IMPORTANCE OF DEVELOPING MULTICULTURAL DIVERSITY TRAINING
PROGRAM IN HOTEL INDUSTRY IN MINNEAPOLIS AREA

by

Kazuhiro Yamashita

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in

Training and Development

Approved: 4 Semester Credits
TRHRD-735 Field Problem in Training and Development

_____
Research Advisor, Joe Benkowski

The Graduate School
University of Wisconsin-Stout
May 2004

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

Abstract

Yamashita	Kazuhiro	
(Writer)	(Last Name)	(First Name)	(Initial)

IMPORTANCE OF DEVELOPING MUTICULTURAL DIVERSITY TRAINING PROGRAM IN HOTEL INDUSTRY IN MINNEAPOLIS AREA

(Title)

Training and Development	Dr. Joe Benkowski	May, 2004	49
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages)

American Psychological Association (APA) Format

(Name of Style Manual Used in this Study)

In the U.S hospitality industry, multicultural diversity has become one of the most important discussion topics. Therefore, researcher believes that developing multicultural diversity training programs is needed to build better work relationship among people who work together in hospitality industry. When the organization, management of the companies and all other associates will not be able to handle complex of ethnicity work environment, the confusion of dealing with "Multicultural Diversity" will soon become a huge controversial issue apparently. Due to comprehend the future possible multicultural diversity related issues and staying in the "melting pot" hospitality industry for a long time, organizations and management must understand the importance of multicultural diversity training and inquire profit from it.

The main purpose of designating this study was to completing investigation of the

literature on the related theme equipped with the purpose of the heart, which develops the criticism of the literature. If the importance that develops a multicultural diversity training program was discovered, the information found in this study was used in order to carry out recommendation in the hospitality organizations that are related to multicultural diversity training program development. Researcher's learning objectives would be the growing consciousness of multicultural diversity training and increase sensitivity to the concerns of associates in groups different from their own work environment and business industry. Researcher would like to develop appropriate multicultural diversity training programs for hotel industry.

Acknowledgements

First of all, I express my gratitude to Dr. Joe Benkowski who is my study

advisor, for his initial encouragements, valuable time, advice, and comments to me to

take on this big challenge. Without his intellectual advice and support, I would think this

study would not be completed. I especially thank my parents and all of my friends in the

United States and Japan, and many individuals who gave their support and

encouragement; otherwise, I could not have completed this much volume of study.

Table of Contents

CHAPTER ONE

Introduction

Research purpose statement

Presently, the difficulties of managing a diversity, multicultural work force and environment are becoming one of the biggest challenges in the hospitality industry. Since the world economy is becoming globalized and more culturally diverse, these multicultural work forces is making work environment different from traditional one. More organizations aware difficulties of developing appropriate cultural diversity training program to react for these issues. This research project was designed to provide organizational decision makers such as Human Recourse managers, training and development managers, and other executive managers with information on developing effective multicultural diversity training programs in Hotel industry in Minneapolis area. The purpose of this study also is to identify all associates members are allowed or even encouraged to be who they really are and all associates have the opportunity for personal growth and the realization of their full potential. The fundamental background of developing multicultural diversity program will be learned by information gathering from academic books, the Internet, and various academic journals.

Hesselbein, Goldsmith & Beckhard (1997) states that:

I often describe organizational change today as a "journey." To many managers, it's a journey that never ends. Some tell me that the journey is leaving them breathless. My advice: learn to "breathe" differently and anticipate what you are likely to encounter.

It is obvious that, whatever the industry, numerous numbers of the organizations will be needed to practice developing and delivering appropriate cultural diversity training programs because of the competitive work environment and complexity of people the organization are dealing with nowadays. Organization's true business success happens through empowering all associates from many cultural back ground and heritages within the framework of the organization especially in the hospitality industry. Apparently, hospitality businesses in Minneapolis area are facing big changes with working multicultural workforce environment. Rynes and Benson (1998) stated that:

> Nevertheless, Scott and Meyer (1991) offer some ideas as to why organizations adopt training programs in general. In particular, they focus on the dramatic increase in organizational training programs that, like diversity training, are aimed not at transmitting technical job knowledge or skills, but rather at influencing employee attitudes, values, and ways of relating to one another. They speculate that such broad training activities are adopted as: mechanisms for transmitting organizational values, with the ultimate objective being to develop internalized controls (i.e., appropriate norms and values) among those trained.

Having an awareness of the differences of those presently around us has been the focus of the multicultural diversity initiative. This generally has little impact when working with employees of another culture in the service industry in Minneapolis area.

Research Objectives

Objectives of this study were to:

1. Identify the multicultural training needs of the program.

2. Identify the benefits of developing appropriate cultural diversity training program in hotel industry in Minneapolis area not to be concerned concern more about cultural diversity in work environment not to be concerned with the size of a company.

3. Identify efficient way of approaches to develop and deliver cultural diversity training program in order to improve work environment and multicultural work force utilization.

4. Provide a solutions to mutlicultural business environemt that reduce associate mistreatment by their original ethinicities.

The solution will be presented in the final chapters as discussion and conclusions.

Assumptions

Cultural diversity training program is applicable to all sizes of hospitality related organizations in any environments. Assumed that information gathered is the best information able to be found and used on the study. As a final point, throughout this research project, it was assumed that information obtained in and around the Minneapolis area is just as advantageous and applicable as information available outside of the Minneapolis area.

➢ Globally owned hotels in Minneapolis area does not have effective multicultural training program.

➢ The researcher utilizes the best available method for developing the training manual.

Limitations

The researcher was limited to the resources available and the body of knowledge on the topic of developing multicultural diversity training program and was limited to the time available to complete the study.

> ➤ There is a limited amount of literature resources available in regards to the multicultural training programs among hotel industries in Minneapolis area.

> ➤ The study will also be confined to the Minneapolis area, and therefore some of the data may be different in the other U.S. locations.

Definition of Terms

Culture – Learned and shared values, briefs, and behaviors common to a particular group of people; culture forges a group's identity and assists in its survival. Race is culture, but a person's culture is more than her or his race. (Orbe and Harris, 2001)

Diversity – Diversity is a common conclusion in a wide range of literature exploring phenomena of contemporary globalization, whether economic or social (Avgerou, 2002)

Empowerment – A condition whereby employees have the authority to make decisions and take action in their work areas without prior approval. (American Society of Quality Web Site)

Ethnicity – An aspect of social relationship between agents who consider themselves as culturally distinctive from members of other groups with whom they have a minimum of regular interaction…When cultural differences regularly make a difference

in interaction between members of groups, the social relationship has an ethic element

(Eriksen, 1993)

Multiculturalism – Doctrine asserting value of different cultures coexisting within

single society; globally, vision of cultural diversity deliberately fostered and protected.

(The Globalization Web Site, 2000)

Race – A group of persons related by common descent or heredity" and " a

classification of modern humans…based on an arbitrary selection of physical

characteristics as skin color, facial form, or eye shape, and now frequently based on such

genetic markers as blood groups" (Random House Webster's College Dictionary, 1995)

CHAPTER TWO

Literature Review

In Chapter Two, a review of literature related to the Multicultural diversity

training principles were conducted and discussed. Detailed topics included in this chapter

are for definition of Multicultural Diversity and Ethnicity in the workforce, Diversity

Training, Quality Management concept and Employee Empowerment.

Multicultural Diversity and Ethnicity in the workforce

Recently, an awareness of "diversity" and "multiculturalism" has developed

within society in the United States. This movement corresponds to a change from the

earlier "melting pot" mentality, which paying attention to striving for equality for people

of all colors, creeds, religions, and generally all walks of life-- "melting" them together so

as not to emphasize their differences. (Nassar-McMillan & Hakim-Larson, 2003)

In the book, *Cultural diversity, mental health and psychiatry: the struggle against*

racism, Fernando (1993) stated that:

> Culture is no longer seen as a closed system that can be defined very clearly, nor
>
> something that is composed of traditional beliefs and practices that are passed on
>
> from generation to generation, but as something living, dynamic and changing – a
>
> flexible system of values and world views that people live by and create and re-
>
> create continuously. (p.11)

Whatever the business industry you are in, the backbone of any successful organization is

without question its employee base. Successful organizations are paying attention more to

team work environment in order to stay in market for long term period. One of the key

point in the profitable work environment for attractive as an organization is the ethnic

diversity of the players. In the article, *Put diversity in context*, Kennedy and Everest (1996) stated that:

> According to Workforce 2000 (a study by the Department of Labor on the changing composition of the U.S. workforce), by the end of the decade only a minority of net new hires will be Anglo-American males. The remaining 85 percent of net new hires will be female, African-American, Hispanic, Asian and Native American. To remain competitive, it will be necessary for employers to embrace diversity and seek out all available strategies to attract the talent they need in the future. One such strategy is to understand our own cultural filters and to accept differences in people, so that each person is treated and valued as a unique individual. (p.1)

The growth of many ethnicity groups is accelerating that of majority groups everywhere in the U.S. As globalization became a corporate buzzword in the latter part of the 20th century, companies realized that they would have to become more sensitive to other cultures, primarily to avoid the embarrassment or lost business that can result from ignorance or offense (Schwartz, 2001). Fenton (1999) stated that the forced and voluntary movements of labor, of merchants and adventures and colonists, have seen peoples and their languages and customs transported across the globe. It is extremely important that if your organization is a global company, management team must understand how they can get the most out of your associates. Also management people need to ask themselves that what they have to do to make sure all associates work together as a team. More organizations are searching for people who are not only talented and proficient in their

field but also comfortable with cultural diversified work environment and fluent in other languages. I believe that organizations need to seek someone who will fit in and are sensitive to traditions that may be different from typical American business cultures. In the article, *Minorities in the majority*: *Implications for managing cultural diversity,* Rubaii-Barrett and Beck (1993) stated that:

> Recent reports such as Workforce 2000 Report (1987 & 1989) by the Hudson Institute and Civil Service 2000 (1988) by Johnston indicate that employers are worried about their ability to motivate diverse groups of employees, their ability to effectively communicate with employees for whom English is a second language, and the impact of differences in values and cultural norms on employee performance and work satisfaction and commitment. (p.1)

Although some people think that diversity does nothing but create problems and challenges, it offers remarkable benefits. Among the benefits is variety in ideas, styles, forms of devotion, vision, creativity, innovation, histories, and lifestyles (Parvis, 2003). In the article, Cultural Diversity *and Your Future,* Arenofsky (2002) stated that "As a good business practice, employers need to respect employees of a different race, ethnicity, nationality, or religion." Multicultural diversity understands the benefits and potential of each individual. It would enhance working culture so that a variety of creative thinking styles and life patterns can be accommodated for the benefit of the organizational culture.

Currently, in the hospitality industry, employees are becoming more culturally diverse. Similar Somali migration patterns have occurred in other seemingly unlikely

U.S. communities such as Holyoke, Massachusetts, and most recently in Minneapolis/St.
Paul, Minnesota, increasing demands for welfare, and English-as-a-second-language and
special-ed curricula (Brown and Coon, 2003). According to The Rights Stuff (2003):

> By some estimates, more than 40,000 Somali have settled in Minnesota in the past
> few years, leaving behind possessions, relatives, and a country ravaged by civil
> war for a new life in a radically different culture. But there's one thing they could
> not leave behind: their Islamic faith...
>
> (http://www.humanrights.state.mn.us/somali_islam_pov.html)

According to the United States Department of Labor force statistics, growth rate in the
new workers entering the U.S. labor force shows that immigrants female jumped up to 7
percent from between 1985 to 2000. More apparently, only 15 percent of new labor force
will be white men.

Table 1 New Workers Entering U.S. Labor Force

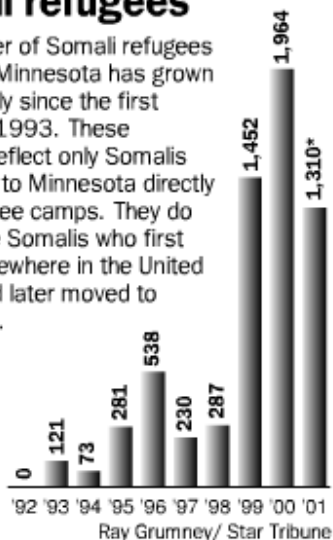| Race of Labor Force	1985	2000
Immigrants Female	3%	10%
Immigrants Male	4%	13%
U.S Non White Female	5%	13%
U.S Non White Male	5%	7%
U.S White Female	36%	42%
U.S White Male	47%	15%

Source: Valuing Diversity

Most refugees--if not all--are finding jobs in the service sector of the economy,
making them of particular interest to the hospitality industry (Holter, 1995). Grumney
(2002) stated that "The number of Somali refugees arriving in Minnesota has grown

dramatically since the first arrivals in 1993. These numbers reflect only Somalis who came to Minnesota directly from refugee camps. They do not include Somalis who first settled elsewhere in the United States and later moved to Minnesota."

Somali refugees

The number of Somali refugees arriving in Minnesota has grown dramatically since the first arrivals in 1993. These numbers reflect only Somalis who came to Minnesota directly from refugee camps. They do not include Somalis who first settled elsewhere in the United States and later moved to Minnesota.

'92 '93 '94 '95 '96 '97 '98 '99 '00 '01

0   121   73   281   538   230   287   1,452   1,964   1,310*

Ray Grumney/ Star Tribune

*First nine months of the year. No refugees were admitted in October, November and December because of the Sept. 11 attacks.

Source: Minnesota Department of Human Services

Diversity Training

In the article, *lessons in learning*, Rolph (2003) stated that:

> Workplace diversity training was another key topic. Most organizations (69 per cent) had a diversity policy, most frequently addressing gender, ethnic status and disability But only 58 per cent provided diversity training, which suggests a gap between policy and practice. The diversity training reported was mostly quite basic, suggesting that some companies may be reacting to external legal pressures rather than embracing diversity in a meaningful way (p.49)

Cultural diversity training is a hot item throughout the federal government and corporate America. Both the American workforce and the populations to which governmental and nongovernmental enterprises deliver goods and services are diverse in terms of gender and ethnicity, and reflect immigration patterns and assimilation dynamics at work across the United States. Social Security Administration's Office of Hearings and Appeals (OHA) providing diversity training sessions for their contractors in order to help measure how well they performed and to keep the training on target (Skoler, 1994).

The goals involved:

- Acquiring a greater understanding of how thought processes, beliefs, and past experiences influence decision making;
- Examining judicial and organizational cultures and their impact on judicial roles and functions;
- Acquiring a deeper awareness of cultural differences and how they affect communication patterns, ways of processing information, and attitudes toward authority;
- Examining the advantages of appreciating multiple perspectives without compromising judicial integrity;
- Learning communication skills that encourage greater understanding between people who are culturally different.

Some published research shows better Return of Investment for organizations that have been recognized for their focus on diversity. For instance, the 50 companies recognized by Fortune Magazine in 1998 as the best places for racial minorities to work

had a total five-year return to shareholders of 201 percent versus 171 percent for the S&P

500. There is remarkable consistency among these publications on the primary business

drivers for diversity. Three key drivers are universally given (Salomon & Schork 1998):

➢ Enhanced access to a broader talent pool.

   The ability to attract, retain and motivate talent from all over is critical to business

   success. A research organization that aspires to recruit the best and brightest

   employees cannot afford to ignore any portion of the talent pool.

➢ Improved innovation.

   The heart of innovation is being "new" and "different." A culture or organization that

   is open to diversity or "differences" will provide a more fertile ground for the growth

   of new ideas than a culture or organization that is comfortable only with "sameness."

➢ Stronger customer relationships.

   Forging strong relationships with customers by developing relationships with

   individuals within the customer firms is crucial to business success. When customers

   and business are global, investments in research, development and manufacturing

   must also be global for the business to have customer credibility.

An emphasis on diversity begins with management mind-set, and then translates into a

cluster of behaviors beginning with recruitment and selection strategies and continuing

through the employment cycle with altered practices in benefits, compensation, job structures and, of course, training (Hubbard, 2003).

Designing training manual is very significant part of developing training program. In the book, *Developing Effective Training Skills*, Pont (1990) states that "The designing of a course from nothing can appear a daunting and awesome task, not to mention the time involved. If one adopts a systematic approach then it can greatly help clarify thinking and create a framework for development". Belilos (2000) stated in her article that:

> You are the central figure as the planner, decision-maker, trainer, and facilitator. Yet the above cannot be planned until you will have conducted a needs analysis and identified training needs, which are conditional on perceived gaps between a desired and an actual situation, (the measurable or observable performance and behavior of the trainee/s), which brings us back to the truth that the main protagonists here are the intended trainees and that training takes place only if it is perceived as needed to help those trainees perform as expected.

The proposition for training design hence would be to study training techniques that encourage trainees to develop strategic knowledge to maximize transfer. In the book, *How to manage training: a guide to administration, design, and delivery,* Nilson (1993) stated that:

> In order to design transfer, you must wholeheartedly committed to understanding the needs of your customer. The best-kept secret in training management is that training is a business. Those managers who take the time to figure out what their

customers really need can reap all the normal benefits of designing and delivering

a business service that is cost-effective and profitable (p.85).

Nilson (1993) has also given the checklist for "Designing Training for Adult Learners".

This checklist is used very successfully in a large number of organizations. The checklist

below can provide a good road map for considering quality management as well.

Following is the 9 points checklist.

1. Be sure that trainees know how their work fits intro the totality of work. Be sure

   that instruction describes the big picture. Inspect the beginnings of your course

   documents to be sure that instruction is designed to enable trainees to see their

   work in relationship to all work of the business.

2. Be sure that trainees understand the requirements of the new skill—that is, give

   trainees a simple list of component behaviors you expect them to exhibit after

   they've been through training.

3. Anticipate that trainees will come to training with some gaps in prerequisite

   knowledge. Have reference documents, user manuals, and job aids available

   during training for those who might need to catch up.

4. Demonstrate by your actions—the tone in which the course is written and the

   respect with which the instructor interacts with trainees—that the training

   department appreciates the past successes of trainees and will work with them to

   continue to build on their experiences.

5. Present training as a solution to problems. Conduct training in a way that engages

   trainees in working out solutions. Give trainees opportunities to problem-solve

individually as well as in small groups. Give them clues and ideas, but let them work through the problems.

6. Provide feedback often during learning time. Adults like to know that they "got it"; if they did not get it, they like to know what steps to take in order to do it right.

7. Build in plenty of practice time, and be sure that it is "instructed" practice time, so that trainees realize their successes and failures and can learn from them in a controlled situation.

8. Hand out some record or reminder of learning—a trainee manual, a course outline, a workshop agenda, a job aid—to take back to the job. Give them a crutch to reactivate their memories after training is done.

9. Give trainees a chance to evaluate their training, making suggestions for improvement.

Training Transfer Checklist 4.3. (Nilson, 1993, p. 87)

Quality Management Concept

The first management consultant (engineer named a Frederick W. Taylor) can follow development of an integrated quality control. Philip B. Crosby asserted the "non-defective" program adopted by the federal government of the United States, which defines quality as "conformance to requirements." The work about nature improvement is continued. Application of these concepts to a service industry resulted in the new concept based on the marketing approach and the strong customer focus of Philip Kotler's. Deming, Juran, and Crosby (these people began the TQM process) share the common theme of the participatory management (Mighetto & Associates, 2001).

Deming is widely accepted to be the teacher of a quality management, and he is known by the world of his "14 points for Management". Deming began teaching a statistics quality control immediately after World War II in Japan, and it is admired that it was an important contributor to the nature improvement program of Japan (Cottman, 1993). Following are the 14 major points of quality management.

1. Create a constancy of purpose for improvement of product and service

2. Adopt the new philosophy

3. Cease dependence on mass inspection as the primary method for improving quality

4. End the practice of awarding business on the basis of price tag

5. Constantly improve the process of production and service

6. Integrate modern methods of on-the-job training

7. Develop tailored methods of supervision and management

8. Drive out fear

9. Break down barriers between departments

10. Eliminate slogans, numerical goals, posters and other pressure-creating devices

11. Eliminate procedures that require a specific output from each employee

12. Remove the barriers that stand between the engineer and his right to pride in workmanship

13. Institute a vigorous program of education and retraining

14. Encourage every individual within the workplace to dedicate himself to this transformation (Cottman, 1993, p. 29-30)

Quality management has a big impact on the entire organization in every competitive business environment. Total Quality Management (TQM) technique is developed by Americans to control production and quality. According to Mighetto and Associates (2001):

> TQM is a participative management style which emphasis of total employees' commitment to customer satisfaction. It is a holistic approach to managing complex organizations and replaces top-down management with decentralized customer-driven decision making. Total Quality Management is an integrated management system for creating and implementing a continuous improvement process -- eventually producing results that exceed customer expectations. It is based on the assumption that 90 percent of problems are a result of process, not employees (http://www.eskimo.com/~mighetto/lstqm.htm).

Capezio and Morehouse (1993) define that "Total Quality Management refers to a management process and set of disciplines that are coordinated to ensure that the organization consistently meets and exceeds customer requirements" (p.1). After World War II, there was a growing awareness for all nations manufacturing industry to remain compatibly strong in a global market place requiring adopting a new business culture. Japan was trying to analyze the American industry after the war, and desired to take over the challenge of the direct competition with the United States (Capezio & Morehouse, 1993). TQM is requiring the new business culture. Every one of the employees plays a part to producing and delivering quality products. Cartin (1993) speculates that:

> It will become evident that TQM is a way to manage any organization. It is being successfully adopted in industry, government, and services. But it is not a

collection of tools that can merely be plugged in to produce results. Some tools use alone can produce improvement, but only adoption of the fundamental principles will results in maximum benefits (p.xii).

Global service industry has been to understanding the significance of continuously improving the quality of their service as a means of achieving long-term business goals. Quality improvement is the peculiar portion of a quality control process. Continuous improvement has to consist of diagnosing core quality process in the entire system. Berk (2000) stated that "The continuous improvement concept focuses on finding shortfalls and sources of variability in administrative, manufacturing, and service process that can detract from a quality output, and improving the process to eliminate undesirable outputs" (p. 7). Berk (2000) has also given the outline for "Strategy for improving Continuous Improvement". This outline is used very successfully in a large number of organizations. The outline below can provide a good road map for considering quality management. Following is the 12 points outline.

1. Define Current Status
2. Define Objectives
3. Select Improvement Teams
4. Assign Improvement Teams
5. Define Processes
6. Identify Variability Sources
7. Identify Potential Improvements
8. Perform Experiment(s)
9. Modify Upgrades As required

10. Implement Pilot Upgrades

11. Measure Results

12. Implement and Move To Next Projects

Figure 2-1 (Berk, 2000, p.7)

Mighetto and Associates (2001) states that, "Management participation and attitude, professional quality management, employee participation, and recognition reflect a philosophy making internal and external customer satisfaction as the organization's primary goal". Quality management is for all organizations. The only thing required before implementation is "Willingness of Change". Even leading companies in the United States have recognized that, in the long term period of time, they will surely support customers further by delivering higher quality products at the lowest possible cost in a short period of time (Cartin, 1993).

Employee Empowerment

Employee empowerment is an essential managerial means that can be used to obtain competitive advantages from human resources in the new millennium. A comprehensive understanding of the essence of empowerment is crucial to facilitate its effective implementation (Lin, 2002). Employee Empowerment is defined as "Enlarging employee jobs so that the added responsibility and authority is moved to the lowest level possible in the organization. Empowerment allows the employee to assume both managerial and staff responsibilities" (Heizer & Render, 1995, p. 370). Employee Empowerment is one of the ways of managing complex organizations. Western managers believe they are "in Charge" (Cartin, 1993, p.61). According to Orf (1997), she thinks the Japanese are well known for group orientation society. She states that:

One of the reasons often given to explain why Japanese managers succeeded in winning such a high degree of commitment from their workers is that instead of imposing their own decisions on the workers, they often leave decision making up to their workers (p.75).

However, the beauty of empowerment is universal strategy. Hand (1994) states that "Managers support and stimulate their people, co-operate to overcome cross-functional barriers, and work to eliminate fear within their own team" (p.25).

Often times, many supervisory levels of employees believe that empowerment may end up losing their authority and eventually losing their jobs. Consequently, you can expect that most of the resistance to empowerment comes from the middle management. However, employee empowerment does not mean that managers no longer have the responsibility to lead the company and are not responsible for subordinate's performance. Hand (1994) speculates that supervisory and middle managers must be trained well due to accustom with organizational change. It's actually that stronger leadership and accountability are required to obtain in an organization that seeks real empowerment. There are no companies can create high quality work process and products without making sure each employee in that company are well trained.

Initiating employee empowerment is going to help in creating a healthy work environment where employee motivation can be developed. Therefore, employees are able to make more decisions beneficial to organizations. Communication between management and employees is one of the identical signs of employee empowerment. It is significantly important to recognize that there is a relationship between satisfying internal customers (employees) and meeting external customers' needs. When organizations

cannot treat their employees correctly, they cannot be expected to treat external customers with loyalty. According to Cartin (1993), "Involvement is most effective when organizational members are organized into teams (p. 61). Organization can measure the result of empowerment only when the entire organization is willing to work as a team. Capezio and Morehouse (1993) define that "The process of forming teams and making them work in a productive and results-oriented way requires key elements to ensure success (p.157):

1. Clear roles

2. Skill development

3. Participative environment.

The synergy of work processes improvements by teams can be significant. If an organization has not been actively initiating employee empowerment, according to Conner (2001), "no amount of Lean technologies will make a significant and sustainable difference in your company's performance" (p.171).

Chapter Three

Research Methodology

Introduction

Research Methodology applies to ways the researcher comes close to problems and seeks answers. This chapter describes the subject of the study and the methods used to gather information.

The main objective of this research project was to provide organizational decision makers such as Human Recourse managers, training and development managers, and other executive managers with information on developing effective multicultural diversity training programs in Hotel industry in Minneapolis area. The purpose of this study also is to identify all associates members are allowed or even encouraged to be who they really are and all associates have the opportunity for personal growth and the realization of their full potential.

Research Design

The background of developing multicultural diversity program will be learned by information gathering from academic books, the Internet, and various academic journals.

The research objectives of the study were:

1. Identify the multicultural training needs of the program.
2. Identify the benefits of developing appropriate cultural diversity training program in hotel industry in Minneapolis area not to be concerned concern more about cultural diversity in work environment not to be concerned with the size of a company.

3. Identify efficient way of approaches to develop and deliver cultural diversity training program in order to improve work environment and multicultural work force utilization.

4. Provide a solutions to mutlicultural business environemt that reduce associate mistreatment by their original ethinicities.

Instrumentation

 Develop Training Manual. After completion of developing multicultural training program, researcher expecting to see the result like below. Williams and Green (1994) speculate that people are able to see learning outcome after giving proper ideas and concepts about multicultural diversity training objectives:

1. Modify and design learning events that take account of each learner's culture.

2. Reduce prejudice and stereotyping about learners.

3. Run learning events that do not force learners to compromise the culture they subscribe to (though you may decide to challenge their values and assumptions in a positive and constructive way).

4. Achieve a better return on investment of the money and time spent on learning by working with the preventing culture rather than ignoring it and inadvertently working against it.

 The main purpose of the literature review was to attain answers to the objectives previously discussed in the methodology introduction and research design part. In order to collect and classify the main data for this research project, information gathering from academic books, the Internet, and various academic journals were chosen as a research tool.

Research Procedures

      The review of published literature lacked recent substantial studies specific to execute organizational change such as "Developing Multicultural Diversity Training manual" in the real business world from a corporate training standpoint. This study answered questions concerning what senior business manager's values for topics and delivery methods. The following chapter display details of the information that will be part of the training manual.

Chapter Four

Results and Decision

Introduction

This chapter reports on the results from the academic books, the Internet, and various academic journals. The aim of this chapter is to report the results of the researcher's own work. Developing multicultural diversity training program, there are several topics need to be followed in order to make the program to be successful one. Detailed topics included in this chapter are for Needs Assessment of training, Way of Deliver the Training, and the Way of Evaluate Training. These topics provide the tools managers need to run their training operation and describe in concrete ways the actions managers need to take to make training work for the organization's needs. The data gathered from the literature review based upon the facts of the hospitality and business industry was used to meet the objectives of this study.

The research objectives of the study were:

1. Identify the multicultural training needs of the program.

2. Identify the benefits of developing appropriate cultural diversity training program in hotel industry in Minneapolis area not to be concerned concern more about cultural diversity in work environment not to be concerned with the size of a company.

3. Identify efficient way of approaches to develop and deliver cultural diversity training program in order to improve work environment and multicultural work force utilization.

4. Provide a solutions to mutlicultural business environemt that reduce associate mistreatment by their original ethinicities.

Findings

Multicultural diversity training objectives are not restricted to language-based efforts.

Have you ever seen that Somali culture requires that they wash their feet before eating or eating on their break? These daily basis behaviors could create serious communication failure in the healthy work environment. Arredondo (1996) states 10 points of "Guidelines and knowledge Base about Diversity Management". Following is the 10 points outline:

1. Diversity management must be understood in the context of historical, political, and sociocultural antecedents.

2. A planned, systematic process of change is a theme in diversity management.

3. Diversity management initiatives are integrated, multidisciplinary approaches that simultaneously address organizational culture, systems, policies, practices, and people.

4. A diversity management initiative will be shaped by the different prospective of people and organizations and their interdependence.

5. Clear Definition and terminology can guide an initiative.

6. Diversity management requires a mind-set favorable to creativity, risk, power shifts, and change.

7. Diversity management stresses the individual in context, not an entity defined by her or his demographic categorization.

8. Underpinnings of diversity management are leadership, continuous learning, and empowerment.

9. Follow the blueprint set forth in this book can thriving in a multicultural organization.

10. Organizational leadership, in word and practice, is the best asset for diversity management.

Needs Assessment of training

Assessing training needs is one of the most significant parts of developing training manual. Needs assessment is an area of training management that has a reputation for raising the blood pressure of many a training manager. The reasons for this are embedded in deficiency of understanding about what needs assessment is, about the standards for doing it right, about the effects it has on those it touches, and about the ways in which it cost many dollars' worth of analysis time and time spent by employees away from the job. (Nilson, 1991) Often times, employees say successful training programs would enhance the importance of looking at the person next to you as a team member, regardless of their ethnicity or lifestyle. In the corporate world, each employee have diverse work style among them and they would like to aware of facts about how people work, regardless of gender or race in the workplace. Here are the 8 points of "General Guidelines for Success" created by Nilson. These items provide a framework for success, while managers are still in the "thinking about it" stage of needs assessment.

1. *Define your objectives*. Are you intending, for example, to identify individual employees, define problems with work process, pinpoint systems confusion, find

supportive data to measure training's impact, get input to long-range plans, justify budget expenditures, quantify productivity, analyze specific intellectual or physical skills? Be sure that you and your staff are very clear about the objectives of the needs assessment.

2. *Estimate resources expenditure during needs assessment*. Estimate how much time will be taken up by persons and by those answering questions. Estimate the costs of time spent in meetings, creating questionnaires or other instruments, analyzing results, preparing documentations, giving feedback. Before you begin, know what you commitment of time and money will be. Scale your needs assessment to the size of the commitment you are able to make. Identify staff who will do the various needs assessment tasks.

3. *Identify a measurement and evaluation specialist who can advise you*. This person should be able to help you design your data-gathering instruments and show you ways of documenting and presenting needs assessment results.

4. *Anticipate the benefits of needs assessment in terms of positive energy for change*. Be prepared to suggest new directions in program development, new avenues for communication, and new possibilities for personal growth. Be ready when employees come to you with enthusiastic ideas related to the needs assessment.

5. *Identify which employee groups should receive—and give—feed-back*. Be sure to include all those who will be touched by the results of needs assessment. Plan

your company politicking strategy before you begin to design your needs

assessment.

6. *Use a variety of data-gathering methods, so that you get good numbers and*

honest opinions. Surround the performance issues with as much variety as

possible in order to elicit responses from a variety of employees.

7. *Start well in advance.* As soon as you hear mumblings of a request for training,

begin thinking about time up front for needs assessment.

8. *Be careful of your language.* Don't use the term "needs assessment" if you

believe that it will conjure up images of big spending. Be creative – use other

words, such as "design specs," "up-front effort," "research," "review of training

background," or "verification of training problem.

Needs Assessment Checklist 3.1. (Nilson, 1991)

Brown (2002) states in his article that:

Training needs assessment is an ongoing process of gathering data to determine

what training needs exist so that training can be developed to help the

organization accomplish its objectives. Conducting needs assessment is

fundamental to the success of a training program. Often, organizations will

develop and implement training without first conducting a needs analysis. These

organizations run the risk of overdoing training, doing too little training, or

missing the point completely.

Needs assessment is definitely essential if you are creating a relevant intervention into current organizational culture. If you can see there are some gaps between current results and required future results, organization must identify what the main reasons to create training programs are and make clear the alternative ways to get from there to there.

Ways to Deliver the Training

Whether you are conducting the training program live through classroom type or "On the job training" or something else, managers must encourage interest, motivate, state objectives and establish the scope of the training. Trainees need to talk on the level of the audience,   promote group contribution, exchange and report major points, push the group (or individual) mentally by asking questions, and involve the group in as many activities as possible. There are numerous sources of information on the methods and techniques of delivering training. Researcher is not writing about methodology. The delivery of training involves the organization of external events and stimuli so that these actions help people learn. This means that the training manager must cope with the many tasks of developing the organization of trainers and training support people so that the organization itself is set up to facilitate workers' learning about various aspects of their jobs and the company. Selecting a delivery method is really important. Nilson (1991) states that:

> You should consider all options before deciding how to deliver training. Today, there is a myriad of ways to present instruction, some having high instructor visibility, some done in a classroom setting, and some done through an interface

between a person and an electric devise (key pad, CRT, microphone, telephone transmitter camera).

The following four classifications constitute the basic methods of delivering training created by Nilson.

< Group >

Large and small classroom, seminar, workshop, small group, one-on-one training

< Individual >

Computer-based-training/programmed instruction, self-study manuals and correspondence courses, video or audio tape, interactive videodisc

< Distance >

Any training characterized by trainees who are separated from their instructions, generally linked by telephone lines, satellites, or a computer network

< Other >

A wide assortment of training delivery structures in which the instructor's work is secondary and the instructional designer's work is primary, such as training conferences and conversations, field trips, simulations, and job aids.

Diversity training doesn't have to be difficult or expensive to add substantial value to global organizations. Well established training methods include apprenticeship

programs, cross training, and off-site training. And currently, in order to technological improvements and increasing customer demand, training is increasingly provided through the Internet as well. Today, virtual training method is growing, because it's understood as the most time and cost-effective method for numerous organizations. It also provides a wider range of training choices, while supporting on-site or locally-based instruction. The flexibility afforded by online training supports job-specific, hands-on instruction that can be cost-effectively tailored to individual and corporate needs. Multicultural diversity training often deals with perception and awareness of people. The training has to be planted confidently in the real world of business. Business managers must clearly see how the diversity initiative ties to the bottom line of their work place. Developing multicultural diversity training program must have greater amount of support throughout the entire organization. In order to maximize support, diversity needs to be seen by everyone as an issue. Diversity training cannot be a one-time event. This big project will be utilized by everyone only their behaviors are linked to their every day work. It is a continuous improvement event for entire organization.

Ways to Evaluate Training.

Researcher believes it is very significant that the same approach is taken to training and learning. To do that, trainers need to be continuously looking for feedback from trainees and examining every aspect of what we do for training. This, in researcher's view, is what training evaluation is all about. Researcher believes that the best time to plan training evaluation is when trainees are analyzing learning needs. Carnevale (1990) speculates that:

Evaluation is undertaken for several purposes. Generally, evaluation fall into two categories: to improve the human resource development process, or to decide whether to continue it.

He states four primary levels of data are used to evaluate training effectiveness:

1. Reaction, or post-training surveys—to determine reaction of learners;

2. Learning, or pretests and post-tests—to determine what learning has taken place;

3. Behavior, or interviews and job observation with learners and supervisors—to determine whether training has produced any behavioral changes; and

4. Results, or impact on business—to determine if the company has benefited overall.

Arredondo (1996) states that:

During the evaluation, the organization can learn if specific strategies are being actualized and to what extent. Simply stated, evaluations must be designed to inquire about, assess, and in as many ways as possible address targeted goals and expected outcomes.

She set 13 points of guidelines for evaluating progress and change. Followings are 13 points outline:

1. Think of evaluation as a strategy to assess change and impact.

2. Build in an evaluation strategy from the start.

3. Think of evaluations as instruments for knowledge building and future planning.

4. An evaluation requires a plan of action with a stated purpose, methodology, and expected outcome.

5. Measure progress against stated goals and objectives.

6. Make evaluation procedures inclusive of all constituencies in the organization.

7. Use both qualitative and quantitative procedures to assess change.

8. Make inquires at macro and micro levels.

9. Seek evidence of permanent change(s)

10. Expect three types of findings: desirable, undesirable, and unexpected.

11. Do not view lack of change as failure. Rather, consider, exploring other contextual factors.

12. Realize that diversity management occurs in the context of multiple forces. Changes likely results from a combination of deliberate strategies and indirect factors.

13. Select consultants who can guide the evaluation process.

The following chapter will illustrate the summary, conclusion, and recommendations for further research study. The following chapter will utilize the information gather in chapter 4 and literature review to provide ample data to assist in illustrating the importance of developing multicultural diversity training program for managers into global organization.

Chapter Five

Summary, Conclusions and Recommendations

Introduction

This chapter contains the conclusions and recommendations drawn from all the information gathered in the previous four chapters. Based on the findings, a number of conclusions are made, with specific recommendations suggested for each conclusion. This chapter is divided into three sections: [1] a summary of the study; [2] conclusions based upon the results of the study; and [3] recommendations for further study.

Summary

This section addresses several elements as related to this study. Included in this section will be a restatement of the problem and a review of the methods and procedures used to gather all the information found in this research.

Objectives of this study were to:

1. Identify the multicultural training needs of the program.

2. Identify the benefits of developing appropriate cultural diversity training program in hotel industry in Minneapolis area not to be concerned concern more about cultural diversity in work environment not to be concerned with the size of a company.

3. Identify efficient way of approaches to develop and deliver cultural diversity training program in order to improve work environment and multicultural work force utilization.

4. Provide a solutions to mutlicultural business environemt that reduce associate mistreatment by their original ethinicities.

Methods and Procedures

The review of published literature lacked recent substantial studies specific to execute organizational change such as "Developing Multicultural Diversity Training manual" in the real business world from a corporate training standpoint. This study answered questions concerning what senior business manager's values for topics and delivery methods. The following chapter display details of the information that will be part of the training manual.

Recommendations

Based on the review of literature and the finds of this study, the following recommendations are made for further investigation:

- This study should have involved large segment of multicultural diversity trainees. Large sample size for the volunteer trainees should have been chosen. A study that involved all managers or any other diversity training trainers would seem appropriate.

- When selecting the human subjects in the futuure, select the entire trainers at selecting site not just the small sample size. Different levels of trainees interact with their trainers and have different influence on the business with every organization.

- The research indicates that there are varieties of methods for success when implementing multicultural diversity training program into a global organization by trainers. A research of all levels of trainers at hotel industry in Minneapolis area would be helpful in determining how prevalent and different methods would be

- For future study and increasing data, the researcher could distribute a survey to all multicultural diversity training trainers or mangers at sight. Therefore, the researcher and hotels in Minneapolis area would have a clear understanding of beneficial points to develop multicultural diversity training program.

Organizations need to embrace multicultural diversity issues to hire and retain the best talent and attract business from growing cultural diversity groups. Williams (1993) states in her book that:

With increasing cultural diversity now a feature of m many organizations, more and more trainers will need to manage the implications of more than one culture during learning and development. For example, within an organization there may be differences in culture in work groups or teams, departments, branches, regions, levels of the hierarchy, occupational groups, different countries, ethnic groups or national groups.

Organization should start establishing the reasons for a diversity initiative and setting clear prospects. Organization must show the links between diversity and business goals to managers who deal with diversity at their work environment. This activity offers a framework of diversity initiatives. It helps all employees understand how come multicultural diversity program is significant to develop within global organization and how valuing differences relates to the overall business. Hotels in Minneapolis area come in all sizes and shapes, with staffs ranging from mostly homogeneous to totally

multicultural diverse. Additionally, the theories involved in multicultural diversity management are new enough that even its employees do not always have a consensus.

Successful multicultural diversity training program development requires strategic and tactical planning for incorporating diversity into business goals and work performance. Initiating multicultural diversity training programs isn't always easy. Many diversity groups are still feeling uncomfortable and insecure with diversity initiatives. However, organization must be aware of the points of view of people from all ethnic groups due to find balance and succeed in work place.

References

American Society of Quality (online) Retrieved March 15, 2004, from,

      http://www.asq.org/info/glossary/e.html

Arenofsky, Janice. (2002) *Cultural Diversity and Your Future.* Career World 31 no3 14-

      16 N/D

Arredondo, Patricia. (1996) *Successful diversity management initiatives: a blueprint for*

      planning and implementation, Thousand Oaks, CA: Sage, P.28-29, 152

Avgerou, Chrisanthi. (2002) *Information systems and global diversity,* Oxford; New

      York: Oxford University Press,

Belilos, Claire. (2000) *Demystifying training design*, New Straits Times (Malaysia), May

      13th

Berk, J. & Berk, S. (2000) *Quality management of the technology sector.* Boston, MA:

      Newnes, p.7.

Brown, Judith. (2002) *Training Needs Assessment*: *A Must for Developing an Effective*

      Training Program, Public Personnel Management 31 no4 569-78 Winter

Brown, Steve & Coon, Chris. (2003) *An Immigration Explosion.* (Online) Retrieved

 March 8, 2004, from http://www.frontpagemag.com/Articles/Printable.asp?ID=8336

Capezio, P., & Morehouse, D. (1993) *Taking the mystery out of TQM: A practical guide*

      to total quality management. Hawthorne, NJ: Career Press, p.1, p.157

Carnevale, Anthony Patrick. (1990) *Workplace basics training manual,* San Francisco : Jossey-Bass Publishers

Cartin, T. J. (1993) *Principle and practice of TQM.* Milwaukee, WI: Quality Press, p.xii, p.61.

Conner, G. (2001) *Lean manufacturing for the small shop.* Dearborn, MI.: Society of Manufacturing Engineers, p.171.

Cottman*,* R. J. (1993) *Total engineering quality management.* Milwaukee, WI: ASQC Quality Press; New York, NY: M. Dekker, p. 29-30.

Eriksen, Thomas Hylland. (1993) *Ethnicity and Nationalism anthropological Perspectives,* London: Pluto Press, p. 8

Fenton, Steve. (1999) *Ethnicity: racism, class and culture.* Lanham, Md.: Rowman & Littlefield, p. 30

Fernando, Suman. (2003) *Cultural diversity, mental health and psychiatry: the struggle against racism.* New York: Brunner-Routledge, p.11

The Globalization (online) Retrieved March 22, 2004 from http://www.emory.edu/SOC/globalization/M

Grumney, Ray. *Somali Refugees.* Minneapolis Star Tribune (Online) Retrieved April 18, 2004 from http://www.startribune.com/stories/1608/2104359.html

Hand, M. (1994) *Freeing the Victims* Personnel Review (Online), *23*(2), 25 (PDF)

      Retrieved March 12, 2004 from

      http://search.epnet.com/direct.asp?an=9504252759&db=crh

Heizer, J., & Render, B. (1995). *Production and operations management*. Upper Saddle

      River, NJ: Prentice-Hall, Inc., p.370.

Hesselbein Frances, Goldsmith, Marshall, Beckhard, Richard. (1996) *The leader of the*

 future: new visions, strategies, and practices for the next era. San Francisco: Jossey-

 Bass

Holter, James T. (1995) *Bosnian refugees find haven at Hyatt.* Hotel & Motel

      Management v210 p1+ S 4

Hubbard, Andrew. (2003) *Accommodating* Diversity *in The* Training *Environment,*

      Mortgage Banking 63 no4 106

Kennedy, Jim, Everest, Anna. (1996) *Put diversity in context.* Secured Lender Jul/Aug96,

      Vol. 52 Issue 4, p54, p3

Lin, Yeh-Yun Carol. (2002) *Empowerment in the Service Industry: An Empirical Study in*

      Taiwan. The Journal of Psychology 136 no5 533-54

Mighetto & Associates. (2001) *TQM* (Online) Retrieved Feb 27, 2004 from

      http://www.eskimo.com/~mighetto/lstqm.htm

Minnesota Department of Human Rights, The Rights Stuff. *An Islamic Point of View*. (Online) Retrieved March 27, 2004 from http://www.humanrights.state.mn.us/somali_islam_pov.html

Nassar-McMillan, Sylvia C.; Hakim-Larson, Julie. (2003) *Counseling Considerations Among Arab Americans*. Journal of Counseling & Development Spring3, Vol. 81 Issue 2, p150, 10p;

Nilson, Carolyn D. (1991) *How to manage training: a guide to administration, design, and delivery,* New York, N.Y.: AMACOM, p53, 85, 155

Orbe, Mark P, Harris, Tina M. (2001) *Interracial Communication: Theory into Practice*. Belmont, CA: Wadsworth

Orf, J. Y. (1997). *Japanese education and its role in Kaizen.* In Liker, Jeffery K. 1997 *Becoming lean: Inside stories of U.S. manufacturers* Portland, OR: Productivity Press, p.75.

Parvis, Leo. (2003) *Diversity and Effective Leadership in Multicultural Workplaces.* Journal of Environmental Health v. *65* no. *7*, March 2003 p. 37, 65

Pont, Tony. (1991) *Developing effective training skills,* London; New York: McGraw-Hill Book Co., p.10, 11

Random House Webster's college dictionary, New York: Random House, 1995.

Rolph, Jessica. (2003) L*essons in Learning,* People Management, may 1st, Vol. 9 Issue 9, p49, 1/2p;

Rubaii-Barrett, Nadia, Beck, Ann C. (1993) *Minorities in the majority: Implications for managing cultural diversity.* Public Personnel Management; Winter93, Vol. 22 Issue 4, p503, 19p

Rynes, Sara, Rosen, Benson. (1995) *A field survey of factors affecting the adoption and perceived success of diversity training,* Personnel Psychology; Summer95, Vol. 48 Issue 2, p247, 24p, 5 charts

Salomon, Mary F, Schork, Joan M. (2003) *Turn Diversity to your advantage*, Research Technology Management 46 no4 37-44 Jl/Ag 2003

Schwartz, Diane. (2001) *Adapting to* Diversity *Begins in the Work Place.* Business News New Jersey; April 24, Vol. 14 Issue 17, p10, 1/2p

Skoler, Daniel L. (1994) *Human Rights: Journal of the Section of Individual Rights & Responsibilities.* Winter94, Vol. 21 Issue 1, p18, 3p, 1bw

Williams, Teresa. Green, Adrian. (1993) *Dealing with difference*: *how trainers can take account of cultural diversity,* Aldershot, Hampshire, England ; Brookfield, Vt. : Gower Pub.,