

A STUDY
to
DETERMINE THE EFFECTS OF AN ENGLISH
LANGUAGE TRAINING PROGRAM ON BILINGUAL
EMPLOYEES IN SELECTED MIAMI-AREA HOTELS

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CHAPTER I

THE PROBLEM AND ITS SETTING

The Statement of the Problem

The problem is to investigate deficiencies in staff performance in selected Miami-area hotels caused by linguistic and cultural differences among staff members, and methods of overcoming these deficiencies through linguistic and cultural education.

The Subproblems

1. The first subproblem. The identification of linguistic and related cultural differences among staff members in selected hotels.

2. The second subproblem. The identification of staff performance problems in selected hotels resulting from linguistic/cultural differences among staff members, and of performance improvements resulting from a remedial language program.

The Hypotheses

The first hypothesis is that problems resulting from multilingual staff and cultural differences are wide spread throughout the hotels in the Miami area.

The second hypothesis is that problems resulting from a multilingual staff and cultural differences in hotels can be minimize through the implementation of remedial language training programs.

The Delimitations

The study will be limited to selected hotels within multilingual communities in the Miami area.

The study will be limited to the determination of cultural differences between two major groups of hotel employees: native Spanish speakers and native English speakers.

The Definition of Terms

Problems. Problems are negative conditions or situations within a hotel which significantly affect hotel performance.

Cultural differences. Cultural differences are differences directly resulting from native cultural orientation including differences in sending and receiving messages, differences in cognition, background, and

particularly, language.¹

Multilingual Community. A multilingual community is an area in Miami which is largely populated by both native Spanish and English speakers, as well as speakers of other languages.

Abbreviations:

LEP is the abbreviation for limited English proficiency.

HRD is the abbreviation for Human Resource and Development.

ESL is the abbreviation for English as a second language.

Assumptions

The first assumption. The first assumption is that staff cultural differences in hotels exist in a multilingual community such as Miami.

The second assumption. The second assumption is that hotels in Miami employ large number of non-native employees who have limited proficiency in the English language.

¹Alfred G. Smith, Communicating and Culture, (New York, New York: Holt, Rinehart and Winston, 1966), p. 565.

The Importance of the Study

The determination of the nature and extent of problems resulting from staff cultural differences in hotels located within multilingual communities is the first step towards eradicating such problems. Possible solutions may be found through the development of culturally sensitive training and development programs. The goals of such programs would be, in part, to educate, and make employees aware of cultural differences among staff cultural groups. The programs would strive to make native English-speaking employees aware of non-native cultural differences and how this may affect job performance. Good communication is fundamental to the success of an organization, and if culture affects communication, then it's obvious that culture also will affect the organization to a very real extent. By being made aware of various cultural concepts, such as those of space and time, employees can interact more companionably, with less hostility and with more trust. Cultural training programs would introduce and offer explanations of the American system to non-native speakers and offer language instruction to teach the basic language of hospitality, based on the realization that English is a second language for many employees. In a multilingual work environment language training is perhaps

the most important training area. Language instruction can be implemented through private language schools, intensive programs, or through individualized instructions. Regardless of how language learning is achieved, it is an important training objective to be accomplished. Needs would be determined and met. Perhaps employee relations would improve by solving multilingual problems. This might, in turn, improve guest services, and interemployee and management relations, as well as facilitate conflict management in multilingual organizations. The hotel, then, would be receiving full benefit from its training program.

CHAPTER II

THE REVIEW OF THE RELATED LITERATURE

Introduction

Living is to a great extent, a matter of communicating. People communicate from morning to night: they chat, they kiss, they smile, they wave. They communicate through language and through other codes of human interaction. Communication is the name given to the multitudes of ways human beings keep in touch. It is a primary social function involving signs, language, codes

and symbols.

Communication is a process—a basic process of organization. It has been called "the nervous system that makes organizations cohere."² It is that which allows members to coordinate. In a hotel, communication must not be viewed as a secondary aspect of organization. For hotels found in Dade County, Florida, which, in terms of population, is approximately forty percent Hispanic, communication becomes the very essence of organized activity, something fundamental out of which all other functions come. These hotels must use communication to accomplish results on the job, but further, the involved personnel must blend language and culture to communicate effectively. They must communicate interculturally.

Communication: History, Aspects, Definitions

The essence of communication is human speech and language. Language is the spark behind the essentially social role of communicating. Speech may unite, but it may divide equally well.³ Researchers in the communication field make reference to a paradox: that communication is

²Jessamon Daw and William Jackson Lord Jr., Functional Business Communication, (Englewood Cliffs, New Jersey: Prentice-Hall Inc.), p. 1.

³Colin Cherry, On Human Communication (Cambridge, Massachusetts: The Massachusetts Institute of Technology, 1978), pp. 3-8.

itself about what is shared, but if senders and receivers share too much, there is hence no need for communication. The need comes about because something is not shared and must be conveyed.⁴ Perhaps it is this unknown element that is an essential part of communication.⁵

The development of human language was a powerful step in evolution. It dramatically increased human potential for survival and resulted in the growth of social organizations of all kinds. With language, thoughts were able to become organized and from organized thoughts came men's self-awareness and sense of responsibility. Language has constructed systems of ethics and law. Through language, "man has become a self-conscious, responsible, and changeable creature."⁶

In the history of man there have been at least five major communication revolutions, beginning with the ability to communicate through speech, then through writing, printing, mobility, and finally, through intercultural

⁴Edward C. Steward, "Outline of Inter-cultural Communication," Intercultural and International Communication, Fred Casmir (ed.), (Washington, D.C.: University Press of America, Inc., 1978), p. 266.

⁵Ibid.

⁶Cherry, op.cit., p. 4.

communication.⁷

The capacity for speech in a community creates several possibilities. It allows community members to coordinate diverse activities, such as operating a grocery store, managing a home, and growing a crop of wheat. Division of labor becomes possible and human associations may operate at a new level. The past can be talked over and thus understood better. In addition, speech can be used to plan the future.⁸

The introduction of writing created the possibility of storing information with greater precision than it was possible by human memory. Writing also brought with it the necessity of learning to read. Speaking and listening are universally learned at home before age five, but reading and writing remain, in general, school subjects.⁹

An obvious advancement in communication was the invention of the printing press which occurred in Germany between 1440 and 1455. Print made it possible to widely distribute writings of general interest such as constitutions, works of religion, and great literature, all of which helped to shape human cultures.¹⁰

⁷ L.S.Harms, Intercultural Communication (New York, New York: Hayser and Row, 1973), p. 5.

⁸ Ibid.

⁹ Ibid., p. 7.

¹⁰ Ibid.

It is agreed that in the hundred-year span between 1880 and 1980, the human capacity to walk and talk over distances has been extended to the point that distance across the world ceases to be a major constraint on human communication. There doesn't appear to be a single term for the astounding contemporary revolution of transportation and telecommunication technologies. It is written that the term "mobile" was chosen because it is indicative of the removal or reduction of time and space barriers on the communication activities of man.¹¹ Significantly, the reduction of these barriers has led the way for the fifth defined revolution in human communication, which is about language, and culture, and communication. It has been labeled intercultural communication.¹²

Culture Defined

Certainly, a definition of culture must be arrived at before the combination of language and culture and their effects one upon the other may be analyzed. Culture, as defined here, emerges as a synthesis from several sources. It encompasses aspects from psychology, sociology, and technology. It is everything an individual inherits from his or her ancestors. It is the common beliefs behaviors,

¹¹Ibid., p.8.

¹²Ibid.

and relics within and outside a common group. The essential core of culture consists of traditional, historically derived and selected, ideas and especially their attached values.¹³ A succinct and logical definition was offered by Arensberg and Nichoff in 1971, "Culture is the sum total of what individuals learn in common with other members of the group to which they belong. Basically, it is what an individual has learned from the people who reared him, most of which they learned from their elders. Cultural knowledge also includes what the individual learns from his fellows and from his teacher when they formally or informally pass on group knowledge."¹⁵

It is concluded in other definitions that culture is based on a community of communication, consisting of socially stereotyped patterns of behavior, language, and thought. Culture is everything learned by experience and transmitted from one generation to the next. The responses of man to his physical and human environment is

¹³ Ashley Montagu and Floyd Matson, The Human Connection, (New York, New York: McGraw Hill, 1979), p.167.

¹⁴ Harms, op.cit, p. 31 citing Comad Arensburg and Arthur Nichoff, Introducing Social Change - A Manual for Community Development (Chicago, Illinois: Aldine, 1971)

¹⁵ Harms, op.cit.

expressed as culture.¹⁵ Culture is continually changing, sometimes quickly and visibly, and sometimes slowly, subtly and imperceptibly.¹⁶ Culture systems may on the one hand, be considered as products of action, on the other hand as conditioning elements of further action.¹⁷

Conclusions

Similarities between language and culture may be delimited. Language is an aspect of culture which is common to all human societies. Language, like culture, is in a continual state of change, as social conditions change, as contacts between people of different classes, races, and ethnic groups touch and go.¹⁸

If communication among humans is made possible by their having something in common, then obviously the reverse is true, it is made difficult by the differences among them. Intercultural communication is wrought with such difficulties, as it concerns itself with

¹⁶L.E. Sarbaugh, "A Systematic Framework for Analyzing Intercultural Communication," International and Intercultural Communication Annual, Vol. V (Dec. 1979), p.12.

¹⁷Montagu and Matson, op.cit.

¹⁸Cherry, op.cit., p. 77.

communication between human communicators of dissimilar cultural backgrounds. It seems apparent, as Prosser suggests, that "men must communicate, whether or not they will communicate."¹⁹ Communication is without dispute, the essential human connection. Making that connection between cultures is what defines intercultural communication.

Intercultural communication refers to those aspects of communication that are influenced by cultural differences. This occurs when the sender and receiver do not share the same system of beliefs, perceptions or attitudes. Because meanings are in people, not in words, communication clashes happens when individuals do not share common meanings for the exchanged words.²⁰

Intercultural Communication

Intercultural communication is perhaps best understood as cultural variance in the perception of social objects,

¹⁹ Harms, op.cit., p. 34, Citing Michael Prosser, (ed.), Intercommunication Among Nations and Peoples, (New York, New York: Harper and Row, 1973).

²⁰ T. Harvell Allen, The Bottom Line (Chicago, Illinois: Nelson Hall, 1979), p. 138.

concepts, and events. Within a given culture, communication has many complicated effects. When communication takes place between two or more cultures, those effects are even more complex. While messages are transported across cultural boundaries, they are being encoded in one context and decoded in another context.²¹ This significantly increases the possibility of misunderstanding and of unexpected reactions. Much of the difficulty in intercultural communication isn't solely a matter of understanding, but of understanding nonverbal signals that are coded so automatically within a single culture that the user is unconscious of them. Gestures greatly strengthen social interchanges. Even very subtle understanding can take place with nods or shakes of the head, smiles, frowns, handshakes, and other small movements of the hands and face. The ways different cultural groups perceive such movements, along with cultural perceptions of time and space is so ingrained and automatic that individuals are generally unaware of the categories they use.

²¹ Smith, Op.cit., p. 565.

Time and Culture

It is difficult to conceal one's conception of time. By examining the different ethnic concepts of time, how cultural concepts influence people's behavior becomes evident. The American concept of time is largely commercial. The language reflects the importance of "getting there on time," "making up time," "losing time," and, in general, "knowing the time." If an American has an appointment, he doesn't expect to wait, and becomes annoyed if he is obliged to do so. But the time pie is differently cut in other parts of the world. Anyone who has traveled out of the United States or had extensive dealings with non-Americans knows that punctuality is variously interpreted. For example, in Latin America, a forty-five minute wait for a business appointment is no more unusual than a five minute wait under the same circumstances in the United States. If an American businessman carries with him his American interpretation of punctuality to a Latin American office, he will be destined to have his temper flair and his blood pressure rise. What he must realize is that no insult is intended and that for him to judge a Latin American by his scale of time value is to risk a major mistake. The watches on the wrists of Latin Americans may look the same but they tell a different sort of time. A miscalculation of intent is

understandable. In the United States, a consistently late individual is thought of as irresponsible, undependable and rude. Not so in Latin America. A current advertisement for Mexicana Airlines sums up well this thought by stating that Mexico is a place where it's the "height of politeness to come late."

Space and Culture

Space is another cultural concept. It is learned and inherently influences the way people behave. Probably without realizing it, each person surrounds himself with a bubble of privacy which he defines as "his own space." Certainly unintentionally, almost any individual who grew up in the United States is apt to unintentionally snub a Latin American simply because of the difference in handling space relationship, especially during conversation. To a North American, a distance of two or three feet is required for him to feel comfortable—at least in a formal business conversation. (Of course at an informal gathering with friends the distance shrinks, but anything under eight or ten inches is liable to provoke an apology or an effort to move back.)²² To a Latin American, as a result of his cultural traditions, a

²²Ibid, p. 572.

distance of two feet seems to him approximately what five feet might feel to the North American. The Latin American perceives the North American to be distant and cold, and the North American sums up the Latin as "pushy." As the Latin American moves closer, the North American moves back. This concept of space is a universal one. To a German, the distance must be even greater than for a North American. The French fairly represent cultures along the Mediterranean. They live, eat, and work very comfortably in crowds. Perhaps Arabs represent the extreme by getting so close during conversations that they literally breathe on one another.²³

Conclusions

Therefore, culture affects interpersonal communication. By being aware of the various concepts of space and time, executives can go a long way toward preventing communication breakdowns.

When considering language differences, it's important to remember that although a shared language facilitates communication in many ways, all cultures do not use the language in the same way. Many bilingual people—Cubans, Puerto Ricans, Chicanos—may use English quite differently than a monolingual native English speaker.

²³Allen, op.cit., p. 139.

Also—and this is especially worth noting—even though the three groups share a common first language—Spanish—they use and interpret even this shared language in different ways. So language differences have to be considered by a sensitive communicator who must understand that even if a language is shared, differences still exist in terms of how it is used. These differences are frequently reflected in a person's perception of reality.²⁴

Who Am I / Who Are You?

"Who are you?" is an essential first question to identify and isolate the participants in a communicative setting. For that question to have an answer, obviously there must be a desire among communicators to share certain parts of their identities with others involved in the transaction. A common thought is that the basis of the communications process lies within the individual human being and his concept of self identity. There is little doubt that his behavior, on the job or in personal relationships, is a manifestation of his identity which is made up of systems of belief, attitudes, value structures,

²⁴Ibid.

patterns of thinking, assumptions and emotions. The question "who am I," becomes the "instrument for analysis and synthesis in the communication process. It establishes a method for determining how one communicator will relate to another in any given situation by providing a perspective (emphasis mine) for which we can look at human relationships by answering the fundamental problem in human psychology."²⁵

It is believed that effective intercultural communication is based on the ability to understand and know the dimensions of one's identity and to have an awareness of the structures and elements that comprise "who one is." An individual's view of himself depends in part on his perception of what others think of him. In an ongoing interchange, such as in an employer-employee relationship, each must be concerned not only with himself but also himself in relation to the other. A person placed in an intercultural situation must be able to modify his own frame of reference to become more aware of the roles and values of the other culture surrounding him.

²⁵Eileen Newmark and Molefi K. Asante, "Perception of Self and Others: An Approach to Intercultural Communication," International and Intercultural Communication Annual, Vol II (Dec 1975), p. 55.

In the intercultural environment he will be confronted with people having different personal as well as cultural realities. As a result, he will be faced with a vast set of new perceptions to interpret. Thus it is critical that he knows himself and has an understanding of his own "cultural cues" in order to effectively cope with intercultural conflicts and related ambiguities.²⁶

Some Communication Barriers Within Intercultural Organizations

Maybe the strongest barrier to communicating with someone from another culture is lack of trust. It seems reasonable that in order to have trust, each of the communicators must have had positive experiences with members of that cultural group previously. If a person has had unfulfilling experiences with individuals of different cultures, those experiences are bound to color his attitude and shade his perception. Obviously one cannot perceive a Japanese as evil and secretive, a Mexican American as lazy, or an American Indian as drunk, and expect to treat them as equals. The person who

²⁶Ibid., p. 56.

harbors these attitudes will surely find it exceedingly difficult to communicate with the above mentioned without conveying low regard. Furthermore, by being suspicious of the speaker, he is rejecting what he has to say. Suspicion and lack of trust hinders the listener's receptivity to the message. An accompaniment to suspicion or lack of trust is defensive behavior. This may be expressed nonverbally by stepping backwards, looking away, or staring at the floor. One behavior which often contributes to defensiveness is an appearance of lack of concern. While it is commonly believed that an attitude of neutrality contributes to communication, some argue that it functions as a barrier.²⁷ A detached, impersonal manner as well as an attitude of superiority may lead to fear. Unfortunately, this fear and defensiveness often lead to hostility, and one thing is certain—hostility within the speaker is conveyed to the listener.

Hostility is increased by the response it produces. For example, if a promotion is promised to a member of a minority culture by a white, male superior, and the promotion never materializes, the minority member might be filled with resentment and consequently enter into a

²⁷Allen, op.cit., p. 141.

hostile conversation with his employer. The employer, in turn, would probably become defensive and the hostility would escalate. Without a great deal of sensitivity, hostility usually produces hostility. When hostility is introduced into a discussion, effective communication ceases.

Another barrier to effective communication is differing attitudes. All too often in organizations, when a different attitude is voiced, the listeners react typically, with intolerance and close mindedness. It's vital for good communication that the listener put aside his own attitudes and hence understand what the other person's position is and the reasons behind that position.

Lack of adequate sensitivity is the barrier most frequently cited by members of minority groups.²⁸ An individual who is unable to accurately sense what the other may feel or think or do, can't be truly sensitive to communication. Humiliation and embarrassment are most often the result of such insensitivity.

There are two more common traps that block effective communication between cultures. One is making the error in forgetting that most actions, beliefs, and attitudes

²⁸ Ibid., p. 143.

are subject to many shades of meaning and interpretations. Thus, right/wrong, good/bad, superior/inferior extremes do nothing but detract from the communicative experience. The other trap to avoid is making unwarranted assumptions or generalizations based on prior experiences. The personnel director who treats an individual the same as he has another individual because they are of the same race is certainly asking for communication difficulties. Probably very frequently, race is the only thing the two employees have in common.

Some Bridges

While conflict is a critical issue in the analysis of intercultural communication, it is conflict resolution that must be sought. There are a number of bridges the sensitive administrator can use to improve his communication with employees of various cultural groups.²⁹

The sensitive communicator must begin with trust. The establishment of trust will lead to decreased suspicion and increased tolerance for "unusual" behavior. Just as hostility produces more hostility, positive interaction

²⁹ Ibid., p. 145.

produces more positive interaction. A trusting relationship may lead to more attempts at communicating.

Accurate perception is another bridge to improved communication. Until perceived notions, which lead to stereotyping, are replaced by more accurate ideas, little communication can actually take place.

Because virtually all individuals are prejudiced, the next bridge to effective communication is a difficult one. That is the unconditional positive regard for the other person. This process is increased if the other person has some status. Therefore, the minority person should be given the opportunity to demonstrate his competency.

Yet another bridge involves empathy and understanding. Communication can only occur when people relate to one another. Extra effort is needed to promote openness and tolerance.

Possibly the most important block in the development of good communication is feedback. Feedback may be time consuming, threatening, and troublesome for a manager, but it may pay dividends within an intercultural organization. For the administrator to ask for feedback might not be enough. Generally he must identify the subjects on which he want feedback, provide opportunity for feedback, and

most crucially, reward feedback.³⁰

Conclusions

In conclusion, there are several effective ways for the sensitive administrator to build bridges to communicating interculturally. If the administrator has a positive regard for his employees, demonstrates trust and understanding, and sincerely incorporates the use of feedback, improved communication will result.

Communication in a Business Environment:

The Communication Audit

The importance of effective communication as an essential function of an organization cannot be overemphasized. When communication begins to crumble and deteriorate, organizational goals of efficiency, productivity, and profit are destined to decline. In addition, breakdowns in communication, because of resulting frustration, can lead to general lowered morale. Fortunately, there is a technique called the communication audit which may be implemented to obtain a systematic, thorough evaluation of an organization's communication climate. [see Exhibit I] Through the use of

a questionnaire, interviews, and observations, problem areas and missed opportunity will be identified. The communication audit usually gets input from at least four levels of the organization: the chief executive, the personnel manager, a representative from each major area, and rank and file employees. The communication audit can be used to determine the characteristics of several aspects of organizational communication.³¹ As the concern here is intercultural communication within the organization, an aspect of particular interest is that of cultural training, especially in a highly bilingual community.

Culture and Community

Attitudes toward talking to strangers are many and vary depending on the community or nation. Obviously, there is considerable variation within a community and even within a person. In general, the tighter a community is in its beliefs and requirements, the less time members of that community will spend communicating with others from outside that community. The suspicion is

³¹Gerald M. Goldhaber, Organizational Communication, (Dubuque, Iowa: William C. Brown Company, 1974), p. 295.

probably accurate—that an increase in communication with outsiders will change things.

In contrast, people who live and work in large cities may, during a routine day, communicate often with individuals from around the world who they don't know or expect to ever know, or even see again.

Human communication is greatly affected by world educational, economic, and social trends. On the other hand, it is also influenced by the quality of life reflected in the countless small communities of the world.

Most people learn to communicate in their own home community, within the framework of their local culture. Furthermore, there is a variety of communication styles among the members of a given community. Diversity exists. Variety exists. It is that diversity in culture and variety in communication which makes intercultural communication both difficult and important.³² It is that diversity and variety which makes Miami a vital, interesting, complicated, supremely intercultural city. Companies, organizations, and as related here, hotels, face special employee relation difficulties in predominantly bilingual cities such as Miami. Many of these culturally related problems affecting hotels in such

³²Harms, op.cit., pp. 28-29.

bilingual communities can perhaps be eradicated by the implementation of culturally sensitive training programs.

Employee Training in an Intercultural Setting

Companies should have a structured employee orientation and training program. In an intercultural environment, cultural training must be included in the overall training program. As previously discussed, a cultural awareness is necessary on the part of all parties involved to avoid excessive conflict. It is sometimes difficult to understand the effect someone's culture has had on another person, but the results (of not understanding) could be catastrophic. This is exemplified only too well in the following Oriental fable.

Once upon a time there was a great flood, and involved in the flood were two creatures, a monkey and a fish. Now the monkey, being agile and experienced, was lucky enough to scramble up to a tree and escape the raging waters. As he looked down from his safe perch, he saw the poor fish struggling against the swift current. With the very best of intentions, he reached down and lifted the fish from the water. The result was inevitable.

The moral, as it applies here, must be to make the effort to inform, to train, to open eyes at all levels of management so they may become culturally aware.

In a hotel environment, efforts to achieve culturally appropriate training and development programs must encompass both culture and language. It is desirable to expose the employees to training sessions on relating to people of different cultures, the value of candor and interpersonal feedback in cross-cultural communication, nonverbal communication, and how to understand what their foreign co-workers are really saying.

In a multilingual work environment there is perhaps no more important area of training than that of language training. While there is not one best methodology for language instruction, the following are some common methods used by multilingual organizations.³³

1. Individual instruction at a language school.- There are specialized language schools with offices in most large cities in the United States. These schools utilize various techniques, such as videotapes and cassette recordings, individual instruction, and programmed learning. Employees doing a great deal of language training generally buy blocks of time from these schools. These language schools tend to be expensive, but offer

³³David M. Noer, Multinational People Management (Washington, D.C., Bureau of National Affairs, 1975), p. 73.

flexible scheduling. They are popular among professionals and will offer specialized courses in most fields. For example, classes could be offered in business English with an emphasis on language needed for restaurants or hotels.

2. Intensive programs.- Language schools, universities, and companies themselves have scheduled intensive periods of linguistic training. The basic idea is to immerse the student in the language intensively over a specific time span. For example, the sessions might be held for one week in a motel. The student must speak only English all the time. Another common variation is attending classes for four to eight hours each day for a period of a month or even several months. The cost is high, but the final result is generally better than that achieved by attending sporadically.

3. Do it yourself packages.- There are several ways on the market to learn a language without the aid of an instructor: records, cassettes, books, and computer all help. But this form of language training is best used as a complement to other forms unless the learner is extremely motivated.

Solving Intercultural Problems through Training:

A Culturally Sensitive Model

Regardless of how language learning is achieved, it is an important training objective to be accomplished. In the March 1981 issue of Resort Management the article "Solving Bilingual Problems Improves Employee Relations," described the particulars of a training program in California which emphasized culture and language education. The innovation was sparked by hotelier Jack Wrather who realized the Southern California was rapidly becoming a bilingual community of English and Spanish speaking people. He further realized that this trend was destined to affect the number of Hispanics working at his properties. Facing the reality that English was often a little-known second language for many of these employees, he had the foresight to anticipate that the end result could lead to a breakdown in the quality of service offered at his distinctive hotel properties: Disneyland Hotel, Inn at the Park Hotel, and the R.M.S. Queen Mary. Mr. Wrather created a specialized employee relations program designed to educate employees about the function of hospitality, improve guest service, and improve inter employee and management relationships. The program was headed by the training and development director and

included a Hispanic relations coordinator to serve as liaison between the Hispanic employees and management. Program goals were designed to educate both cultures by making the English-speaking employees aware of the Hispanics' cultural differences and by introducing and expanding the American system to the Hispanics. The department made certain that all written communication forms such as memos, newsletters, reports, forms, announcements, and the employee handbook were distributed in English and Spanish. A slide orientation show was presented in both languages to all employees.

The program was offered on a voluntary basis and utilized a seminar format. Classes were offered on grooming, health, skill development, management training, and in language education and cultural awareness. In the seminar on cultural awareness taught to English-speaking employees, it was pointed out that Hispanics are more accustomed to direct communication than are North Americans. Hispanics prefer eye contact, close physical proximity, touch and verbal communication, while English-speaking personnel depend much more on the written word for communication.

The Hispanic relations coordinator conducted a survey of the Hispanic employees to learn something of their background before coming to the United States. An

awareness of these backgrounds led to better understanding and more respect on the part of the hotel supervisors. The results of the survey indicated that many of the Hispanics were over-qualified for their positions, but were impeded from finding higher level jobs because of the language barrier. The hotel's language classes were helpful and well received by both cultural groups. The language class even held a graduation ceremony. The program was deemed a success.³⁴

Hotel workers find learning English not elephantine task

Now a similar program exists locally. The project is known as F.A.C.I.L.E. (Florida Action Consortium for Increasing Language Limited Employment) and it began in November 1983, with a one year \$100,000 grant from the Ford Foundation. The program is sponsored by the Christian Community Service Agency (CCSA), Miami-Dade Community College, and Dade County Schools. The intention was to offer an English program directed toward a specific occupation. The Social Security Administration had a similar idea and granted \$25,000 to Miami-Dade

³⁴"Solving Bilingual Problems Improves Employee Relations," Resort Management, (March 1981), pp. 16-17.

Community College to develop curriculum to teach English as a second language. Therefore Miami-Dade and the CCSA joined forces--Miami-Dade to write the lessons and CCSA to arrange the classes. "This program is a joint venture in funding from both the private and public sectors," said Nora Hernandez Murrell, Miami-Dade's institute coordinator³⁵. According to Diana Grubenhoff, CCSA project director, the purpose of the program is to teach conversational English that is practical on the job and to improve the employability of newcomers who were not born in the United States³⁶. To put the lessons together, input was obtained from hotel management. "Since housekeeping has the most contact with guests and the most complaints we stated there,³⁷" Murrell said. Lessons have since been written for virtually every department within a large hotel, from maintenance to the food and beverage department.

At the hotels involved in the programs, teachers are provided and paid for by the Dade County Public Schools. The first class was held in March, 1984 at the Doral Country Club. Joel Franz, executive vice president at the Doral, has been pleased with program results. "We're very

³⁵S.R. Levin, "Hotel Workers Find Learning English not Elephantine Task," The Miami Herald, 3 September 1984, p.6A.

³⁶Ibid.

³⁷Ibid.

pleased with the program. It definitely makes the guests happier to be able to speak English with the employees." Classes are now held at the Biscayne Bay Marriott Hotel, the Omni Hotel, the Boca Raton Hotel, and others. Grubenhoff hopes to involve at least ten more hotels. "The interest is not lacking," she said.³⁸

General Conclusions

The program described above offered a creative and commendable solution to a problem which affects major hotels in Miami. It is a role model which many such training and development programs should assimilate. Based on informal interviews with employees from various hotels around the city, it seems apparent that cultural awareness and language instruction are not incorporated to any significant extent in training programs. Likewise, there is a need in many instances for a communication evaluation via a communication audit to determine strengths and weakness within the hotels' communication networks. After the final analysis of the audit is made, then perhaps the task of designing and implementing an effective training program for hotels affected interculturally may be accomplished.

³⁸S.R. Levin, "Hotel Workers Find Learning English not Elephantine Task," The Miami Herald, 3 September 1984, p.6A.

Cultural distinctions among people should not be threatening. On the contrary, they may be viewed as interesting, exciting, and broadening for those interacting with members of other cultures. Many people perhaps most, do not appreciate the profound phenomenon of cultural differences.

John Dewey offers a pertinent justification for communicating—in general—and within organizations,

There is more than a verbal tie between the words common, community, and communication. Men live in a community by virtue of the things which they have in common; and communication is the way in which they come to possess things in common. Consensus demands Communication.

EXHIBIT I

Workplan for a Communication System Appraisal

Section A: Overall Communication System

Stage I: Fact-Finding

1. Determine organizational objectives, organizational policies, and communication policies.
2. Inventory the communication activities in relation to specific communication policies.
3. Identify the nature of communication system controls, and the organization function vested with communication as a key responsibility.

Stage II: Analysis

1. Study the communication activities in terms of levels, objectives, functions, channels, and other class-types.
2. Utilize appropriate measurement techniques to judge the strengths and weaknesses of the overall communication system.
3. Note the strengths and weaknesses of the overall system in relation to organization situational factors including structure, processes and leadership.

Stage III: Evaluation

1. Summarize the data obtained and arrive at conclusions concerning the adequacy of existing activities to implement policies.
2. Recommend necessary changes and/or supportive communication programs; and furnish details as to implementation.

Section B: Specific Communication Activities

Stage I: Fact-Finding

1. Determine the nature and objectives of the activity
2. Ascertain the procedural instructions for the activity with reference to applicable communication performance criteria.
3. Arrive at performance standards constituting satisfactory performance for each procedural instruction.

Stage II: Analysis

1. Employ appropriate measurement techniques to estimate actual performance and deviation from standards.
2. Study deviations representing important weaknesses in the communication activity and give attention to the activity and give attention to the activity situational factors influencing communication behavior.

Stage III: Evaluation

1. Summarize the data obtained and arrive at conclusions concerning the adequacy of the specific communication activity to meet the objectives set for that activity.
2. Recommend corrective measures furnishing details as to implementation; and/or report on the presence of organization situational factors preventing accomplishment of objectives.

CHAPTER III

THE POPULATION OF HOTEL EMPLOYEES

The Hotels

Three hotels were used in the study: The Omni Hotel, the Miami Byscayne Bay Marriott Hotel and the Doral Country Club Hotel. These will henceforth be referred to simply as the Omni, the Marriott, and the Doral. The management of each of these hotels cooperated both in encouraging non-managerial service personnel who did not have English as their native language to attend remedial English language courses, in allowing access to attendance data and use of this data in the study, and in cooperating with the study by asking said employees to fill out appropriate questionnaires and permitting use of them, and also asking supervisors to fill out and submit appropriate questionnaires.

The Population and Its Characteristics

The total number of persons involved in the study was 91. this included 85 non-managerial hotel services personnel who did not have English as their native language, and six supervisors. As the supervisors assisted in the compilation of questionnaires, but were not themselves subjects of the study, the population of actual subjects of the study will be considered to be 85.

The population of subjects broke down as follows: 41 at the Doral Country Club, and 22 each at the Marriott and the Omni. The Doral Country Club is located well west of Miami International Airport, and tends to attract vacationers for a week or two at a time; the Omni and Marriott hotels, on the other hand, adjoin one another near downtown Miami on Biscayne Bay; in fact, they are physically connected by a walkway. They cater more to business travelers and short-term tourists. All three are considered to be fairly luxurious establishments.

The population of 85 individuals breaks down ethnically as follows: 66 Hispanics (or 77.65 percent), 12 Haitians (or 14.12 percent) and six of uncertain ethnicity (or 7.06 percent). However, the distribution is more strikingly uneven when considered on a hotel by hotel basis. At the Doral, 39 of the 41 persons (or 95.12 percent) are Hispanics, and two (or 4.88%) of uncertain ethnicity. At the Omni, 20 of the 22 persons, (or 90.91 percent) are Hispanic, and two, (or 9.09 percent) of uncertain ethnicity.

The picture is considerable different at the adjoining Marriott, where, our of 22 subjects, 12 are Haitians, eight are Hispanics, and two of uncertain ethnicity (54.54, 36.36, and 9.09 percent respectively).

There were considerable differences in the data that became available regarding the subject population of each hotel with regard to language class attendance. It was accordingly necessary to adjust some of the data in order to calculate averages. It was also evident that data from the subjects at the Marriott would have to be handled from a slightly different perspective.

At the Doral, 39 of the 41 subjects were recorded as having attended classes; the other two were not recorded for the period in question, that being January and February 1985, but were involved in questionnaires indicating that they did attend classes for unspecified number of hours. Twenty-seven subjects attended January classes, 26 attended February classes, and 15 attended in both months. The average number of hours attended per subject per month was 7.27, with actual figures ranging from zero to 15. From this group, eight employee questionnaires and eight supervisor questionnaires were submitted. There was slight overlapping, so that only seven of the subjects were covered by both employee and supervisor questionnaires.

At the Omni, where the subjects were also almost exclusively Spanish-speaking, the average number of hours of class attendance per subject per month was slightly lower: 6.82. Of 22 subjects, the attendance of 18 at

class was recorded during a three month period encompassing October, November, and December of 1984. There was a gradual drop in attendance during this period among the members of the subject group. Fifteen attended in October, 12 in November and eight in December. Six attended for only one month, three for two months, and seven for all three months. Hours attended in one month per subject ranged from zero to 21; hours attended during the three month period from 2 to 49. Only six questionnaires were submitted from this group, and they were all employee questionnaires. No supervisor questionnaires were submitted.

At the Marriott, there were indications that the Spanish-speaking employees had, in effect, assimilated and formed a hierarchy with respect to the Haitian employees. The average number of hours of class attended per subject per month was 6.73, but was a high 11.87 for the Hispanics and only 3.67 for the Haitians. Although attendance figures were used only for the month of October, 1984, there is no doubt about the existence of a discrepancy. The low and high figures are 4 and 20 for the Hispanics and 1 and 14 for the Haitians; the median figures are 10 and 11 for the Hispanics and 2 and 2 for the Haitians.

The Marriott had by far the best questionnaire-return rate. Ten employee questionnaires and 11 supervisor

questionnaire and 11 supervisor questionnaires were completed and returned; ten of the Marriott subjects were covered by both questionnaires. Ethnically, employee returns were returned for four Haitians, five Hispanics, and one person of uncertain ethnicity; supervisor returns were returned for five Haitians, five Hispanics, and one person of uncertain ethnicity. Four Haitians, five Hispanics, and one person of uncertain ethnicity were covered by both questionnaires.

The population is, on the whole, suitable for this study. All of the subjects are, virtually by definition, non-English-speakers who, in their own estimation, need help with their English-language capability, inasmuch as the classes are voluntary. All have attended English language improvement classes at least once.

Limits of the Sampling

The key to evaluation of the effects of the English usage improvement classes is measured of language improvement, improvement in being comfortable with the cultural characteristics of others, and general work improvement, particularly relating to communication with hotel guests. In this study, such measurement is accomplished by means of the two questionnaires: the

employee questionnaire, and the supervisor questionnaire.

The limitations of this are indicated by the following figures.

Of the 41 subjects at the Doral, there are only seven for whom both questionnaires were returned. Of these, class attendance hours are indicated for only six. All are Spanish-speaking.

Of the 22 subjects at the Marriott, there are 10 for whom both questionnaires were returned. Class attendance records are indicated for all ten. They include four Haitians, five Hispanic, and one person of uncertain ethnicity.

No supervisor returns came from the Omni.

Therefore, out of the original 85 subjects, there are 16 for whom class attendance records, in hours, and both employee and supervisor questionnaire data are available. This amounts to 18.82 percent. If the Omni hotel is simply dropped from final consideration, the rate of subjects in whom progress can be fully measured rises to 16 out of 63, or 25.40 percent. This is still potentially valuable, as it includes one hotel with an almost exclusively Hispanic service population, one hotel with an almost evenly balanced service population, with a response rate reflecting the balance, and data allowing correlation of questionnaire response on both fronts with class with

class attendance patterns.

Multilingual Capability of Subjects

None of the subjects can be called genuinely bi- or multi-lingual, although a number of them are well able to "get by" in English, but wish to improve that capability. At least one of the subjects was a native English-speaker, but desired an improvement in English-language capability nevertheless. None of the subjects could be said to be totally non-functional in English, even before the program, but many of them communicated in English only with great difficulty. This, of course, presented serious problems in working with hotel guests, with some fellow staffers, and with most supervisors.

DORAL COUNTRY CLUB HOTEL

Subject's Name	Class Hour Attended In		Questionnaire by		Av.hrs. per mo.
	Jan.1985	Feb.1985	Employee	Supervisor	
Albisu, J.	8	0	--	--	4.0
Argrua, N.	n/a	n/a	--	yes	n/a
Armenteras, O.	11	0	--	--	5.5
Avila, M.	n/a	n/a	yes	yes	n/a
Barrios, O.	15	1	--	--	8.0
Bueno, O.	4	11	--	--	7.5
Cabrera, R.	5	2	--	--	3.5
Carmona, L.	7	0	--	--	3.5
Castrillon, M.	2	4	yes	yes	3.0
Diaz, G.	0	1	--	--	0.5
Diaz, N. .	11	0	--	--	5.5
Farina, C.	0	4	--	--	2.0
Ferrer, E.	4	0	--	--	2.0
*Fovraris, X.	2	0	--	--	1.0
Gallusa, E.	1	0	--	--	0.5
Garcia, J.	0	1	--	--	0.5
Carcia, J.M.	0	2	--	--	1.0
Gomez, C.	0	9	yes	yes	4.5
Gonzalez, L.	11	0	--	--	5.5
Gonzalez, M.	0	8	--	--	4.0
Gutierrez, E.	14	3	--	--	8.5
Hernandez, N.	4	10	--	--	7.0
*Hong, J.	6	3	--	--	4.5
Lopez, E.	0	3	--	--	1.5
Lopez, H.	4	13	yes	yes	8.5
Losada, E.	6	0	--	--	3.0
Martinez, A.	14	3	yes	yes	8.5
Martinez, J.	0	5	--	--	2.5
Martinez, R.	13	1	--	--	7.0
Mesa, O.	1	0	--	--	0.5
Perez, O.	3	7	yes	--	5.0
Ramos, C.	0	4	--	--	2.0
Reboyro, G.	14	3	--	--	8.5
Reimon, P.	10	0	yes	yes	5.0
Reviera, P.	0	3	--	--	1.5
Rivera, L.	0	5	--	--	2.5
Robles, C.	1	10	yes	yes	5.5
Sotolongo, I.	10	0	--	--	5.0
Suarez, O.	0	6	--	--	3.0
Valdes, R.	7	2	--	--	4.5

* Ethnically not certain. n/a = not available
Initials only used.

Ethnicity established by scrutiny of both first and last names.

BISCAYNE BAY MARRIOTT HOTEL

<u>Subject's Name</u>	<u>Ethnicity</u>	<u>Class Hours In October 1984</u>	<u>Questionnaire by</u>	
			<u>Employee</u>	<u>Supervisor</u>
Abreu, M.	S	11	yes	yes
Angolo, J.P.	S	7	yes	yes
Apnador, D.	H	1	-	-
Bercy, M.	H	1	yes	yes
Colon, M.	S	20	yes	yes
Delvema, Y.	U	7	yes	yes
Dominguez, L.	S	18	-	-
Etiene, E.	H	7	-	-
Jackson, I.	U	2	-	-
Jullot, A.M.	H	1	yes	yes
Lagueirre, M.G.	H	2	-	-
Louidite, A.	H	2	-	-
Louis, C.	H	2	-	-
Marc, G.	H	9	-	-
Martinez, J.	S	10	yes	yes
Martinez, L.	S	17	-	-
Martinez, M.	S	4	yes	yes
Michaud, L.	H	1	yes	yes
Milefer, L	H	3	-	-
Paul, L.	H	1	-	yes
Philippe, V.	H	14	yes	yes
Sarmiento, C.	S	8	-	-

* Ethnicity not certain. n/a = not available
 Initials only used. Ethnicity established by first and last names.
 M.A. = Monthly average attendance in hours.

OMNY HOTEL

Subject's Name	Class Hours In			Questionnaire by		M.A.
	Oct. 1984	Nov.1984	Dec.1984	Employee	Supervisor	
Almaluez, I.	11	13	14	-	-	12.67
Alvarado, R.	16	6	1	-	-	7.67
Amil, B.	n/a	n/a	n/a	yes	-	n/a
Azcuy, L.	9	1	0	-	-	3.33
Barrera, M.H.	n/a	n/a	n/a	yes	-	n/a
Camarena, M.	10	0	0	-	-	3.33
*Charles, W.L.	n/a	n/a	n/a	yes	-	n/a
Diaz, L.	7	0	0	-	-	2.33
Falcon, F.	0	5	0	-	-	1.67
Fernandez, B.	15	21	13	yes	-	16.33
Gonzalez, C.	6	0	0	-	-	2.00
Guerrero, A.	16	12	8	-	-	12.00
Jacomino, C.	13	1	0	-	-	4.67
Jesus, T.de	17	9	3	-	-	9.67
Lugo, R.	0	1	1	-	-	0.67
Marin, A.	8	0	0	-	-	2.67
Perez, M.	n/a	n/a	n/a	yes	-	n/a
Perez, R.	n/a	n/a	n/a	yes	-	n/a
Seguroola, M.	14	17	15	-	-	15.33
Valdez, N.	7	0	0	-	-	6.67
*Villafane, O.	18	10	10	-	-	12.67

* Ethnicity not certain. n/a = not available
 Initials only used. Ethnicity established by first and last names.
 M.A. = Monthly average attendance in hours.

ADDITIONAL POPULATION DATA

Total subject population: 85

Total Hispanics: 67

Total Haitians: 12

Total ethnicity not certain: 6

Total number whose class attendance is recorded
in hours: 78

Total average class hours per subject per month: 5.44

Total Spanish-speaking with recorded hours: 61

Their average class hour/month: 5.78.

Total Haitian (Creole-speaking) with recorded
hours: 12

Their average class hours/month: 3.67

Doral: Total subject population: 41

Total Hispanics: 39

Total Haitians: 0

Total ethnicity not certain: 2

Total subjects with recorded hours: 39

Total subjects with employee questionnaire: 8

Total subjects with supervisor questionnaire: 8

Total subjects with both questionnaires: 7

Total subjects with both questionnaires and
recorded hours: 6

Marriott: Total subject population: 22

Total Hispanics: 8

Total Haitians: 12

Total ethnicity not certain: 2

Total subjects with recorded hours: 22

Total subjects with employee questionnaire: 10

Total subjects with supervisor questionnaire: 11

Total subjects with both questionnaires: 10

Total subjects with both questionnaires and
recorded hours: 10

Omni: Total subject population: 22

Total Hispanics: 20

Total Haitians: 0

Total ethnicity not certain: 2

Total subjects with recorded hours: 17

Total subjects with employee questionnaire: 6

Total subjects with supervisor questionnaire: 0

Total subjects with both questionnaires: 0

Total subjects with both questionnaires and
recorded hours: 0

Total number of employee questionnaires returned: 24
 Total number of supervisor questionnaires returned: 19
 Total number of subjects with both questionnaires
 returned: 17

CHARACTERISTICS OF SUBJECTS WITH RECORDED HOURS
 AND BOTH QUESTIONNAIRES

From Doral:	6	From Marriott:	10	From Omni:	0
Hispanics:	6	Hispanics:	5		
		Haitians:	4		
		Ethnicity not certain:	1		

Average class hrs/subj/mo. 7.00

Average for Hispanics: 7.91

Average for Haitians: 4.25

TOTAL HISPANICS: 11

TOTAL HAITIANS: 4

TOTAL "OTHERS": 1

CHAPTER IV

THE DATA AND THE TREATMENT OF THE DATA

The Data

The data of this research are of two kinds: primary data and secondary data. The data is mainly derived from secondary data sources. However, primary data is used as a supplement. The nature of these two kinds of data will be given briefly below.

The Primary Data

The primary data includes interviews with hotel supervisors and hotel employees. The questions used for the interviews were based on a questionnaire.

The Secondary Data

The secondary data includes library research of published studies, texts, and articles written by authorities on language, culture, communication, intercultural communication, organizational communication, and training programs.

The Criteria for the Admisibility of the Data

As for the personal interview, only employees with multilingual differences, and supervisors dealing with this kind of personnel were considered.

The books and magazines had to be authored by leading authors and authorities highly regarded in the pertinent fields.

The Research Methodology

Many instruments can be used in a communication evaluation. However, most are one of three major types of data gathering techniques: the questionnaire, the interview, and the observation.³⁹ In all instances, it is important to supplement the general organizational knowledge accumulated in the fact-finding phase by giving attention to the organizational history, structure, management process and leadership so as to gain the broadest understanding of what are called "organizational situational factors."⁴⁰

The descriptive survey is used in this study.

³⁹ L.S. Harms, Intellectual Communication, (New York, New York: Harper and Row, 1973), p. 154.

⁴⁰ Gerald M. Goldhaber, Organizational Communication (Dubuque, Iowa: William C. Brown Company, 1974), p. 299.

The definitions and purposes of the descriptive method are explained by Paul D. Leedy in his book, Practical Research.

The descriptive survey method is appropriate for data that are derived from simple observation situations, whether these are actually physically observed or observed through benefit of questionnaire or poll techniques.⁴¹ When using the survey or interrogation method, the researcher questions subjects and records responses. Studies such as this may be classified by the communication medium used-mail survey, telephone survey, or personal interview.⁴²

Special Treatment of the Data for Each Subproblem

Subproblem One: The first subproblem is to identify linguistic and related cultural differences among staff members in selected hotels.

The Data Needed

The data needed for solving subproblem one are the problems which result from staff cultural differences in hotels with multilingual personnel.

⁴¹ Paul D. Leedy, Practical Research, (New York, New York: MacMillan Publishing Co., Inc., 1980), p. 76.

⁴² C. William Emory, Business Research Methods, (Homewood, Illinois: Richard D. Irwin, Inc., 1976), p. 82.

The Location of the Data

The data are located in the personnel files of the hotels within the Miami area. The written data is located in library materials, periodicals, books, and in responses to interview questions.

The Means of Obtaining the Data

The data will be requested of the personnel directors of selected hotels within the Miami area. Prior verbal authorization for release of the data will be obtained.

The Treatment of the Data

How the Data Will Be Screened

All the material acquired from the libraries and questionnaires will be screened to eliminate irrelevant data. Interview responses will be screened, and only completed interviews will be included. Only data that is considered to have a strong relationship with intercultural problems will be subjected to evaluation.

How the Item Analysis Will Be Made

The analysis of this study is the identifying of problems which result from staff cultural differences among multilingual hotel employees.

The most relevant factors concerning hotel problems from staff cultural differences will be listed.

Subproblem Two. The second subproblem is to find improvements resulting from a remedial language program.

The Data Needed

The data needed for solving subproblem two is to identify and support feasible improvement in training for multilingual hotel staff.

The Location of the Data

Data collected from the Questionnaires will be presented. Data collected from survey interviews of training directors and staff will also be presented.

The Treatment of the Data

All materials acquired from libraries and interviews will be screened to eliminate irrelevant data. Interview responses will also be screened. Only data that is considered to reveal the extent of the affect of cultural problems on staff overall performance will be considered.

The Means of Obtaining the Data

The data will be obtained through relevant library research, the Questionnaires and through personal interviews.

How the Item Analysis Will Be Made

The analysis of subproblem one and the results of Questionnaires communication audit and interviews will be used to establish feasible improvements in regard to multilingual staff performance problems.

CHAPTER V

THE RESULTS

Selection of a Sample Population

As noted in Chapter III, of 85 original subjects, there were only 16 who fulfilled all of the following conditions: Attended English language improvement class and had the number of hours of attendance recorded. Filled out and submitted an employee questionnaire. Had a supervisor's questionnaire filled out and submitted.

The members of this sample group are fully covered by the appropriate data sought for this study. What remains to be considered is whether or not the 16-member sample group is properly representative of the larger group.

Comparative Data:The Sample Population and the Original Group

If gross numbers are disregarded in favor of percentages, a clear picture emerges. (First three lines only are percents).

	For Sample Group	For Original Group
Percentage, Hispanics	68.75	78.82
Percentage, Haitians	25.00	14.12
Percentage, Uncertain etc.	6.25	7.06
Average class/hours/ subjects/month	7.00	5.44
Same, for Hispanics	7.91	5.78
Same, for Haitians	3.67	4.25

Subjects in the sample group show an average monthly attendance, in hours, of 28.68 percent, compared to the original population. The percent figure for the Hispanics is 36.85, and for the Haitians, 15.80. This is to be expected, as it is logical that the members of the sample group, having filled our questionnaires and seen to their submission, would be somewhat more motivated than average. It is also to be expected that the increase in motivation would be somewhat less for the Haitians, as they generally show a lower attendance rate.

There is some discrepancy regarding the percentage of Hispanics and Haitians in the sample as compared with the original population. However, this can be adjusted by removing the Omni Hotel population from consideration. This is appropriate for two reasons. First, not a single

supervisor questionnaire was received from that hotel, so it has no staff in the proposed sample population.

Second, the staff of the Omni, like that of the Doral, is virtually all Hispanic, whereas the staff at the Marriott is mixed. The Doral, with a subject population of 41 as compared with 22 for the Marriott, causes a considerable margin for the Hispanics even without the Omni.

	For Sample Group	For Doral and Marriott Population Combined Group
Percentage, Hispanics	68.75	74.60
Percentage, Haitians	25.00	19.05

Aside from ethnicity, there are, then, three basic types of data that may be examined with regard to each member of this sample. The first is the subject's attendance pattern at the language classes. The second is the subject's own evaluation of his or her progress as a result of these classes. The third is the supervisor's evaluation of the subject's progress since the subject began the classes. It is to be expected that there would be a certain correlation between one and the other. For instance, a subject with a good attendance record would

likely received more of whatever beneficial effect was to be obtained from the classes.

SUBJECTS IN THE FINAL SAMPLE

<u>Subject's Name</u>	<u>Hotel</u>	<u>Ethnicity</u>	<u>Average Class Hours/Month</u>
Castrillon, M.	D	S	3.0
Gomez, C.	D	S	4.5
Lopez, H.	D	S	8.5
Martinez, A.	D	S	8.5
Reimon, P.	D	S	5.0
Robles, C.	D	S	5.5
Abreu, M.	M	S	11.0
Angolo, J.P.	M	S	7.0
Bercy, M.	M	H	1.0
Colon, M.	M	S	20.0
Develma, Y.	M	U	7.0
Jullot, A.M.	M	H	1.0
Martinez, J.	M	S	10.0
Martinez, M.	M	S	4.0
Michaud, L.	M	H	1.0
Philippe, V.	M	H	14.0

The Questionnaire

The subjects were asked to complete and submit self-evaluative questionnaires designed to measure the benefits they had incurred from the language classes in terms of improved linguistic facility, and their supervisors were also asked to complete questionnaires about the same employees to evaluate the same improvement. Additionally, the questionnaires were also designed to

detect improved communicative ability generally with guests and others from different cultural groups, and improved work performance generally.

Results from the questionnaires should be revealing; they should reveal even more when correlated with class attendance patterns.

The Employee Questionnaire

The employee questionnaire is specifically oriented towards English language facility, although the final question as well as the comment section at the end deal with general communication and performance on the job as well. Some of the questions are self-evaluative, and others are simply a request to give opinions about the course and what is being accomplished by it. It would be almost impossible to "score" this test in any conventional sense. A more appropriate procedure would be to prepare succinct comments about each test result, pairing them with the data from the supervisor test and also with the class attendance pattern.

The Supervisor Questionnaire

The supervisor questionnaire is more specific and uniform in format than the employee questionnaire. It begins with nine items on which the employee is to be rated "improved" or "same" and a tenth on which the employee is rated on the likelihood of promotion within six months on a scale of 0 to 5. The eleventh and final item, just as the final item in the employee questionnaire, provides for comments.

The Hypotheses

As previously noted, the first hypothesis takes account of staff performance and communication problems resulting from linguistic and cultural differences. The second notes that these problems negatively impact staff performance. No attempt has been made to demonstrate this positively. However, the data is being used to show that by improving linguistic facility and cultural communication capabilities, staff performance can in turn be improved. This demonstrate the negative effect going the other way so to speak, and indicates a direct relationship.

The Questionnaire Responses

In order to expedite the presentation of this data, it will be presented in parallel columns. The class attendance hours/month average is self-explanatory. The employee questionnaires cannot be scored in the conventional sense, so it will be necessary to rely on summary comments for each one. The supervisor questionnaire, however, can be scored, after a fashion, according to the following scheme.

First line: A series of three digits, interspersed with hyphens, indicating numbers of times supervisor checked "improved," "same," "n/a" (Not available or not applicable). If nothing at all is checked in a given item, it will be counted as "n/a." Thus, 5-3-1 indicates that "improved" was checked five times, "same" three times, and one item was either not checked at all or checked in the "n/a" column.

Second line: A single digit, ranging from zero to five, indicating scoring on a scale of zero ("no probability of promotion" to 5, "will certainly be promoted," i.e., within the next six months). If this item is not graded, an "X" will be used.

Third line: Subjective scoring on a one-to-five scale on supervisor's comments, followed, if necessary, by an explanation. Again, "X" will be used if no comment(s) given.

Subject's Name Hotel/Ethnicity	Average Class- Hours/Month	Questionnaire, Comments	Questionnaire Score, Comments
		(I)	
Castrillon, M (D/S)	3.0	Uniformly positive; indicates previously bad attitude; now wishes more would take class.	5-4-0 4 5
		(I)	
Gomez, C. (D/S)	4.5	Uniformly positive; but appears to have given "expected" or "wanted" answers	7-2-0 3 Yes, 4
		(A)	
Lopez, H. (D/S)	8.5	Classes have helped somewhat; not eager for promotion; feels all should take class	6-3-0 3 Yes, 4
		(I)	
Martinez, A. (D/S)	8.5	Positive, but hesitant on one question; not eager for promotion; pleased with class.	0-5-4 (Painter, no X guest contact) X
		(A)	
Reimon, P. (D/S)	5.0	Positive; admits to/recognizes serious need; not eager for promotion; wants to improve.	0-5-4 (Painter, no X guest contact)
		(A)(has 1st put "G")	
		Very positive, even enthusiastic; feels has helped a lot; wishes more would go.	6-2-1 3 Yes, 4
Robles, C. (D/S)	5.5		
		(I)	
Abreu, M. (M/S)	11.0	Wants to improve, to be promoted, to learn more. Responded "not much" to item 3.	9-0-0 4 X
		(A)	
		Uniformly positive but cursory response.	4-5-0
Angolo, J.P. (M/S)	7.0	Feels the class was too early in the morning.	2 No, 2
		(A)	
Bercy, M. (M/H)	1.0	Positive about class, learning, promotion; but not so much about own improvement. May have helped with form.	2-6-1 0 No, 0

			(A)		
			Some help with form; mixed feelings on her progress; wants promotion; appears very concerned re. communications skills and language	9-0-0 3 Checked "Improved"	
Colon, M.	(M/S)	20.0	(G)		
			Brief but uniformly positive comments. Takes special note that the morning hour was OK for her.	8-1-0 2 Checked "same"	
Develma, Y.	(M/U)	7.0	(A)		
			Generally positive but restrained about improvements says employees need more time for class.	8-0-1 3 Yes, 4	
Jullot, A.M.	(M/H)	1.0	(A)		
			Very positive about the class, but not about his progress. Needs more time. Wants eventual promotion.	5-4-0 3 Yes, 4	
Martinez, J.	(M/S)	10.0	(I)		
			Generally positive about everything except item 6. Says time of class OK. Wants promotion.	1-8-0 3 Yes, 4	
Martinez, M.	(M/S)	4.0	(G)		
			Generally positive; seems highly motivated; esp. anxious for good verbal ability and good relations.	"Just 9-0-0 promoted" Yes, 5	
Michaud, L.	(M/H)	1.0	(A)		
			Well-motivated, pleased with the class. Want better vocabulary. Not eager for promotion.	6-3-0 1 Checked "same"	
Philipe, V.	(M/H)	14.0			

The first item on the employee questionnaire asks the employee to rate him- or herself as an "English Speaker" as either "Inadequate," "Adequate," "Good," or "Very Good." Therefore, in the appropriate column, the appropriate abbreviation is placed in parentheses at the top, over the comments. In the column for the supervisor

questionnaire, the supervisors were occasionally confused by the ambiguous format for the 11th item and made a checkmark in the three-choice check-mark column instead of writing a comment or answer. In other instances, the total comment would simply consist of the word "yes." When accompanied by generally positive responses, such a response was rated as a "4" and, in the case of especially positive responses, a "5".

The above listing, then, reflects the following data about each of the 16 subjects from the sample group.

Name.

Hotel in which subject is on staff.

Ethnic group (Hispanic, Haitian, or Uncertain).

Self-judgement of verbal English capability.

General responses of employee with regard to how he/she feels about the language classes, evaluates his/her performance and whether or not it has improved because of the classes, whether or not his/her English language capability and intercultural communicative abilities has improved because of the classes, and whether or not he/she seeks promotion.

Opinion of the supervisor as to whether or not the subject has benefited, in terms of job performance, English language capability and intercultural communicative ability, from the classes.

Opinion of the supervisor as to the employee's opportunities for promotion and relevance of his/her English language ability to this.

In the following section, conclusions will be drawn from this data and the subproblems and hypotheses reexamined in light of the findings.

CHAPTER VI
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The data obtained about the sample group of 16 subjects may be correlated in different ways. In doing this, certain patterns become evident.

Class Attendance Patterns

The number of classroom hours per month, on the average, is not derived from extensive or long term data. However, what is available shows a range of from one to 20 hours per month. For convenience, a low range, middle range, and high range can be said to exist. This breaks down as follows.

<u>Low Range</u>	<u>Middle Range</u>	<u>High Range</u>
1, 1, 1	3, 4, 4.5, 5, 5.5, 7, 7	8.5, 8.5, 10, 11 14, 20

In general, it can be said that low-range subjects go only once a month, medium-range subjects go at least once a week, and high-range subjects go at least twice a week and sometimes as often as four or five times a week.

Employee Questionnaire

In general, these questionnaires responses cannot be categorized by type. The only one easy to categorize is interest in promotion, and that is not a key item. As for self-evaluation of verbal English skills, that is not necessarily related to willingness to work or eagerness to learn. In fact, it is not even necessarily related to the truth of the situation.

Employee questionnaire responses, then, should be considered generally, and in relation to other types of data.

Supervisor Questionnaires

These responses are best categorized by the nine-point evaluative column dealing with improvement in various respects as a result of the classes. These can be divided into three categories: Very good, fair, and poor.

<u>Very Good</u>	<u>Fair</u>	<u>Poor</u>
7-2-0	5-4-0	1-8-0
6-3-0	4-5-0	2-6-1
6-2-1	5-4-0	
9-0-0		
6-3-0		
9-0-0		
8-1-0		
8-0-1		
9-0-0		

Two subjects were left out of this category. They had 0-5-4 ratings; their supervisors noted that they were painters, with no guest contact, and, apparently for that reason, omitted most of the needed data.

Correlation of the Data

There is no expected correlation between the low range of class attenders on an hourly basis and either set of questionnaires. Only one of these subjects did not come out well getting a 2-6-1 evaluation and zero likelihood of promotion expressed by the supervisor. The other two had very good questionnaire responses; one had probably the best set of responses, on both questionnaires in the entire sample.

A similar situation exists with regard to the middle range, which includes a number of persons not eager for promotion and one of the two supervisor questionnaire responses graded "poor."

There are six subjects in the high range of class attendance. None of these have supervisor questionnaires ranking as "poor," and only one falls in the "fair" category. However, it must be remembered that nine of the 14 listed sets of supervisor responses are ranked "very good." Promotion likelihood was rated in the middle-high

range, but one individual received a very low probability of promotion rating. A few of the subjects in this range expressed considerable doubt about their progress, but this was offset by high supervisor ratings. In general, it could be said that there is some correlation between a high level of class attendance and good supervisory ratings, and an only slightly less high level of correlation between high levels of class attendance and good self evaluation of progress as a result of the classes.

Of particular interest in the degree of correlation between the employee questionnaires and the supervisor questionnaires. For this purpose, each set of employee responses for each subject, and each set of supervisor responses for each subject has been rated, according to all its components, on an A-B-C scale, with A representing a highly positive rating, B representing a medium-level rating, and C representing a poor rating.

On this basis, the correlated pairs are listed as follows.

Castrillon, M.	A:B	Reimon, P.	n/a	Bercy, M	B:C
Martinez, J.	B:B	Gomez, C.	B:B	Robles, C.	A:B
Colon, M.	B:A	Martinez, M.	A:B	Lopez, H	B:B
Abreu, M.	A:A	Develma, Y.	A:A	Michaud, L.	A:A
Angolo, J.P.	B:B	Jullot, A.M.	B:A	Philippe, V.	B:B
Martinez, A	n/a				

The two marked n/a are the two painters with no guest contact and incomplete supervisor data. This leaves 14 subjects and yields the following results in terms of questionnaire correlations.

Letter-to-letter correlations (A:A or B:B)	8
Differences of one letter (such as A:B, etc)	6
Differences of two letters (such as A:C)	0

It can, therefore, be said that there is a fairly good correlation between the responses on the employee questionnaires and on the supervisor questionnaires.

Virtually all of the questionnaires indicate some positive effects of the classes.

Conclusions and Recommendations

The following can be safely stated.

Frequent attendance at the English language classes has a positive effect ranging from moderate to profound, in terms of language and intercultural communicative capability and also in terms of work performance. Also, moderate and even low attendance has a positive effect to some degree.

Employees and supervisors tend to agree most of the time with regard to the positive effects of the classes on a give employee.

Virtually every employee was pleased with the classes. A few expressed reservations about time factors.

The following recommendations can therefore be made.

The classes should be continued, and should be offered frequently enough to accommodate high-level attenders.

Progress evaluations related to the classes, by employees and supervisors, should be carried out at least once and preferably twice a year.

Classes should be held on company time, and the 7-8 a.m. class should be moved up a bit later than it is.

Frequent attendance should be encouraged with mild incentives, but not pushed too hard. One example: Good refreshments could be served at the classes.

At least some of the classes should be specifically directed to Haitians, who tend to attend less than Hispanics.

The fact that employees can progress linguistically, interculturally and in job performance through these classes corroborates the subproblems and the hypotheses. The problems do exist; they are "treatable"; and the fact that not only linguistic and intercultural capabilities improve as a result but also job performance indicates the existence of the problems and their negative effects to begin with.

DATE _____

QUESTIONNAIRE: EMPLOYEES

Name _____

Position: _____

Company _____

1. How would you describe yourself as an English speaker.
 Inadequate Adequate Good Very Good
2. Were you more motivated to attend class because your fellow workers were attending or because you really wanted to learn English?
3. Did you learn more about the hotel operation because of English classes?
4. Do you have more confidence in speaking English now because of the classes?
5. Has your ability to communicate in English improved because of the class?
6. Have you learned more about American work habits and behavior because of the class?
7. What is the most important thing you learned from class that will be most helpful to you on the job?
8. Is there anything you wish you could have learned more about?
9. Do you think the class was good or not, helpful or not?
10. Once your ability to communicate has improved would you like to be promoted or do you feel satisfied where you are?

Comments _____

DATE _____

QUESTIONNAIRE: EMPLOYEES

Name _____

Position: _____

Company _____

1. How would you describe yourself as an English speaker.
 Inadequate Adequate Good Very Good
2. Were you more motivated to attend class because your fellow workers were attending or because you really wanted to learn English?
3. Did you learn more about the hotel operation because of English classes?
4. Do you have more confidence in speaking English now because of the classes?
5. Has your ability to communicate in English improved because of the class?
6. Have you learned more about American work habits and behavior because of the class?
7. What is the most important thing you learned from class that will be most helpful to you on the job?
8. Is there anything you wish you could have learned more about?
9. Do you think the class was good or not, helpful or not?
10. Once your ability to communicate has improved would you like to be promoted or do you feel satisfied where you are?

Comments _____

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VITA

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