) indication was clear that institutional and faculty diversity emphasis had a positive impact on cultural awareness and commitment to providing racial understanding among students. The same positive effects were found where students had had diversity experiences – ethnic studies, courses/workshops, or social interaction and dialogue with another racial or ethnic group. Research was especially compelling in identifying student satisfaction with college and student life whenever these opportunities occurred.

Hospitality management education is, in fact, one segment of the larger hospitality industry. It could be argued that the formal preparation of

industry professionals, via hospitality education programs, is the single most important segment. ... A common misconception is that formal education programs exist to serve the industry-that is not possible, as they are already an integral part of the larger industry. (Barrows and Bosselman, 1999, p.2).

As higher education prepares the future leadership of the country, the minimum standard for staffing should reflect both the current and future society, which is currently heading to increased diversity. The presence of a more diverse staff clearly symbolizes the value the institution places on diversity according to Barr, Desler and Associates, (2000). Although this is the recommendation, higher education has been documented as "...falling short of reflecting a staff that reflects the nation's diversity" (Snyder, Hoffman, & Geddes, 1997). Preparing a campus (department) for its multicultural future requires an immediate investment in human capital in order to proportionately reflect what the societal demographics indicate as expected trends. "A critical number of diverse staff must be in place so that individuals who are in the minority are not isolated, and this also underscores an institution's commitment beyond tokenism and the tremendous value added by a diverse staff" (Barr, Desler, & Associates, 2000, p. 587).

In summary, some reasons why hospitality students must become multicultural in their management approach are; cross cultural conflicts in the workplace are time and money consuming, service delivery is enhanced, customer and employee satisfaction fosters reputable word of mouth which in turn translates to customers walking through your business doors. Organizational strategies that indicate higher education's response to multicultural diversity include; financial resource commitments to multicultural diversity efforts, organizational culture shifts, community service initiatives, and curricula integration.

Hospitality Higher Education Graduates

Hospitality higher education prepares students for work in the service industry, which can be broken down into various segments, which are said "...to be all interrelated yet discrete" (Stutts, in Barrows and Bosselman, 1999, p. 21). These segments include, but are not limited to hotels, restaurants, lodging, resorts, casinos, clubs, convention and meeting planning, hospitality education, institutional foodservice, theme parks, and vendors. A study by Cullen, (1993), was designed to follow up on 129 students who had graduated from the program in Hotel and Food Administration at Boston University, since 1983 to 1991. One of the objectives of the study was to determine where the graduates were employed, and what they were doing, as well as elicit suggestions for improvement of the Hotel and Food Administration Program. Results of the study indicated that 85.5% of the graduates identified were employed in the hospitality industry. While the positions held varied in seventeen different hospitality establishments, geographical locations including Asia and South America, establishment size, and position titles, the titles reflected a managerial role. The implications of which are that the hospitality graduates were heavily involved in the business of handling employees and customers and were in decision making positions.

To the advantage of hospitality management graduates, even with the advent of the technological age, the hospitality industry remains a 'high touch' industry, requiring 'warm bodies' to deliver services. It is predicted that "by 2005 the hospitality industry

will generate a projected gross output of 5.5 trillion and employ over 150 million persons globally (Stutts, in Barrows & Bosselman, 1999, p. 32). This therefore continues to assure hospitality graduates of potentially lucrative positions within the industry of their choice.

Although this study is limited in scope to students of hospitality within the United States of America, it is apparent that hospitality companies have continually expanded beyond the American boundaries. Graduating American students could find themselves in positions where they engage with international business partners, are offered positions as expatriates, or have to invest in overseas markets which "...are frequently viewed as sources of future business growth and lucrative returns" (Kriegl, p.64). Globalization has continued to thrust the hospitality industry outside the domestically intense competition, into foreign markets. Hospitality education has the challenge of preparing its students for such possible ventures, and one way it can do this is tap into the already existing population of international students in hospitality programs.

In the study by Cullen, "...lower satisfaction levels of program preparation were related to the management of people" (Cullen, 1993, p. 65). The opportunity presented to higher education administration therefore, is to better prepare graduating students for human resource management. Comments from respondents with regard to internship-practicum from this study included: 'It prepares you for the "real world"' and 'it is the only way to be exposed to how diverse and complete the hospitality industry is'.

Among general changes that the surveyed alumni proposed were:

- Spend more time teaching students how to handle employee disciplinary conflicts.

- Provide a class that teaches the basics of employee relations, scheduling, and payroll.
- How to handle guest complaints.
- Include a four-credit Human Resource class.
- Triple the amount of international students, their perspective provides great reflections.
- Develop networking system for students and alumni.

In another study conducted in 1990 Brymer and Pavesic, 442 graduates of hospitality programs in the United States, revealed that: “Four year hospitality education programs could do a better job of preparing students for careers in the industry” (Bryner, & Pavesic, 1991, p. 267). In their findings they discovered that 51% of graduate respondents recommended the improvement of type and content of courses offered. Better preparation for the realities of work was the response of 29% of the survey and 20% of the respondents indicated the importance of gaining work experience while attending college.

As the global composition of the available supply of human resources changes, the successful hotel, restaurant, and hospitality business must be successful in integrating older workers, physically and mentally challenged workers, and culturally diverse workers into their operations (Stutts, in Barrows & Bosselman, 1999, p. 33). This will be a key determining survival factor for the hospitality industry. Since multicultural diversity management and engagement is such a critical point of consideration in the industry, educational efforts towards meeting this industrial need should be vigorously pursued.

CHAPTER III

METHODOLOGY

Overview

The chapter on methodology is divided into six areas namely: Overview, Research Design; Population; Instrumentation; Data Collection Procedures; and Data Analysis.

The purpose of this study was to assess multicultural knowledge, skills and awareness levels of senior undergraduate, masters and doctoral hospitality students. There have been several studies assessing how organizations are responding to the multicultural diversity workplace. Higher education mission statements and policies have been structured and in some cases restructured to include diversity, and some curriculum changes have seen the integration of multicultural diversity material and courses. With the exception of the Counseling profession, little has been documented on the assessment of students' internalization of multicultural diversity during their higher education experience, and prior to entering the workforce.

Information from this study will benefit educators by acquiring information on how effective their methods of integrating multicultural diversity has been to their students. For prospective employers, the information can be used as an indicator on how to prepare and respond to graduating students entering the workforce, to best meet their transitional needs such as how to tailor job orientation training.

Research Design

The questionnaire was developed through the study and review of literature, and previously published multicultural diversity instruments. The instruments reviewed were the Multicultural Awareness Knowledge and Skills Survey (MAKSS) (D'Andrea, Daniels, & Heck, 1990), Multicultural Competence Awareness & Skills (MCAS-B) (Ponterotto, Sanchez, & Magids, 1991), and Graduate Students' Experiences with Diversity (GSEDS), (Talbot, D. M., 1992). Pilot testing of the instrument was done with various individuals. A statistician was contacted during and after the instrument design to assess for content, clarity, and design. The Vice President for Multicultural Affairs at Oklahoma State University Dr. Earl Mitchell, critiqued the instrument.

The questionnaire developed for this research (Appendix A) was then submitted to the Institutional Review Board (IRB) of Oklahoma State University for review. Prior to approval, the board required that the researcher contact and obtain documented approval from department heads, and or professors in the various institutions, whose students would be participating in the study. After meeting these requirements IRB approval was granted (Appendix B).

Population

The population for this study was currently registered undergraduate hospitality students, and masters and doctoral hospitality students, in American institutions of higher education that offered all three degrees in hospitality, namely bachelors, masters and

doctorate in one institution . The undergraduate hospitality students targeted were senior students isolated by distributing the survey in a capstone or similar senior level class. Graduate level students were reached through internal informal mailing systems such as departmental mailing, or 'pigeon hole' mailing systems.

Instrumentation

The survey was subdivided into five main sections, demographics, knowledge, skills and awareness sub-scales, and open ended questions. The demographics section dealt with the students' age, gender, ethnicity, education level, major and perception of multicultural diversity in their environment. The sections on knowledge, skills, and awareness were designed to find out what specific information, as defined in the terms section of this study, the students were comfortable with. The section on awareness was designed to find out what the students accurately knew or held assumptions about their cultures, and cultures other than their own. The knowledge section was designed to assess how much they understood, and had information on, and the skills section was intended for assessing basic developmental and actual capabilities of the students in relation to multicultural diversity. The open ended question were used to gather general information on Multicultural Diversity.

Data Collection Procedures

Prior to sending the surveys, phone-calls and or email (Appendix C) were sent to the

various coordinators. Professors teaching the capstone classes, and graduate coordinators were contacted by phone and or email for permission to study their students. Following this initial contact, some of the professors and head of departments requested more information, whereupon the research design and questionnaire were mailed to them electronically. They were also given a summary of the research study, and all but one agreed to have the questionnaire administered to their students. An instruction script, surveys, self-addressed return prepaid envelope, and results request form were mailed to the professors and department heads. They were responsible for the actual distribution or designation for distribution, collection, and mailing of the surveys. Undergraduate students received the questionnaire in class, and response was intended to be during the class session. Instructions for graduate students on the other hand, was to receive their questionnaires through the informal mailing systems within their departments such as individual mail boxes. After completion of the survey, it was to be returned to the designated individual who in turn mailed it back to the researcher in the provided return package. Expedited overnight mail was used to send out the survey to the sample population, and included in the package sent out was an expedited overnight return envelope.

Data Analysis

Data collected on each returned usable survey was entered into the computer and

an analysis using Statistical Package for Social Sciences (SPSS). Data obtained from the surveys was tabulated using frequency tables, and percentages. Results are reported in Chapter IV.

CHAPTER IV

RESULTS

The objective of this study was to assess Multicultural awareness, knowledge, and skills levels of senior undergraduate, masters and doctoral hospitality students in American universities. There have been several studies assessing how organizations were responding to workplace multicultural diversity. Higher education mission statements and policies have been structured and in some cases restructured to include diversity, and some curriculum changes have seen the integration of multicultural diversity material and courses. With the exception of the Counseling profession, little has been documented on the assessment of students' internalization of multicultural diversity during their higher education experience, prior to entering the workforce.

Long gone are the days when the workforce looked, thought, and acted in an almost 'homogeneous' manner. Today's workforce is dramatically different in six perspectives, namely age, gender, culture, education, disabilities and values (Jamieson, 1991). The result is a workforce often referred to as a "...cultural salad bowl of diversity, where everyone is tossed together while striving to maintain individual and cultural flavors (Conejo, 2001, p. 17).

Managing this workforce is a primary challenge and opportunity in the hospitality industry, which according to (Iverson, 2000) requires an understanding of the 'economic and moral imperative of diversity management'. The unfortunate reality of the past is that workforce diversity has been addressed from a legal and human rights viewpoint,

which in and of itself cannot bring the desired maximum potential of organizational multicultural diversity. Managing diversity is neither exclusively adhering to Equal Opportunity Employment requirements, nor is it equivalent to Affirmative Action.

This research provides information on how much multicultural diversity is integrated into the hospitality learning process, and efficacy levels of the students on the subject. Data obtained through the research instrument provides a basis for this chapter, which will address: response rate, respondent demographics, and the knowledge, awareness and skills hospitality students have in relation to multicultural diversity. This chapter, in response to the research objectives, will report on what the respondents identified and or described as multicultural diversity material, courses and experiences in the hospitality higher education programs. Preparedness for multicultural interaction by respondents is reported in this chapter, with the aim of indicating how prepared they would be in management and leadership roles in the hospitality industry. This report on results is accomplished through tabulation and analysis of the data from the survey instrument.

Summary of Respondents

A total of one thousand, one hundred (1100) surveys (Appendix A) were mailed to American universities with hospitality programs offering a bachelors, masters and doctoral degree. In the data presentation these will be referred to as the *institutes or institutions*. One institute did not mail back its surveys, after having received one hundred and eighty (180) surveys. All mailing was done on October 2nd and 3rd, 2002. Immediately upon mailing, phone calls were made, and email messages sent to inform the various contact

people that the packages were to be delivered within a day, and once again requesting their cooperation. Contact persons in this case were the individuals who had agreed to distribute or oversee distribution of surveys to the students. Some of the contacts replied, indicating that there would be a delay in distribution as they were on Fall Break, and others saying they would do their best to have survey's filled and mailed as soon as the suggested one and a half week to two week deadline. Effort was made to encourage prompt response. On October 4th the researcher received the first completed response. The last set of mailed surveys was received on November 6th 2002, making a total of 236 usable respondents (Table I). Despite follow up phone and email messages, one institution did not mail surveys back on time for inclusion and analysis in this study. A total of 71 surveys were sent back in the mail un-answered. One survey, sent by fax was not usable because of having some unprinted pages, and efforts to reach the person to resend the survey were not fruitful. The total usable returned responses, made a response rate of 21.5% of the total population.

TABLE 1
SUMMARY OF RESPONDENTS

Surveys sent out	1100
Surveys not received form one institute	180
Surveys received in mail but not usable	72
Total surveys usable in this study	236

N=236

Summary of Respondent Demographics

Table II provides an overview of respondent characteristics, indicating the number of senior level undergraduate, Masters and Doctoral hospitality students in the institutions that responded, and the gender indication. There were 159 senior undergraduate students who will be graduating either in December of 2002, or in the year 2003. Of the 159 that responded to the question on what their gender was at the undergraduate level, 101 were female and 58 male. There were a total of 44 Masters students, 29 female and 15 male. There was a total of 13 Doctoral students who responded in this study, 7 female, and 6 male. This was unlike the indication for the Bachelors and Masters level where female students almost doubled their male counterparts. A noticeable trend here therefore is the larger number of female students in hospitality higher education, who in this case total 63.4% of those that responded to this particular question.

TABLE II
SUMMARY OF RESPONDENT DEMOGRAPHICS

	Bachelors	Masters	Ph.D.	Total
Female	101	29	7	137
Male	58	15	6	79
Total	159	44	13	216*

N =236

* = Totals differ based on the fact respondents did not indicate their gender.

CULTURAL IDENTIFICATION OF RESPONDENTS

The data reported in Table III represents information received with regard to how many respondents identified themselves as 'American'. Out of the 236 surveys, 180 people responded to this question. Of these 180 respondents, 129 reported having been born in America, and reported as belonging to the various American cultures reported in Table III. Most respondents (37.9%) indicated that they were Caucasian Americans or White Americans. The next culture reported were 43 (33.3%) respondents who stated 'American' as their cultural affiliation, including two respondents who were not born in America. The African-American category had 6 (4.6%) students, Asian-American 5 (3.8%), 4 (3.1%) belong to the Hispanic-Latino culture, and 3 (2.3%) Native American. Notably, there were two respondents who were not born in America, but identified themselves as American.

TABLE III

CULTURAL IDENTIFICATION OF AMERICAN RESPONDENTS

Cultural- Identification	America	Asia	Mexico	Total	Percentage
Caucasian/white	49	0	0	49	37.9
American	43	1	1	45	34.8
African-American	6	0	0	6	4.6
Asian-American	5	0	0	5	3.8
Hispanic/Latino	4	0	0	4	3.1
Native-American	3	0	0	3	2.3
Asian American	3	0	0	3	2.3
Global	3	0	0	3	2.3
Pacific/Islanders	2	0	0	2	1.5
Polish/Italian	2	0	0	2	1.5
American-Jewish	1	0	0	1	0.7
Arab	1	0	0	1	0.7
Private	1	0	0	1	0.7
Civilized	1	0	0	1	0.7
Poor college student	1	0	0	1	0.7
Mormon	1	0	0	1	0.7
Black/white	1	0	0	1	0.7
Hip-hop-urban	1	0	0	1	0.7
Filipino	1	0	0	1	0.7
Total	127	1	1	129	100

MULTICULTURAL DIVERSITY AWARENESS

In response to the first research question, students were assessed for their Multicultural diversity awareness, knowledge and skills. The community in this case was defined to include their current environment at work, school and home or living arrangement. Questions designed to respond to the awareness sub-scale are reported in Table IV, the results are reported in total in this project, not by Bachelors, Masters and Doctoral levels.

Among the questions asked were how well respondents were able to describe the multicultural communities in their current environment. There were 215 respondents to this

question. Respondents that reported always being able to describe the various Multicultural communities around them were 29 (13.5%) of respondents to this question. Reporting as almost always were 69 (32.0%), sometimes had a total of 97 (45.1%), somehow never, and never had about 20 (9.3%).

The respondents were asked whether they could specifically describe the strengths of the cultural groups they had encountered. This question had 216 respondents in total. Of these, 14 (6.5%) could do so always, 90 (41.6%) somehow always, 79 (36.6%) sometimes, and 33 (15.3%) were somehow never or never able to identify strengths of the groups they had encountered.

The next question sought to find out if respondents could identify weaknesses in Multicultural communities they had encountered. Two hundred and fifteen students responded to this question. Ten (4.6%) respondents could identify weaknesses always, 66 (30.7%) somehow always, 101 (46.9%) could do so sometimes, and 38 (17.6%) never or somehow were never able to identify weaknesses.

A question was asked on how aware the respondents were about existing individual differences among people of similar multicultural groups. A total of 216 students answered this question, and of these, 35 (25.5%) were always aware. A majority of 91 (42.1%) were somehow always aware, 55 (25.5%) were sometimes aware, and 15 (6.9%) were somehow never, or never aware of these individual differences.

Did respondents enjoy Multicultural interactions as much as interactions with people of their own cultures, saw 64 (30%) as always, 81 (38.0%) as somehow always, 52 (24.4%) sometimes, and 16 (7.5%) somehow never or never. The majority therefore reported as

always enjoying Multicultural interactions outside of their own culture. There were 213 respondents to the question.

The question was asked whether respondents accepted the notion that people from all backgrounds had a need to socialize with and reinforce one another. Two hundred and sixteen people responded, and 86 (39.8%) responded as always, 78 (36.1%) somehow always, 42 (19.4%) sometimes, and 10 (4.6%) somehow never. There was no one that thought this was absolutely never the case.

There were 216 respondents to the question on whether they felt safe among Multicultural communities. On the safety aspect, 52 (24.0%) always felt safe, 92 (42.5%) somehow always felt safe, 55 (25.4%) sometimes, and 17 (7.8%) somehow never and never felt safe among Multicultural communities.

TABLE IV
MULTICULTURAL DIVERSITY AWARENESS

How well are you able to describe the multicultural communities in your current environment?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	15	7	7	29	13.4
Somehow always	46	21	2	69	32.0
Sometimes	81	14	2	97	45.1
Somehow never	15	1	1	17	7.9
Never	2	0	1	3	1.3
Total	159	43	13	215	100

Missing = 21

TABLE IV (Contd.)

MULTICULTURAL DIVERSITY AWARENESS

How well are you able to describe the strengths of cultural groups you have encountered?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	8	3	3	14	6.4
Somehow always	64	21	5	90	41.6
Sometimes	62	15	2	79	36.5
Somehow never	23	4	3	30	13.8
Never	3	0	1	3	1.3
Total	159	43	14	216	100

Missing = 20

How well are you able to describe the weaknesses of Cultural groups you?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	6	2	2	10	4.6
Somehow always	44	17	4	66	30.5
Sometimes	80	18	3	101	46.7
Somehow never	27	5	4	36	16.7
Never	2	0	0	2	0.9
Total	159	42	14	215	100

Missing = 21

How aware are you of existing individual differences among people of similar multicultural groups?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	24	7	4	35	16.2
Somehow always	75	20	7	102	47.2
Sometimes	53	15	2	70	32.4
Somehow never	7	1	1	9	4.1
Never	0	0	1	1	0.4
Total	159	43	14	216	100

Missing = 20

TABLE IV (Contd.)

MULTICULTURAL DIVERSITY AWARENESS

Do you enjoy multicultural interactions as much as interactions with people of your own culture?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	41	16	7	14	6.4
Somehow always	65	13	3	90	41.6
Sometimes	37	11	4	79	36.5
Somehow never	10	3	0	30	13.8
Never	3	0	0	3	1.3
Total	156	43	14	216	100

Missing = 20

Do you feel safe within multicultural communities?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	36	12	4	52	24.0
Somehow always	69	19	4	92	42.5
Sometimes	42	9	4	55	25.4
Somehow never	11	3	2	16	7.4
Never	1	0	0	1	0.4
Total	159	43	14	216	100

Missing = 20

MULTICULTURAL DIVERSITY KNOWLEDGE

The second part of research objective one was on assessing student knowledge and/or education levels. Questions were designed to identify what students had learned or were expected to know about Multiculturalism by their hospitality programs, and the results are reported in Table V.

The first question was directed towards finding out whether students thought it was necessary to have any multicultural diversity, knowledge, skills and awareness in the hospitality education curriculum. Out of the 217 who responded to this question, 105

(48.3%) strongly agreed, 76 (35.0%) agreed, 31 (14.2%) mildly agreed, whereas 5 (2.3%) combined in the mildly disagreed and disagreed options. No one strongly disagreed with this question.

Students were asked to give an indication on whether sufficient content and discussion on culturally diverse populations had been provided in the classroom. A total of 216 responded. Fourteen (6.5%) strongly agreed, 53 (24.5%) agreed, 59 (27.3%) mildly agreed, 61 (28.2%) mildly disagreed, and a combined 29 (13.4%) disagreed or strongly disagreed with the statement.

Asked if their hospitality departments had offered specific courses focused on the needs and issues of diverse populations, 17 (7.9%) strongly agreed, 54 (25.1%) agreed, 66 (30.6%) mildly agreed, 41 (19.0%) mildly disagreed, and 37 (17.2%) disagreed and strongly disagreed. There were 215 students that responded to this question.

TABLE V
MULTICULTURAL DIVERSITY KNOWLEDGE

It is necessary to have Multicultural Diversity knowledge, skills and awareness in the hospitality education curriculum.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	80	18	7	105	48.3
Agree	54	19	3	76	35.0
Mildly Agree	24	6	1	31	14.2
Mildly Disagree	1	1	2	4	1.8
Disagree	0	0	1	1	0.4
Total	159	44	14	217	100

Missing = 19

TABLE V (Contd.)

MULTICULTURAL DIVERSITY KNOWLEDGE

Sufficient content and discussion on culturally diverse populations have been provided in the classroom.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	6	8	0	14	6.4
Agree	37	13	3	53	24.5
Mildly Agree	48	9	2	59	27.3
Mildly Disagree	48	8	5	61	28.2
Disagree	15	6	4	25	11.5
Strongly Disagree	4	0	0	4	1.8
Total	158	44	14	216	100

Missing = 20

My hospitality department has offered courses focused on the needs and issues of diverse populations.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	11	6	0	17	7.9
Agree	41	9	4	54	25.1
Mildly Agree	56	6	4	66	30.6
Mildly Disagree	29	9	3	41	19.0
Disagree	18	11	0	29	13.4
Strongly Disagree	3	2	3	8	3.7
Total	158	43	14	215	100

Missing = 21

MULTICULTURAL DIVERSITY SKILLS

The third subscale in the first objective is reported in Table VI on Multicultural Diversity skills competency of respondents. Did the respondents have some basic capabilities to appropriately relate with people of different cultures?

The first question sought to find out if the students felt that they had been offered any courses that had specifically focused on the issues and needs of diverse population. The

indication was that 17 (7.9%) agreed that this always happened, 54 (25.1%) agreed, a majority of 66 (30.6%) mildly agreed. Those that disagreed collectively made up 78 (36.1%) respondents.

There were 215 respondents to the question whether students had had adequate theory in their hospitality programs, on Multicultural diversity, to manage culturally diverse employees. The response showed that 16 (7.4%) strongly agreed, 64 (29.8%) agreed, 83 (38.6%) mildly agreed, 36 (16.7%) mildly disagreed, 16 (7.4%) disagreed and strongly disagreed.

There were 214 respondents to the question whether students had had adequate theory in their hospitality programs, on Multicultural diversity, to serve culturally diverse customers. Twenty-three (10.7%) strongly agreed, 80 (37.4%) agreed, 78 (36.4%) mildly agreed, 20 (9.3%) mildly disagreed, and 13 (6.1%) disagreed and strongly disagreed.

TABLE VI
MULTICULTURAL DIVERSITY SKILLS

My hospitality department has offered courses focused on the needs and issues of diverse populations.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	11	6	0	17	7.9
Agree	41	9	4	54	25.1
Mildly Agree	56	6	4	66	30.6
Mildly Disagree	29	9	3	41	19.0
Disagree	18	11	0	29	13.4
Strongly Disagree	3	2	3	8	3.7
Total	158	43	14	215	100

Missing = 21

TABLE VI (Contd.)

MULTICULTURAL DIVERSITY SKILLS

I have adequate theory in Multicultural diversity to manage culturally diverse employees.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	9	5	2	16	7.4
Agree	50	12	2	64	29.7
Mildly Agree	60	16	7	83	38.6
Mildly Disagree	28	7	1	36	16.7
Disagree	8	4	2	14	6.5
Strongly Disagree	2	0	0	2	0.9
Total	157	44	14	215	100

Missing = 21

I have adequate theory in Multicultural diversity to serve culturally diverse customers.					
	Bachelors	Masters	Doctorate	Total	Percentage
Always Agree	14	7	2	23	10.7
Agree	66	12	2	80	37.3
Mildly Agree	54	19	5	78	36.4
Mildly Disagree	13	4	3	20	9.3
Disagree	8	2	1	11	5.1
Strongly Disagree	2	0	0	2	0.9
Total	157	44	13	214	100

Missing = 22

SPECIFIC COURSE INDICATION

Research objective two was to identify and describe Multicultural diversity education material, courses and experiences in the hospitality programs. Respondents were asked to indicate by listing specific class codes and or titles where multicultural diversity research, materials, or discussions were encouraged. Of the 149 respondents to this question 89% could list specific single and some multiple class codes and titles where

they learned about different cultures. There were also 17(11%) who reported that no class offered them had any multicultural materials, research or discussions as its content.

TABLE VII
SPECIFIC COURSE INDICATION

Listed Specific classes/courses	132
Reported not having diversity class or material offered	17
Total	149

Missing = 87

MULTICULTURAL DIVERSITY COURSES
(HOSPITALITY AND NON-HOSPITALITY)

A compilation of specific classes that respondents identified is reported in Table VIII. Among the courses listed, there are some courses that the researcher could not isolate as being offered just in the hospitality department, or outside of it, and are identified with an asterix.

TABLE VIII

MULTICULTURAL DIVERSITY COURSES

HOSPITALITY DEPARTMENT COURSES	NON-HOSPITALITY DEPARTMENT COURSES
Purchasing	Sociology
Hotel Principles and Practices	Spanish
Global Tourism/International Tourism	Philosophy
Hospitality Law	Organizational Behavior*
Lodging Management	Eastern Civilization
Diversity Training*	Marketing*
Trade Show Operation	International Education
Leadership*	Small Group Communication
Contemporary Issues in Society*	History and Culture of the Americas
Food and the Environment	History and Culture of Asia
International Business Protocol	Strategic Management*
Human Resource Management	Business Development*
Culture and Cuisine	International Management Relations*
Hotel Front Office	
Hotel Management	

* Classes indicated could overlap as hospitality and non-hospitality courses.

MULTICULTURAL DIVERSITY EXPERIENCES AND EXPOSURE

Respondents were asked the question where they had received the most Multicultural Diversity exposure or experience. There were 202 respondents to this question, and majority 60 of them reported work experience as offering the most exposure and experience. The school environment had 37, internship and classroom experience each had 27 people. Seventeen people reported travel, and 16 reported personal experience as offering them the most exposure and experience.

TABLE IX

MULTICULTURAL DIVERSITY EXPERIENCES AND EXPOSURE

Where have you received the most Multicultural diversity exposure or experience?				Total
	Bachelors	Masters	Doctorate	
Work experience	41	15	4	60
School environment	26	8	3	37
Internship	25	1	1	27
Class/Course	17	9	1	27
Travel	12	3	2	17
Personal experience	11	3	2	16
Growing up at home	6	1	0	7
Large Metropolis	4	1	0	5
Being in USA	1	0	0	1
Being in Africa	1	0	0	1
Personal Reading	1	0	0	1
As a consumer	1	0	0	1
Summer camp	1	0	0	1
Non-Hospitality Experience	1	0	0	1
	148	41	13	202

Missing = 35

* Total adds up to more than N=236 due to multiple answers given by some respondents.

INTENDED EMPLOYMENT SEARCH BY COUNTRY

Objective three sought to identify the preparedness level of hospitality students for workplace diversity. Prior to reporting specific data that addresses this question, information on where respondents would be seeking employment is reported.

Table X is a summary of which countries respondents would be seeking employment. The table represents all the countries mentioned and the number of respondents that indicated a potential country. Some respondents indicated interest in more than one country, and listing one country first did not necessarily indicate order of preference, since this was not requested on the survey. United States of America had a total of 171

selections, followed by Canada and France with 7 indications each. Thirty-eight respondents did not answer this question. Despite the recognition that the workforce is comprised of many different nationalities, there was an overwhelming majority of respondents who intend to seek employment in America.

TABLE X
INTENDED SEARCH FOR EMPLOYMENT BY COUNTRY

COUNTRY	NUMBER
America	171
Canada	7
Europe	7
France	7
Korea	6
Japan	6
Asia	5
Worldwide	4
Caribbean	4
Taiwan	4
Mexico	3
Italy	3
China	3
Britain	3
Hong Kong	2
Australia	2
Malaysia	1
Singapore	1
Netherlands	1
Spain	1
Ireland	1
Panama	1
Switzerland	1
Indonesia	1
Austria	1
Israel	1
Sweden	1
United Arab Emirates	1
Russia	1
New Zealand	1
TOTAL	198

Missing = 38

PROFESSIONAL AREA WHERE GRADUATES WILL SEEK EMPLOYMENT

Eighty percent of the 208 respondents that answered this question (Table XI), intend to seek employment in the hospitality industry (hotels, restaurants, foodservice institutions, and corporate), whereas 23 (11.0%) intend to work in hospitality education (teaching/research positions in hospitality). Only 3 (1.4%) of the respondents were flexible about working in either industry or education. There was a group of respondents 19 (9.1%) who indicated that they would not be seeking employment in any of the areas in hospitality. This may mean that they might leave the industry, or will seek employment in a hospitality related field but do not indicate a choice.

TABLE XI

PROFESSIONAL AREA WHERE GRADUATES WILL SEEK EMPLOYMENT

Area	Number
Hospitality Industry (Hotels, restaurants, institutions, corporate)	166
Hospitality Education (Teaching/research)	23
Both	3
None of the Above	19
TOTAL	208

Missing = 28

WORK EXPERIENCE AMONG RESPONDENTS

Regular employment and internships were considered as work experience in the question regarding how long respondents had worked in hospitality related jobs. A majority (73.9%) of the 184 respondents to this question (Table XII), had worked for over a year. The remaining 52 (28.2%) students had not indicated their experience level.

This could be interpreted to mean that they had either not had any experience at all, or that they chose not to answer the question.

TABLE XII
WORK EXPERIENCE AMONG RESPONDENTS

Duration	Bachelors	Masters	Doctorate	Total
1 – 6 months	19	5	2	26
7 – 12 months	20	2	0	22
13 months – 2 years	26	3	2	31
25 months – 5 years	49	11	6	66
Over 5 years	23	13	3	39
TOTAL	137	34	13	184

Missing = 52

DIVERSITY TRAINING PARTICIPATION

The question asked sought to find out if the respondents had had any diversity training at all, and not exclusively multicultural diversity training. One hundred sixty nine (76%) indicated having had some sort of training either work related or in courses they had done. Fifty-two (24%) had not had any diversity training at all, and 15 people did not respond to the question (Table XIII).

TABLE XIII
DIVERSITY TRAINING PARTICIPATION

Had participated in diversity training	169
No prior diversity training	52
TOTAL	221

Missing = 15

INDUSTRY PREPAREDNESS OF HOSPITALITY STUDENTS

Several questions were designed to identify how prepared the students thought they were for workplace diversity interaction. Among the questions in this section, respondents were asked whether they accepted the notion that managing diversity translated to any economic advantage (Table XIV). Among the respondents 75 (35.0%) indicated that Multicultural Diversity management always translated to economic advantage, 80 (37.3%) reported somehow always, 53 (24.7%) sometimes, and 6 (2.3%) somehow never, and never.

Another question asked to identify preparedness, was did class discussion offer adequate attention to appropriate or inappropriate approaches to multi-culturally diverse customers. There were 217 respondents to this questions. Twelve 5.5% strongly agree, 55 (25.3%) agreed, 78 (35.9) mildly agreed, 44 (20.2%) mildly disagreed, 28 (12.9%) disagreed and strongly disagreed.

The final question on hospitality preparedness was whether the respondents thought that their course work had prepared them to work with culturally diverse customers in their professional career. Among the 214 respondents, a majority of 90 (41.6%) mildly agreed, while only 3 (1.3%) strongly disagreed.

TABLE XIV

INDUSTRY PREPAREDNESS OF HOSPITALITY STUDENTS

Do you accept the notion that managing diversity translates to economic advantage?					
	Bachelors	Masters	Doctorate	Total	Percentage
Always	49	15	11	75	35.0
Somehow Always	65	13	2	80	37.3
Sometimes	39	14	0	53	24.7
Somehow Never	4	1	0	5	2.3
Never	1	0	0	1	0.4
Total	158	43	13	214	100

Missing = 22

In class discussion has given adequate attention to appropriate or inappropriate approaches to multi-cultural diverse customers					
	Bachelors	Masters	Doctorate	Total	Percentage
Strongly Agree	5	7	0	12	5.5
Agree	44	9	2	55	25.3
Mildly Agree	55	17	6	78	35.9
Mildly Disagree	34	5	5	44	20.2
Disagree	20	6	1	27	12.4
Strongly Disagree	1	0	0	1	0.4
Total	159	44	14	217	100

Missing = 19

My hospitality course work has prepared me to work with culturally diverse customers in my professional career.					
	Bachelors	Masters	Doctorate	Total	Percentage
Strongly Agree	9	7	0	16	7.4
Agree	45	9	2	56	25.9
Mildly Agree	67	16	7	90	41.6
Mildly Disagree	25	6	3	34	15.7
Disagree	11	6	0	17	7.8
Strongly Disagree	2	0	1	3	1.3
Total	159	44	13	216	100

Missing = 20

CHAPTER V

OVERVIEW, FINDINGS, CONCLUSIONS AND INDUSTRY IMPLICATIONS, RECOMMENDED FUTURE RESEARCH

Overview

The purpose of this study is to assess multicultural knowledge, awareness, skills and levels of senior undergraduate, and masters and doctoral hospitality students. This was accomplished through three research objectives; to assess the multicultural knowledge, skills and awareness competency levels of hospitality students, identify and describe multicultural diversity education material, courses and or experiences in hospitality higher education programs, and to identify industry preparedness of hospitality students.

Chapter I presented the general introduction and background for the study, the problem statement, purpose and research objectives, assumptions, limitations definition of terms and the organization of the study. A review of related literature followed in Chapter II and this included a historical overview of American diversity, multicultural diversity trends, organizational culture of the hospitality industry, hospitality education and its response to multicultural diversity, and hospitality education graduates.

Methodology of the study was reported in Chapter III, and included an overview, research design, population, instrumentation, data collection procedures, and brief on the data analysis. Findings of the data collection exercise are reported in Chapter IV, and final Chapter V includes the overview, findings, summary, conclusions, implications and

recommendations. The findings specific in this study provide the basis for the general conclusions and recommendations.

The population in the study were senior undergraduate hospitality students, Masters and Doctoral students currently enrolled in hospitality programs in that offer all three-degree levels in hospitality education. One thousand one hundred surveys were distributed to collect data from respondents. Of these three hundred and eight were returned, two hundred and thirty seven were filled out and two hundred and thirty six were usable. One of the institutions, which had received one hundred and eighty surveys, did not return any to the researcher.

The instrument used was developed through the study of literature and with reference to and a review of previously published multicultural diversity instruments as previously identified. The instrument was divided into five sections; Multicultural Skills (designed to indicate basic development of capabilities to appropriately relate with people of different cultures); Multicultural Education and Knowledge (which sought to elicit information on what the respondents actually knew and understood about facts of multicultural diversity); Multicultural Awareness and Relational (designed to indicate sensitivity and accuracy about the respondent's multicultural environment through attitudes, opinions and assumptions about culture). The fourth section in the questionnaire was an open-ended questions, and the final section included demographic questions.

FINDINGS

A strong majority of respondents strongly agreed or agreed that there was a need for students to have Multicultural diversity awareness, knowledge and skills integrated in hospitality curriculum. No respondent strongly disagreed with this concept.

However, a majority of the respondents 'mildly agreed' that hospitality programs were offering specific courses that had a focus on the needs and issues of diverse populations. There were 17.2% who strongly disagreed or disagreed that these courses were offered at all.

There were questions designed to give an indication on how much the 'typical' student of hospitality interacted with other cultures. Some of the questions were whether they, socially interacted with, and felt safe among Multicultural communities? While the researcher realized that these are constructs whose measurement could be influenced by factors other than those in this study, the objective was to get some degree of insight on their overall personal comfort levels with Multicultural communities. The majority of respondents always or almost always had some level of social interaction with Multiculturally diverse communities, and about a quarter of them always felt safe among these communities. These are very telling, albeit not very surprising, results about how much the community at large plays a role in challenging personal values and beliefs.

In the socializing arena, as a means of enhancing awareness, thirty eight percent of the students enjoyed Multicultural interactions, 36.1% always saw the need for cross-cultural socialization and reinforcement as ideal, and 42.5% somehow always felt safe among Multicultural arena. Seventeen respondents somehow never or never felt safe among Multicultural communities.

Moving from collective awareness, students were asked if they were aware of existing individual differences among people of similar culture groups. Fifty-five respondents were only sometimes aware of the individual differences. Implying that they also sometimes did not realize individual differences, but treated individuals as group members, or stereotyped them.

About one third of the respondents felt their (skill level) preparation through course work for managing diverse employees, was acceptable. Sixteen either strongly disagreed or disagreed about being adequately prepared in their coursework for Multicultural employee management.

Almost half of the respondents could identify members of Multicultural communities around them. Similarly, about half of the respondents indicated that they could usually describe the strengths of multicultural communities around them. In an almost similar question, the researcher sought to find out how aware students were of weaknesses among Multicultural communities, and slightly under half of them could do so sometimes. The students in this study had had enough Multicultural interaction to at least occasionally identify weaknesses and strengths portrayed by members of these groups.

Majority of the responses were from undergraduate senior level students of hospitality. There were a total of 159 (73%) Bachelor level students, 44 (20%) Masters and 13 (6%) Doctoral. There was a notable drop in the number of American educated hospitality students seeking higher degrees after a Bachelor's degree.

Respondents cited one or more specific classes they had taken that included Multicultural Diversity content. The list of courses is reported in this study in Table VII.

Of the courses reported, there was an implied balance between the number of courses offering Multicultural Diversity materials within the hospitality department, and courses outside the department. Some identified classes, such as Organizational Behavior, Marketing, Strategic Management, Business Development, International Management Relations, Leadership, Diversity Training, and Contemporary Issues in Society, could fall in either hospitality or other department curriculum.

On the question on specific courses where instructors encouraged Multicultural Diversity materials, research, and discussions, 17 stated not having had such a class, and 85 did not put down anything for this answer. This could be interpreted to mean that the students, either could not remember any class with Multicultural Diversity content or that they had actually not had one.

Other than the earlier reported courses, respondents indicated the following opportunities as having enhanced their overall competency in Multicultural Diversity. This summary is not reported in any specific order.

- Coming to college for the first time.
- Internships which some quoted as being ‘experiences with the real world’.
- Mixed student population. Other multicultural students and professors.
- Diversified Faculty, TA’s, GA’s.
- Guest speakers
- Guest chefs
- Hospitality Days
- Conferences.
- Study abroad.

- Student organizations.
- Minority Liaison Officer.
- Participation in International activities.
- Group projects and events.

Personal activities and experiences that were not compartmentalized as specifically hospitality related but reported as influencing their Multicultural Diversity competency were:

- Through culturally diverse friends.
- Personal experiences, such as personal travel to and living in foreign countries.
- Large city experiences such as where they grew up “I grew up around many different cultures. California, San-Francisco I feel is a very diverse city” or “Living in Las Vegas”.
- Living in university dormitories, and having international roommates.
- Through newspapers.
- Religious mission trips.
- Interaction with students from various cultures in non-academic endeavors such as “Mix of student population, Latin dancing club”.
- Minority Liaison Officer
- “Working in an Indian Restaurant”, and “working in a Japanese Restaurant”.
- Student body and cultural programs.
- Interacting with International students.
- Reading from cultural concepts.

From 208 respondents to the question on which area they would seek employment, the choice for hospitality industry (hotels, restaurants, institutions, and corporate) was 79%, for hospitality education (teaching and or research) was 11%, and choice for both areas was 3 %. Nine percent did not give an indication on where they would be seeking employment. Hospitality industry is clearly therefore the highest potential employer for graduates from hospitality programs.

The hospitality programs that participated in this study indicated that there were almost twice as more female students to male students currently enrolled as senior undergraduate, Masters and Doctoral hospitality students. The inference can be made that hospitality programs are graduating more female than male students at all three-degree levels. While aggregate demographics of hospitality industry workforce suggest relative diversity, the executive ranks do not reflect similar diversity. It is predicted that if women hospitality students continue graduating in such numbers, the industry will have a larger hiring pool of women graduates who can be recruited and trained for management and leadership roles.

There were 129 students that identified themselves as being of various American backgrounds, while 66 indicated having been born in countries other than America in this study, (41 did not respond to the question). The indication therefore is that the demographic make up of participating hospitality schools has a third of its enrolled students being non-American.

A majority of respondents reported being Caucasian/White, followed closely by those who self reported as identifying themselves with the American culture. The respondents did not find it necessary to define their identity along any racial or ethnic lines.

Results from the study indicate a high number students who did not think that managing diversity always had economic advantages. Through education, hospitality students can learn about how to position themselves and their organizations, to value diversity enough to attract diverse people to their businesses through specific strategies.

When asked about the specifics of coursework that had prepared them for workplace interaction or skills with customers, a majority indicated that they ‘mildly agreed’ about been adequately prepared to meet this challenge and opportunity. Twenty-nine disagreed or strongly disagreed about being adequately prepared in their coursework for Multicultural customer relations.

CONCLUSIONS AND IMPLICATIONS

Most of the graduating hospitality students who responded want to find employment in the United States of America. A third of these graduates will be of international origin, and will therefore inevitably interact with a large number of Americans, and other new cultures in the workplace. These students also need an understanding of the American cultures over and above the others they will encounter in the workplace if they are to sufficiently meet the existing needs, as well as advance in their careers of choice.

Multicultural Diversity skill levels among undergraduate respondents indicated that Bachelor level students responded as having lower skill levels than the Masters and Doctoral level students. This can be related to their not having had as many “life” experiences, or workplace opportunities to practice what they had learned about other cultures.

Large numbers of Bachelor levels students graduate, and do not seek a higher level of education, and stay in the labor pool. It is imperative, therefore, since such large numbers of undergraduates enter the labor market and stay there, that the education curriculum at this level continue to strive to equip the student as with as much industry ‘survival skills’ as necessary, not least among them being the Multicultural Diversity Management.

Hospitality students expectations do not correspond to what they are actually receiving in their Multicultural Diversity awareness, knowledge, and skills. Keeping in mind that respondents to these questions were senior level undergraduate, Masters, and Doctoral level students, the occurrence of not remembering or clearly not having had any class exposure to Multicultural Diversity is notable. This leaves room therefore, for the hospitality curriculum to capitalize on reported in and out of class exposure that enhances Multicultural Diversity to offer learning opportunities.

Among the students who indicated that they were American, three quarters defined themselves as American. Sixteen percent identified with groups traditionally defined as ‘minority’ groups namely. The hospitality industry therefore, will continue to have a limited graduating minority pool from which to hire. Complementary or alternative strategies for graduating more minorities will need to be established if industry and hospitality education is to see more minorities graduate, and consequently get hired.

Hospitality education programs, if they are to continue to proactively meet the needs of the industry for a Multicultural employee base, need to vigorously, through formal and informal programs, reach out to potential hospitality candidates from groups defined as minorities. These groups, such as the Latino community, command billions of dollars in

expendable income which cannot continue to be 'left on the table' by higher education and, by extension, the industry. Reaching out to these communities is not only the right thing to do, but is an economically viable and sustainable investment to make.

The hospitality industry has been said to be slower than other industries in moving away from 'old boys' network practices. Historically, this network was used to find and select candidates for higher-level jobs that results in the perpetuation of 'like minded' management teams. These informal systems of selection and promotion have perpetuated the situation where adult white men remaining as a majority of top level managers. Unless management and employees involved in the hiring process have themselves received diversity training, they cannot offer fair diversity hiring, promotion, and retention practices in their organization. While workplace diversity training is ideal for in-service or refresher information, it is admittedly more probable that if diversity education was effectively integrated earlier into the formal and informal learning processes, graduating students would be more competent in continuously valuing diversity and implementing it in the workplace. Education is a key component for perpetuating lasting change.

Brymer and Pavesic, concluded that "Four year hospitality education programs could do a better job of preparing students for careers in the industry" (Brymer & Pavesic, 1991, p. 267). The conclusion in this study is that hospitality higher education (Bachelors, Masters and Doctorate) could do more in adequately preparing their graduates for workplace diversity. So it appears that not much has changed in over the ten years.

RECOMMENDED FUTURE RESEARCH

The following recommendations for future research are offered for consideration.

1. A longitudinal study to follow students through from graduation to the workplace and see how they respond to actual workplace Multicultural Diversity, and reports on what was of most benefit in preparation for workplace Multicultural Diversity, and what was lacking or inadequate should be conducted. This would provide multiple benefits to higher education and the workplace.
2. A focused study on hospitality faculty and teaching staff, to assess their Multicultural Diversity efficacy levels, and how much and in what ways they integrate Multicultural Diversity into their teaching may result in an enhancement of material delivery and style. This would in turn affect student Multicultural diversity competency levels.
3. A study identifying how many resources are committed to the orientation, and training of new employees on matters of Multicultural Diversity, and whether or not industry believes that the academe is efficiently preparing its graduates for the workplace is recommended. The industry could partner with academe in activities and programs to 'reduce cultural shock', experienced in transition from classroom to the workplace.
4. A gender specific longitudinal study on students of hospitality to identify their career paths, and identify why the industry continues to be male dominated in upper level management may be able to provide significant information.

5. A study to identify the needs of the growing number of international hospitality students enrolled in American universities pursuing hospitality degrees, and whether the needs are being met, should be conducted. This could offer insight on how to best suggest plans of study for international students who are a potential American hospitality industry employee.

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APPENDIX A
INSTRUCTORS SCRIPT AND INSTRUMENT

INSTRUCTORS SCRIPT

The purpose of the study is to assess multicultural knowledge, skills, and awareness levels of senior undergraduate, masters and doctoral hospitality students. Several studies have been conducted to assess how corporations are responding to multicultural diversity, while very few if any, have been conducted to assess how hospitality education is responding to the reality of diversity. Are hospitality programs preparing its students to meet the opportunities and challenges pertinent to a diverse environment? This is what this study attempts to do. Student input is very valuable in this study as we seek to gather valuable information from hospitality students on hospitality coursework, internship experiences, and other relevant information.

My name is Njoki Mwarumba and I am master's candidate at the School of Hotel and Restaurant Administration. I am conducting this study with Dr. Bill Ryan, Associate Director and Assistant Professor of the School of Hotel and Restaurant Administration at Oklahoma State University.

Participation in the study is voluntary, and personal identification is not requested. Failure to respond will not result in any penalty, and returned questionnaires will be sealed in an envelope for collection, kept safely, and destroyed after all the information and analysis has been tabulated. If you have any questions or need further assistance, please call me at 405 - 332 - 3586, or Sharon Bacher, Institutional Review Board Secretary, 204 Whitehurst, Oklahoma State University, Stillwater, OK 74078; (405) 744-5700.

I look forward to your response and again, your assistance is appreciated.

Njoki Mwarumba
Master's Candidate
School of Hotel and Restaurant
Administration
Oklahoma State University
E-mail: Wagitata@hotmail.com

Bill Ryan, Ph.D., R.D.
Associate Director & Associate Professor
School of Hotel and Restaurant
Administration
Oklahoma State University
E-mail: Bilryan@okstate.edu

INSTRUMENT

MULTICULTURAL AWARENESS IN HOSPITALITY PROGRAMS

The following questions are designed to gather information on how 'Multicultural Diversity' has been addressed in your hospitality program and university. Please take into consideration your entire hospitality education experience to date. Kindly be informed that completion of the survey indicates informed and voluntary participation. Thank you.

A. SKILLS

Please respond to the following by circling your best option.

1. Multicultural Diversity training should be mandatory for hospitality employees.
Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree
2. My hospitality course work has adequately equipped me to work with culturally diverse employees in my professional career.
Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree
3. My hospitality Internship/Practicum/Supervised Field experience has prepared me to work with culturally diverse employees.
Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree
4. I have adequate experience in Multicultural diversity to manage culturally diverse employees.
Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree
5. I have adequate experience in Multicultural diversity to serve culturally diverse customers.
Strongly Agree Agree Mildly Agree Mildly Disagree Disagree Strongly Disagree

B. EDUCATIONAL/KNOWLEDGE

Please use the scale provided to respond to the following statements by checking the box that applies.

Scale

1. Strongly Agree
2. Agree
3. Mildly Agree
4. Mildly Disagree
5. Disagree
6. Strongly Disagree

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. It is necessary to have multicultural diversity knowledge, skills and awareness in the hospitality education curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. As a result of hospitality education, I have better understanding of immigrant working legalities such as visa status. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Culture is not an external phenomenon, but is found within the person. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My hospitality course work has prepared me to work with culturally diverse customers in my professional career. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sufficient content and discussion on culturally diverse populations have been provided in the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. As a result of hospitality education I have better understanding of Affirmative Action. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. In class discussions have given adequate attention to appropriate or inappropriate approaches to multi-culturally diverse customers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. When attempting to understand different cultures, I use age, gender roles, and socioeconomic status as a guide. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. As a result of hospitality education I have better understanding of Equal Employment Opportunity? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please continue to use the scale provided to respond to the following statements by checking the box that applies.

Scale

1. Strongly Agree
2. Agree
3. Mildly Agree
4. Mildly Disagree
5. Disagree
6. Strongly Disagree

	1	2	3	4	5	6
10. My Internship/Practicum has prepared me to work with culturally diverse customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There exists and important interaction between an individuals' culture and organizational culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. During my Internship/Practicum/Supervised Field Experience, I was required or encouraged to incorporate multicultural diversity into my experience, and report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. As a result of hospitality education I have more knowledge about immigrant employee regulations such as visa requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My current university, and department have policies/mission statement that refer to multicultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My hospitality department has offered courses focused on the needs and issues of diverse populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My hospitality department requires that you take a course whose materials covered Multicultural diversity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My current university has an academic/curricular commitment to multicultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I have adequate theory in Multicultural diversity to manage culturally diverse employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Changes in hospitality customer demographics require Multicultural diversity education and exposure for hospitality students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. As a result of my hospitality coursework and or internship experiences, I have become more sensitive to human diversity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. My current university has a resource (personnel, financial) commitment to multicultural diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I have adequate theory in Multicultural diversity to serve culturally diverse customers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. The reality of changing workplace demographics requires Multicultural diversity education and exposure for all students' hospitality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Open Ended Questions

1. Where have you received the most multicultural diversity exposure or experience?

2. Have you ever participated in diversity training?

___ Yes ___ No

If yes, where _____

3. I learn about people who are different from me best by (Please check ONE response).

- _____ Personal interactions
- _____ Workshops/In-service Programs
- _____ Self-teaching (reading, museums, videos, internet etc)
- _____ Professional Conferences

If other please specify _____

4. List any specific courses (Name/Title of course) where multicultural research, materials and discussions were encouraged?

5. Is there any other way your hospitality program has provided you with multicultural diversity experience?

___ Yes ___ No

Explain

D. AWARENESS/RELATIONAL

Please answer questions 1 – 19 using this scale

- 1 - Always
- 2 - Almost Always
- 3 - Sometimes
- 4 - Almost Never
- 5 - Never

1. How well are you able to describe the multicultural communities in your current environment (work, school, home)?
Always 1 2 3 4 5 Never
2. How familiar are you with the prevailing culture of multicultural groups you have encountered?
Always 1 2 3 4 5 Never
3. How well are you able to describe the strengths of cultural groups you have encountered?
Always 1 2 3 4 5 Never
4. How well are you able to describe the weaknesses of cultural groups you have encountered?
Always 1 2 3 4 5 Never
5. I recognize and challenge stereotypes regarding multicultural populations that affect my thinking?
Always 1 2 3 4 5 Never
6. How often does the student racial-ethnic representation in your Hospitality program provide you with the opportunity to examine views that are different from your own?
Always 1 2 3 4 5 Never
7. How often does the academic staffs' racial-ethnic representation in your Hospitality program provide you with the opportunity to examine views that are different from your own?
Always 1 2 3 4 5 Never
8. Do you accept the notion that people from all backgrounds have a need to socialize with and reinforce one another?
Always 1 2 3 4 5 Never
9. Do you accept the notion that managing diversity translates to economic advantage?
Always 1 2 3 4 5 Never
10. Do you do what you can to understand your own background, and educate yourself about other backgrounds?
Always 1 2 3 4 5 Never
11. How aware are you of existing individual differences among people of similar multicultural groups?
Always 1 2 3 4 5 Never
12. I stereotype my fellow students, and professors.
Always 1 2 3 4 5 Never
13. I try to know people as individuals rather than as representatives of specific groups?
Always 1 2 3 4 5 Never
14. Do you interact socially with people belonging to cultures other than yours?
Always 1 2 3 4 5 Never
15. Do you patronize businesses owned by people of different cultures?
Always 1 2 3 4 5 Never
16. Do you feel safe within multicultural communities?
Always 1 2 3 4 5 Never
17. Ambiguity and misunderstanding often result from multicultural situations because people are not aware about each other's culture.
Always 1 2 3 4 5 Never
18. I enjoy multicultural interactions as much as interactions with people of my own culture.
Always 1 2 3 4 5 Never

Please continue to answer these questions using this scale

- 1 - Always
- 2 - Almost Always
- 3 - Sometimes
- 4 - Almost Never
- 5 - Never

19. Opportunities in the Hospitality program, have given me a greater understanding of my own cultural values and beliefs.
Always 1 2 3 4 5 Never

F. PERSONAL INFORMATION

1. Gender: ___ Female ___ Male

2. Country of birth _____

3. With which culture do you identify?

4. Age Group.

- 15 – 20 years.
- 21 – 25 years.
- 26 – 30 years.
- 30 – 40years.
- Above 40

7. Identify the percentage (%) of faculty and staff in your hospitality department who are.

- ___ Asian
- ___ African American
- ___ White (Caucasians)
- ___ Hispanic/Latino
- ___ Native American (Indian)
- ___ Other (Please specify) _____

8. Identify the percentage(%) of your university students' body that is

- ___ Asian
- ___ African American
- ___ White (Caucasians)
- ___ Hispanic/Latino
- ___ Native American (Indian)
- ___ Other (Please specify) _____

9. The percentage (%) of the area where I live now is

- ___ Asian
- ___ African American
- ___ White (Caucasians)
- ___ Hispanic/Latino
- ___ Native American (Indian)
- ___ Other (Please specify) _____

10. In which area do you intend to seek employment?

- Hospitality Industry (hotels, restaurants, institutions, corporate etc).
- Hospitality Education (teaching/research positions in hospitality).
- None of the above.

11. Have you had any hospitality industry work experience?

___ Yes ___ No

How long? ___ Months ___ years

12. In which areas has your hospitality experience been?

- Back of the house
- Front of the house.
- Both.
- Other _____

13. Do you perceive your institution as being a

- Rural institution
- Urban institution

14. Expected year of graduation

15. Have you worked with culturally diverse populations?

- Yes
- No

If yes describe _____

16. In which country/s do you plan on seeking employment after graduation?

17. For what degree are you studying?

Bachelors _____

Masters _____

Ph.D. _____

Thank you very much!

Protocol Expires:
81812003

IRB Application No HEO263

Proposal Title: MUL TICUL TURAL DIVERSITY IN HOSPITALITY HIGHER EDUCATION

Principal
Investigator(s):

Njoki Mwarumba
246 N. University Place #107
Stillwater, OK 74075

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL

Reviewed and
Processed as: Exempt

Oklahoma State University
Institutional Review Board

Protocol Expires:
81812003

Date: Tuesday, September 24, 2002

IRB Application No HEO263

Proposal Title' MUL TICUL TURAL DIVERSITY IN HOSPITALITY HIGHER EDUCATION

Principal
Investigator(s):

Njoki Mwarumba
246 N. University Place #107
Stillwater, OK 74075

Bill Ryan
210 HESW
Stillwater, OK 74078

Reviewed and
Processed as: Exempt.

Approval Status Recommended by Reviewer(s): Approved *

Dear PI :


Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers *that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.*

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 415 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,


Carol Olson, Chair
Institutional Review Board

*NOTE: Please note and honor any conditions the institutions ask if they participate. For example, not using their names.

APPENDIX C
COVER LETTER

September 13th, 2002

Dear _____,

I greet you, and hope the semester is going well for you.

My name is Njoki Mwarumba, a hospitality graduate student at Oklahoma State University, conducting a study on: Multicultural Diversity in Hospitality Higher Education, together with Dr. Bill Ryan, Associate Director and Assistant Professor of the School of Hotel and Restaurant Administration, at Oklahoma State University.

The purpose of the study is to assess multicultural knowledge, skills, and awareness levels of senior undergraduate, masters and doctoral hospitality students through a self-assessment survey. The question we seek to address is, are hospitality programs preparing its students to meet the opportunities and challenges pertinent to a diverse environment?

We are very keen on having your school and students participate in this study, and would like to request your participation. Participation will involve the distribution, collection, and mailing back of the survey in a pre-paid package. The Institutional Review Board requires that we present them a copy of your reply, as evidence of our request for participation. We look forward to your support.

Thanks _____.

Njoki Mwarumba

Master's Candidate

School of Hotel and Restaurant

Administration

Oklahoma State University

E-mail: Wagitata@hotmail.com

Bill Ryan, Ph.D., R.D.

Associate Director & Associate Professor

School of Hotel and Restaurant

Administration

Oklahoma State University

E-mail: Bilryan@okstate.edu

√

VITA

Njoki Mwarumba

Candidate for the Degree of

Master of Science

Thesis: MULTICULTURAL DIVERSITY COMPETENCY
OF HOSPITALITY STUDENTS IN AMERICAN
UNIVERSITIES

Major Field: Hospitality Administration

Biographical:

Personal Data: Born April 28, 1969 in Nairobi Kenya, the daughter of Mr. & Mrs. J. Macharia. Married to Mwarumba Mwavita, August 10th, 1996. Two children: Tuzo M. Mwarumba 4 & Tuli M. Mwarumba 2.

Education:

Graduated Precious Blood Girls Secondary 1986, and Kaaga Girls High School, 1988.

Received Bachelor of Arts degree in Communication (Daystar University) Nairobi, 1994.

Completed the Requirements for the Master of Science, in Hotel and Restaurant Administration, degree at Oklahoma State University in December, 2002.

Professional Experience:

Foodservice Graduate Assistant – Oklahoma State University, Residential Life.

Volunteer Multicultural Diversity Facilitator – Oklahoma State University, Residential Life.

Professional Memberships: Multicultural Foodservice & Hospitality Alliance, Eta Sigma Delta