INTERCULTURAL LEARNING IN HOSPITALITY AND TOURISM STUDENTS—CURRICULUM DESIGN PERSPECTIVES

by

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A Dissertation

Submitted to the Faculty of Purdue University

In Partial Fulfillment of the Requirements for the degree of

Doctor of Philosophy

School of Hospitality and Tourism Management

West Lafayette, Indiana

May 2022

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Dedicated to my parents Mr. Zhengbao Shi and Ms. Qingju Liu

ACKNOWLEDGMENTS

I would never have been able to complete my dissertation without the support from my committee, family, and friends.

I would like to express my sincere gratitude to my advisor, mentor, and committee co-chair Dr. Liping A. Cai for his wisdom, guidance, inspiration, and generosity in helping me grow as a scholar and educator and providing me with great opportunities to conduct research and expand network during my PhD program. I would like to thank my committee co-chair Dr. Susan Gordon for her patience, encouragement, enthusiasm, and advice that assisted me with the progress in every stage of my dissertation. I am also grateful to Dr. Alei Fan and Dr. Kara Wolfe for serving on my committee. Thank you to Dr. Fan for demonstrating her knowledge and skills in methodology and helping me with my research design. Thank you to Dr. Wolfe for offering valuable suggestions and sharing her teaching and professional experience with me to improve my dissertation.

I am very appreciative of the faculty and staff in the White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management at Purdue University. Thank you to Dr. Richard Ghiselli for providing me with teaching opportunities and Ms. Ayrielle Espinosa for helping me smoothly complete my PhD journey. I would also like to acknowledge my friends, classmates, and graduate fellows at Purdue University for their friendship and support. A special thank you goes to Mr. Yidi Du for his love, company, encouragement, understanding, and sharing joys and sorrows with me. I have been fortunate to be surrounded by extraordinary people and I cherish every moment we spent together.

Last but not least, my deepest appreciation goes to my parents, Mr. Zhengbao Shi and Ms. Qingju Liu. Their unconditional love, support, and confidence in me made me who I am today.

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KEY DEFINITIONS

Intercultural competence is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194).

Intercultural learning is "a process whereby students from different cultural and ethnic backgrounds learn with and from each other, developing greater insight and understanding of different cultures" in the educational context (O'Brien et al., 2019, p. 26).

Internationalization of the curriculum (IoC) refers to "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program" (Leask, 2015, p. 9).

Internationalization at home (IaH) refers to the utilization of the internationalization context on campus to create intercultural learning opportunities for students (Deardorff, 2011).

ABSTRACT

Global hospitality and tourism activities are becoming increasingly diverse in the profile of international visitors as well as in the destination communities that host them. Along with the geographic and demographic shifts, today's hospitality and tourism employees not only come from multicultural backgrounds themselves but also serve and interact with guests and visitors of different cultures from all over the world. The study was conducted against this backdrop and focused on intercultural competence and intercultural learning in four-year hospitality and tourism programs in the universities of the United States. The purpose of the study is to advance intercultural learning of hospitality and tourism undergraduate students through forward-looking curriculum design. Specifically, the study aims to 1) analyze the extent to which intercultural learning is embedded in current hospitality and tourism programs; 2) identify the intercultural competence in undergraduate students presently enrolled in the programs and effective formats for students' intercultural learning; 3) evaluate desirable learning materials, approaches, and assessments of intercultural learning from the perspectives of students, educators, and industry professionals; and 4) propose a model of and make recommendations for intercultural learning through curriculum design.

A series of mixed methods were adopted to achieve the research goal and objectives. They include descriptive and semantic analyses, a self-administered survey questionnaire, and semi-structured in-depth interviews. The data were collected from 53 four-year bachelor's hospitality and tourism programs in public or land-grant universities. The results of descriptive and semantic analyses show that clear and direct statements and content about intercultural learning are lacking in general program literature as well as in specific course syllabi. Results of survey questionnaire data demonstrate that the intercultural competence level of undergraduate students in hospitality and tourism programs is neither high nor low. The most effective format for intercultural learning is through personal involvement and interaction. Intercultural activities organized by the university and community are examples of this format. The findings from the interviews reveal the core characteristics of intercultural learning materials, approaches, and assessments. The learning materials need to be current, visualized, and industry-focused. The learning approaches should be interactive and active to place students in the center during their intercultural learning process. The learning assessments are expected to provide opportunities and platforms for students to share their

experiences and reflect on what they have learned from intercultural courses. Based on the key findings from the study, a conceptual model of intercultural learning through curriculum design is proposed for hospitality and tourism programs.

The study makes some theoretical and practical contributions. Theoretically, the study enriches the literature on intercultural learning and intercultural competence in hospitality and tourism from the curriculum design viewpoint and multiple perspectives of students, educators, and industry professionals. The research integrates intercultural curriculum and internationalization at home into an innovative learning approach to facilitate students' intercultural learning. The proposed model lays a conceptual foundation for future academic discourse and empirical research. Practically in the educational context, the study offers guidelines for hospitality and tourism programs to develop and design intercultural curriculum through an illustration of an introductory tourism course. The study contextualizes intercultural learning as involving two or more world cultures. The findings are significant in intracultural and subcultural settings as well. The expectations of guests and visitors, be they international or domestic, are influenced by their primary cultures and subcultures alike. Hospitality businesses and tourism organizations can provide a higher level of service quality to their guests and visitors from diverse cultural backgrounds if their employees are interculturally competent through education and training and other human resource functions.

The findings from the study bear implications beyond higher education and hospitality and tourism. The study suggests that hospitality businesses and tourism organizations can contribute to building an inclusive community when they are staffed by interculturally competent employees. There have been increasing occurrences of direct and indirect forms of prejudice, discrimination, group profiling, social exclusion, and even hostility both in the United States and around the globe. While these occurrences are rooted in historical, geopolitical, and ideological contexts, they also result from the absence or lack of cultural understanding. Intercultural competence through intercultural learning plays a direct role in promoting harmony and inclusiveness on campus, in the workplace, and in society at large.

CHAPTER 1. INTRODUCTION

Today's world has become increasingly globalized and interconnected, manifested in the diversity of the population, growth of people's mobility, and expansion of international exchange and collaboration (Sangpikul, 2009; Yarosh et al., 2018). The dynamic changes have resulted in the ever-growing multicultural and complex environment that requires college students, who will be the future leaders of society and various industries, to have intercultural competence. One of the most widely accepted and used definitions of intercultural competence is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194). Intercultural competence is the outcome of intercultural learning, which refers to "a process whereby students from different cultural and ethnic backgrounds learn with and from each other, developing greater insight and understanding of different cultures" in the educational context (O'Brien et al., 2019, p. 26). Intercultural learning provides students with the opportunities to change their stereotyped knowledge, prejudiced attitudes, and offensive behaviors toward culturally different individuals. The enhanced intercultural competence is beneficial for students to study, work, and live in this diverse world. To respond to the arising societal need, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has emphasized the need for intercultural competence as a fundamental capability for college students (UNESCO, 2006, 2013). In other words, higher education shoulders the responsibility to provide educational platforms and opportunities to increase college students' intercultural awareness and competence (Leask, 2009; Vande Berg, 2001). Colby et al. (2003) state that:

> The growing racial, ethnic, and religious diversity of the United States and its college students and the increasingly evident globalism of the world present important opportunities, indeed imperatives, for undergraduate education. Educators in all kinds of institutions stress that in a world of multiple and conflicting perspectives, experiencing and learning from differences is a crucial part of educational process. (pp. 43-44)

Intercultural competence and intercultural learning involve and investigate the concepts of culture and subcultures. Culture can be defined as a "set of beliefs, values, attitudes, habits, and forms of behavior that are shared by a society and are transmitted from generation to generation" (Mill & Morrison, 2002, p. 260). Groups of any size may form their own distinctive cultures that are different from others (Barrett et al., 2014). As a result, each nation has not only the primary

culture, but also subcultures within the wider culture to represent the collectively carried meanings in smaller units (Hannerz, 1992). Unlike the primary culture defined by the nation, subcultures can be identified by a variety of criteria such as generation, ethnicity, geographical location, and occupation. Individuals can belong to multiple primary cultures and subcultures simultaneously. The primary culture is frequently discussed in the intercultural context to compare with other primary cultures, while subcultures are often considered in the intracultural context. In the current study, the scope focuses on the cultures defined by nations in the context of higher education.

Global hospitality and tourism are becoming increasingly diverse in the profile of international visitors as well as in the destination communities that host them. Along with the demographic shifts, hospitality and tourism employees not only come from multicultural backgrounds themselves but also serve and interact with guests and visitors of different cultures from all over the world (Ayoun et al., 2010). As stated by Morrison and O'Gorman (2006), "hospitality represents the cordial reception, welcome, and entertainment of guests or strangers of diverse social backgrounds and cultures charitably, socially or commercially with kind and generous liberality, into one's home space to dine and/or lodge temporarily." (p. 3). Individuals deserve equal opportunities to receive high quality hospitality offerings regardless of who they are and what they have (Heal, 1990; Lugosi, 2008). International guests, in particular, value whether they are treated the same as other guests without discrimination (Teng, 2011). Intercultural competence is viewed as helpful for hosts to rapidly adapt and serve culturally different guests and improve guests' experience (Kriegl, 2000; Sizoo, 2006).

The interactive nature of the hospitality and tourism field expects graduates to engage in frequent intercultural interactions in the workplace, assume leadership roles to manage teams, and deal with cross-cultural situations both independently and collectively (Gursoy et al., 2012). Hospitality hosting behaviors have been identified as a significant enhancing service that involves extensive or intensive interactions between guests and hosts (Lovelock et al., 2002). Nowadays, such enhancing service adds more value to guests' experience in addition to other service provisions (Ariffin, 2013; Ariffin & Maghzi, 2012). Considered as the heart of hospitality, interactions, in a friendly and relaxed manner and with a sense of humor, is considered an effective way to create pleasant hospitality experiences for guests (Kim & Ok, 2010; Teng, 2011). In addition to the guest-host interaction, hospitality and tourism also considers the interaction between guests as well as between hosts. In hospitality transactions, it is inevitable for guests to

share a common space or to interact with other guests, allowing them to befriend one another or shape the emotional bonds (Levy, 2010; Lugosi, 2008). In any service sector, employees and employers both act as hosts. To ensure guests' experience, these hosts are expected to cooperate with each other and establish interpersonal relationships in the teams during the service delivery process. Intercultural competence helps enhance the guests' experience and contributes to maintaining long-term interpersonal relationships between and within different groups.

Moreover, the field of hospitality and tourism emphasizes the hospitableness and professionalism in hosts, in which intercultural competence plays a significant role. Hospitableness refers to the welcoming and friendly services offered by hosts to ensure guests' experience and wellbeing, while professionalism requires hosts to be equipped with professional knowledge, attitudes, and skills (Pizam & Shani, 2009). According to Nouwen (1975), hospitality is basically a sense of compassion and acceptance, and hosts should be open-minded toward cultural differences and increase mutual understanding. Hosts at various levels in hospitality and tourism organizations are expected to exhibit welcoming, warm, sincere, friendly, and appropriate attitudes and service behaviors during the offering delivery (Teng, 2011). Intercultural competence showcases hospitableness and professionalism from the perspective of interculturality. Students' choice of the hospitality and tourism major is also largely determined by the hospitable and welcoming nature of this field, which reflects students' openness toward strangers and lays the foundation for them to improve intercultural competence (Singh & Lepp, 2019). Hospitality and tourism programs in institutions of higher education should prepare students with a sense of respect and an open attitude to foster an environment of diversity and inclusion at universities and beyond (Grobelna, 2015; Wijesinghe & Davies, 2001).

Despite the importance of intercultural competence in hospitality and tourism, one significant challenge that hospitality and tourism programs currently face is supporting students in developing intercultural competence. Scholars have identified three major approaches: 1) student mobility, 2) internationalization at home (IaH), and 3) internationalization of the curriculum (IoC) to facilitate students' intercultural learning in higher education (Leask, 2015). The increasing number of international students has increased the diversity of universities and provided a favorable environment for intercultural encounters (Lehto et al., 2014). Study abroad programs have also received acknowledgment for contributing to students' intercultural learning (Harsch & Poehner, 2016). However, both co-curricular and study-abroad opportunities represent and benefit

a limited number of hospitality and tourism students and can be easily disrupted by unexpected events such as the COVID-19 pandemic in 2020. As such, the necessity and importance of internationalizing the curriculum to involve more students in the intercultural learning process should be emphasized.

Internationalizing the curriculum emphasizes "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program" (Leask, 2015, p. 9). Although more universities in the United States have started to include the development of intercultural competence as one of the primary learning objectives in curriculum design, few undergraduate students have taken an intercultural course (Deardorff & Arasaratnam-Smith, 2017; Stemler, 2012). In hospitality and tourism higher education, extant literature has mainly emphasized the transformation of subject-based knowledge and skills rather than intercultural-oriented learning (Gainor et al., 2014; Lee et al., 2016). Besides, some universities that have hospitality and tourism programs may offer cultural related general courses for students; however, these courses fail to integrate and apply intercultural concepts to hospitality and tourism field, which is limited to maximize hospitality and tourism students' intercultural learning outcomes. Additionally, if these cultural related general courses are designed as electives for hospitality and tourism students, they may end up with taking other elective courses that have no intercultural competence components. Students are likely to miss the opportunities to conduct intercultural learning and develop their intercultural competence. Therefore, intercultural learning is essential, yet there has been no research on whether hospitality and tourism programs effectively convey the intercultural concepts to students.

This study aims to advance intercultural learning of hospitality and tourism undergraduate students through forward-looking curriculum design. Hospitality and tourism education highlights the interactive learning environment, which values the contribution of both students and faculty members in developing well-structured and designed intercultural courses (Brookes & Becket, 2011; Mahoney & Schamber, 2004). As an industry-driven discipline, the requirements from hospitality and tourism related industries are always prioritized in curriculum design (Renfors, 2018). Hence, understanding the opinions on intercultural learning from different parties, including students, educators, and industry professionals, is necessary and considered key to developing appropriate and effective intercultural learning opportunities for hospitality and

tourism undergraduate students to prepare them for future endeavors in the diverse and complex environment (Denson, 2009; Roberts et al., 2012). The specific research objectives are as follows:

1) To analyze the extent to which intercultural learning is embedded in current hospitality and tourism programs.

2) To identify the intercultural competence in undergraduate students presently enrolled in the programs and effective formats for students' intercultural learning.

3) To evaluate desirable learning materials, approaches, and assessments of intercultural learning from the perspectives of students, educators, and industry professionals.

4) To propose a model of and make recommendations for intercultural learning through curriculum design.

The study presents both theoretical and practical contributions. Theoretically, the findings enrich the extant literature on intercultural learning in hospitality and tourism higher education, particularly from the curriculum design perspectives. Although intercultural learning and intercultural competence have been discussed in higher education in general and a few disciplines (Harvey et al., 2019; Rauschert & Byram, 2018), studies in hospitality and tourism remain scant. Given the diverse nature of in hospitality and tourism field, more research is needed to investigate how to improve students' intercultural competence. This research provides empirical evidence to argue the significance of intercultural learning in hospitality and tourism students not only in their college studies but also in their future careers. Moreover, previous studies have mainly examined the role of study abroad programs in students' intercultural competence development. This study is one of the first to investigate intercultural learning and intercultural competence from the curriculum design perspectives in hospitality and tourism.

Furthermore, the current research considers the perspectives of students, educators, and industry practitioners during the investigation of the desired learning materials, approaches, and assessment tools for intercultural curriculum design. In addition to the educators' expertise on curriculum design, Bron and Veugelers (2014) have indicated the need for and importance of involving students' voices in the curriculum design. Also, as hospitality and tourism higher education has a close connection with the industry, learning industry professionals' opinions and experiences is helpful to develop a well-rounded intercultural curriculum and prepare students with the required knowledge, attitudes, and skills for the workplace (Fidgeon, 2010).

The proposed model of intercultural learning through curriculum design for hospitality and tourism programs lays a conceptual foundation for future academic discourse and empirical research. The model aims to present the significant components in intercultural curriculum design, which includes intercrural learning materials, approaches, and assessments. Also, although the model is developed based on the hospitality and tourism discipline's characteristics and requirements, it can be beneficial for other service-oriented fields to develop an intercultural curriculum according to their unique features for their students.

Practically, the study provides significant implications both in the educational context and in the workplace. In the educational setting, the findings can offer insights to hospitality and tourism program development and intercultural curriculum design. By identifying the desired learning materials, approaches, and assessments, the programs and curriculum can be better designed with an emphasis on intercultural learning and intercultural competence improvement for students. Furthermore, the research can contribute to a diverse and inclusive campus and classroom environment. Through intercultural learning, students can have a more comprehensive understanding of different cultures and know how to appropriately and effectively interact and get along with culturally distinctive others including students and faculty members in and outside the classroom.

In the workplace, the study can help organizations and industry professionals develop training programs and events to enhance employees' intercultural competence, which further contributes to a harmonious working environment and the development of organizations in the long term. Employees in the hospitality and tourism industry are required to have a set of knowledge, attitudes, and skills to serve guests with diverse cultural backgrounds and collaborate with different groups of co-workers and supervisors (Lugosi, 2008; Torres et al., 2014). This is where intercultural competence plays a significant role and intercultural training should be highlighted in employee training. Interculturally competent employees not only can provide high quality services for diverse groups of guests, but also contribute to creating a friendly, open, and harmonious working environment. Such an environment can make contributions to the organization's reputation and healthy and sustainable development in the long term.

The current study is composed of six chapters. Chapter 1 introduces the background and justification of the research endeavor, the significance of the research, and the organization of this study. Chapter 2 reviews the literature pertaining to the main concepts of the research including

intercultural competence and intercultural learning, intercultural learning in higher education, curriculum development in higher education, and evolution of hospitality and tourism education. Chapter 3 provides the detailed methodology of the study, which consists of hospitality and tourism program selection, instrument design, data collection, and data analysis procedures. Chapter 4 reports the detailed results and findings from both quantitative and qualitative data analyses. Chapter 5 summarizes and discusses the key findings, proposes the conceptual model and overall recommendations for intercultural learning through curriculum design, as well as demonstrates theoretical advances and practical implications. Lastly, Chapter 6 presents the highlights and conclusions of the research, followed by limitations and recommendations for future research.

CHAPTER 2. LITERATURE REVIEW

Chapter 2 is composed of four sections to review the literature pertinent to the main concepts of the study. The first section introduces intercultural competence and intercultural learning, particularly the dimensions, theoretical models, and assessments in the extant literature. The second part presents major approaches for intercultural learning in higher education. This section is concluded with a conceptual framework to measure current hospitality and tourism undergraduate students' intercultural learning experiences and their intercultural competence level. The third section describes the development of the curriculum in higher education. Lastly, the fourth section discusses the curriculum and pedagogy in hospitality and tourism higher education. At the end of this section, another conceptual framework to discover desired intercultural learning materials, approaches, and assessments is demonstrated.

2.1 Intercultural Competence and Intercultural Learning

Scholars use different terms to describe intercultural competence, such as intercultural communication competence (Arasaratnam & Doerfel, 2005), global competence, cross-cultural competence, and intercultural sensitivity (Bennett, 1986; Fantini, 2012). However, these terms are viewed as interchangeable for most cases (Chen & Starosta, 1997; Sinicrope et al., 2007). Among many definitions of intercultural competence, the first research-based and widely used and accepted one was proposed by Deardorff through the Delphi method. She defines intercultural competence as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194)." Intercultural competence is the outcome of intercultural learning. In the educational context, intercultural learning is "a process whereby students from different cultural and ethnic backgrounds learn with and from each other, developing greater insight and understanding of different cultures" (O'Brien et al., 2019, p. 26). It is the development of an understanding and appreciation of one's own culture and that of others. Intercultural learning is dynamic as the cultures of nations constantly change over time due to political, economic, and historical events and developments as well as interactions with and influences from each other (Barrett et al., 2014).

Intercultural encounters are considered helpful for individuals to achieve intercultural learning and develop intercultural competence (Gregersen-Hermans, 2017; Holmes et al., 2015). An intercultural encounter refers to an interaction between two or more people who perceive each other to have different cultural backgrounds and the differences in turn influence the interaction (Holmes et al., 2015; Otten, 2003). The interaction can be both verbal and nonverbal and happen either face-to-face or through the cyber community. Intercultural encounters "may involve people from different countries, people from different regional, linguistic, ethnic or religious backgrounds, or people who differ from each other because of their lifestyle, gender, social class, sexual orientation, age or generation, level of religious observance, etc." (Barrett et al., 2014, p7). The purpose of intercultural encounters is to enable individuals to view others in the mirror of themselves (Kramsch, 2014), challenge their stereotypical understanding of themselves and others, and form a more holistic worldview (Dervin, 2011). However, intercultural encounters do not automatically lead to intercultural learning and the development of intercultural competence (Allport, 1954; Amir, 1969). If social experiences are not transformed into personally relevant learning experiences, intercultural encounters may even reinforce stereotypes and prejudices (Paige, 1993). A systematic and appropriate intercultural learning process, which is guided by critical-thinking and accompanied by reflection and assessment, is necessary and important for individuals to learn from intercultural encounters and enhance appropriate attitudes, knowledge, and skills when interacting with people from diverse cultures (Brewer, 1996; Deardorff, 2011). Thus, to achieve this, intercultural encounter opportunities must be available and accessible to individuals.

2.1.1 Dimensions and Theoretical Models for Intercultural Learning

Intercultural competence is primarily composed of dimensions of knowledge, attitudes, and skills or behaviors, with the emphasis on cognitive, affective, and behavioral domains respectively (Chen & Starosta, 1997; Deardorff, 2006; Sinicrope et al., 2007; Williams, 2005). The knowledge construct includes the general knowledge of various cultures and deep cultural knowledge about specific cultures such as the culture to which individuals belong (Beamer, 1992; Deardorff, 2011). For instance, individuals should recognize that people from diverse cultures may follow different verbal and non-verbal communication conventions. The construct of attitudes emphasizes respect, empathy, acceptance, and openness toward people with diverse cultural backgrounds and

perspectives (Wiseman et al., 1989). Skills refer to the ability to discover information in conversations, interpret and relate to other cultural practices, values, beliefs, and assumptions with one's own culture, change and adopt a new way of thinking and behaviors in various settings, meet the communicative demands in an encounter, and lastly act as a mediator by translating, interpreting, and explaining in intercultural communication (Eisenchlas & Trevaskes, 2007; Williams, 2005). With intercultural competence, individuals are able to respond appropriately, effectively, and respectfully when communicating with others from different social groups and establish positive and constructive relationships with them (Barrett et al., 2014). Among all three, attitudes serve as the foundation of intercultural competence and influence the development of knowledge and skills aspects (Deardorff, 2009, 2011). The concept of intercultural sensitivity particularly deals with the attitude domain and is viewed as helpful for hosts to rapidly adapt and serve guests from different cultural backgrounds (Kriegl, 2000).

      The Process Model of Intercultural Competence. Deardorff's (2006) Process Model of Intercultural Competence has been largely influential and examined in the educational context. As shown in Figure 1, the model is composed of attitudes, knowledge, skills, internal and external outcomes, among which the former three are essential components of intercultural competence and the latter two are the outcomes of the development process. In particular, attitudes are composed of respect, openness, and curiosity and discovery, serving as the foundation for the development of intercultural competence. Ideally, attitudes, knowledge, and skills can lead to internal outcomes and external outcomes. Thus, forming appropriate attitudes is the main facet that intercultural learning should consider.

Figure 1. The process model of intercultural competence.

Intercultural Sensitivity and Intercultural Sensitivity Scale (ISS). As the prerequisites for intercultural learning, attitudes are examined by intercultural sensitivity, founded upon intercultural knowledge, and in turn, lead to intercultural behaviors (Chen & Starosta, 1996, 1997). Bennett is one of the pioneers to study intercultural sensitivity and creates the Development Model of Intercultural Sensitivity (DMIS) (Bennett, 1986). He states that "the developmental model posits a continuum of increasing sophistication in dealing with cultural difference, moving from ethnocentrism through stages of greater recognition and acceptance of difference, here termed as ethnorelativism" (Bennett, 1993, p. 22). Figure 2 demonstrates the six stages of the model, which are denial, defense, minimization, acceptance, adaptation, and integration. At the *Denial* stage, individuals only easily recognize the obvious physical facets of cultural differences such as food and clothing but fail to see the deeper cultural differences and tend to avoid them. Individuals, who are at the second stage of *Defense*, react against the threat of other cultures by denigrating those cultures and promoting the superiority of their own culture. At the next stage of *Minimization*, individuals think all cultures are fundamentally similar due to their emphasis on universal values and principles. However, they are likely to neglect the uniqueness of each culture and lack appreciation of culture-specific differences. Starting from stage four of *Acceptance*, individuals accept and respect cultural differences regarding behaviors and values. Then, individuals develop

the ability to shift their frame of reference to culturally diverse worldviews through empathy and pluralism at the *Adaptation* stage. Finally, the *Integration* stage comes under the spotlight. Individuals expand and incorporate other worldviews into their worldview. Among all six stages, the first three stages are about ethnocentrism and the rest are related to ethnorelativism (Bennett, 1986; 1993).

Figure 2. Development model of intercultural sensitivity.

2.1.2 Assessment of Intercultural Learning

Assessment is a significant step in the intercultural learning process employed in educational settings to not only evaluate students' intercultural competence level but also help educators develop and adjust instructional approaches. Extant literature has proposed several measurement tools for higher education institutions, which consist of the Intercultural Development Inventory (IDI) (Hammer et al., 2003), Cross-Cultural Adaptability Inventory (CCAI) (Kelly & Meyers, 1992), Cross-Cultural World-Mindedness Scale (CCWMS), Assessment of Intercultural Competence (AIC), Intercultural Sensitivity Scale (ISS) (Chen & Starosta, 2000), and the Openness to Diversity Scale. Although two commercially available tools of the IDI and CCAI have dominated the research landscape in recent years, other scales represent the emerging non-commercial sector.

To measure individuals' intercultural competence, Chen and Starosta (2000) have developed the Intercultural Sensitivity Scale (ISS) based on other scholars' work. The scale includes five dimensions of interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness, with 24 items in total. Many studies have adapted the ISS and applied it in various educational contexts to examine individuals'

intercultural sensitivity (Coffey et al., 2013; Wang & Zhou, 2016). Chen and Starosta (1998) argue that intercultural sensitivity represents the affective aspect, which is attitudes, of intercultural competence and refers to individuals' "active desire to motivate themselves to understand, appreciate, and accept differences among cultures" (p. 231). The ISS scale is employed in the current study to investigate the intercultural competence level in current hospitality and tourism undergraduate students.

2.2 Intercultural Learning in Higher Education

There have been misunderstandings about intercultural competence and intercultural learning in higher education, including international experiences equate with intercultural competence; intercultural competence comes naturally and can't be taught; intercultural competence is not that important in certain disciplines; fluently speaking another language means the person is interculturally competent; intercultural competence cannot be assessed (Gurin, 1999). These misunderstandings have been investigated and addressed by scholars. Intercultural competence can be developed and improved over time (Deardorff, 2011). Individuals can increase cultural awareness by paying more attention to cross-cultural issues and experiencing more intercultural encounters with diverse others in daily reality (Gregersen-Hermans, 2017). In the educational context, scholars have identified three major approaches to facilitate students' intercultural learning. These methods include increasing student mobility by offering study abroad and international internship or exchange programs (student mobility); internationalizing the domestic environment by holding cultural-oriented events (internationalization at home); and internationalizing the curriculum (Leask, 2015). Particularly, internationalization at home sometimes is regarded as a special form of the internationalization of the curriculum since the former also happens in the domestic learning environment with a diverse student population (Gregersen-Hermans, 2017). For each approach, it is important and essential to have realistic goals when designing educational activities (Deardorff, 2011).

2.2.1 Student Mobility

Student mobility has been increased by universities developing educational programs, of which a variety of study abroad and international internship or exchange programs serve as the

main design (Deardorff, 2011). Travel has been identified as an effective means to facilitate learning in acquiring knowledge and skills; increasing confidence, independence, and self-esteem; and improving cultural awareness, open-mindedness, and adaptability (Lyons et al., 2012; Stone & Petrick, 2013). As a combination of learning and traveling, study abroad and international internship or exchange opportunities allow students to experience the authentic lifestyle, discover and appreciate the uniqueness of host cultures, instill a sense of wonder and empathy, interact with local residents, as well as establish friendly relationships with them. Consequently, exposure to various cultures in international opportunities contributes to students' critical thinking, openness level toward differences, and intercultural communication skills (Williams, 2005). To maximize the outcomes of study abroad programs in intercultural competence, the length and learning interventions of the programs need to be carefully designed (Deardorff, 2011).

Many studies investigated the impact of study abroad on intercultural learning and found that students who participated in study abroad or international internship programs significantly improved their intercultural competence level than those who did not (Harsch & Poehner, 2016; Vande Berg et al., 2009). For instance, one study investigated the impact of study abroad on language development and intercultural competence in a sample of 1159 students who participated in various programs and compared with 138 students who enrolled in a similar course but did not study abroad (Vande Berg et al., 2009). The results of the Intercultural Development Inventory (IDI) (Hammer et al., 2003) showed that many study-abroad students significantly increased their level of intercultural competence. Despite the contribution of study abroad opportunities to intercultural competence, they represent and benefit a limited number of students. Both internal and external factors such as reluctance to go abroad and financial difficulty prevent many students from participating in various study abroad and international internship or exchange programs. Moreover, student mobility may be easily disrupted by unexpected events such as the COVID-19 pandemic and terrorist activities.

2.2.2 Internationalization at Home (IaH)

IaH emphasizes the utilization of the internationalization context on campus to create intercultural learning opportunities for students (Deardorff, 2011; Nilsson, 2003). Internationalization on campus is an emerging vital mission of institutions in higher education in the rapidly globalized environment (Scott, 2006). The increasing number of international students

has increased the diversity of universities and provided a favorable environment for intercultural learning (Lehto et al., 2014). According to Bok (2009), domestic and international students are able to learn from each other in the dorm discussion, mealtime conversations, and extracurricular activities. Meaningful domestic-international interactions foster students' mutual understanding and intercultural competence. However, these opportunities highly rely on students' subjective willingness and noncredit co-curricular activities can hardly guarantee students' intercultural learning outcomes as "unexamined cultural experiences do not facilitate intercultural competence development. Rather, experience plus cultural reflection result in greater cultural insights and increase students' intercultural competence" (Hammer, 2012, p. 131).

Previous studies have mainly focused on the need for international students to interact and develop positive relationships with host cultures in order to benefit their readiness for learning, academic performance, and future career development (Glass, 2012; Wu et al., 2015). Little attention has been given to domestic students. However, it is significant for domestic students to participate in intercultural learning opportunities to rethink their cultural assumptions, respect other cultures, and form appropriate attitudes by interacting with international students. Additionally, scholars have stated that when domestic and international students find the intercultural experiences become challenging, both groups tend to return to their own communities and stay in their comfort zones (Lehto et al., 2014), which may reinforce the cultural stereotypes, prejudiced attitudes, and discriminatory behaviors. Therefore, on the basis of the available opportunities for students from different cultural backgrounds to communicate with each other, educators should play the role of moderator to provide timely guidance and detect the potential conflicts between students during the intercultural learning process. Internationalizing the curriculum offers opportunities to involve both students and educators in the intercultural learning process and enhance their learning outcomes through various assessment tools.

2.2.3 Internationalization of the Curriculum (IoC)

IoC refers to "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program" (Leask, 2015, p. 9). Courses that students have taken early in college life are influential for the development of their worldview and attitudes toward diversity (Bowman, 2014). More universities and educators have attempted to integrate

intercultural oriented knowledge with the curriculum to create more intercultural learning opportunities for students. The basic process is to infuse international dimensions into the existing courses by providing extra lectures, case studies, reading materials, and assignments that are related to the global context. Another option is to design and add an intercultural course to the curricular to allow students to shape appropriate attitudes toward different cultures and cross-cultural situations (Stephan & Stephan, 2013). A well-structured foundational intercultural course is considered helpful for students to understand a variety of perspectives on global issues (Bok, 2009). Moving students toward the requisite intercultural attitudes can be achieved by challenging their assumptions about their views of the world and how they perceive others through the curriculum facilitated by the diverse environment and technological advancements.

During the process of internationalizing the curriculum, "faculty can play an important role by facilitating effective skill development related to intercultural interaction by bringing diverse students together in meaningful, civil discourse to learn from each other" (Gurin et al., 2004, p. 32). Appropriate instructional techniques are also of significance in achieving the internationalization of the curriculum. Small group discussions, roleplay, team projects, and oral presentations have been found as effective intervention strategies to facilitate intercultural learning in both domestic and international students and enhance their intercultural competence (Mahoeny & Schamber, 2004; Sizoo & Serrie, 2004). As one important element of intercultural competence is the ability to understand and see the world from others' perspectives (Deardorff, 2006), speakers from diverse cultural backgrounds can also be invited to the class to increase the awareness of how important other views are. To examine the intercultural competence level in current hospitality and tourism undergraduate students and the effective format for their intercultural learning, a conceptual framework is proposed and demonstrated in Figure 3.

Figure 3. Conceptual framework of objective 1 (quantitative).

2.3 Curriculum in Higher Education

The term curriculum has its origin in Latin and derives from the Old French verb, currere, which means "to run" (Ellis, 2014, p. 3). Thus, a curriculum etymologically refers to the "running of a course" or a "race course" (Maxwell, 2002, p. 13). In the Middle Ages, English languages adopted the idea of the curriculum—the course of a race that comes with a beginning and an end. Therefore, in the educational context, the curriculum is viewed as a running path to take students toward academic success (Henderson & Hawthorne, 2007). Scholars have proposed various definitions of curriculum over time. Saylor and Alexander (1974) define "curriculum as the plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center" (p .6). According to Good et al. (1973), curriculum refers to a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, such as social studies curriculum and physical education curriculum. Mednick (2006) thinks of the curriculum as a variety of learning activities, which are carefully designed and guided by institutions, involved and implemented by learners individually or in groups, in the classroom or outside the classroom. Despite different definitions of curriculum, they all have emphasized the significance of planning and guidance with specific contexts and methods to achieve desired learning outcomes (Khan & Law, 2015).

2.3.1 Development of Curriculum

The curriculum lays the foundation for the teaching and learning process and should include several key elements (Posner, 2004; Reid, 1992). Firstly, the curriculum needs to define the scope with themes and levels and sequences in which concepts are presented. It then establishes the learning goals and objectives and determines the required knowledge, attitudes, and skills for the audience upon completion. Both instructors and students, together with other stakeholders such as industry professionals, should be involved in the creation of the curriculum. Based on learners' characteristics and learning styles, the curriculum is required to contain appropriate and effective instructional materials as well as methods and activities. Last but not least, evaluation plays a significant role in the curriculum to assess students' learning experiences and outcomes and justifies future adjustments and improvement. These essential elements of curricula lead to their inclusive and dynamic nature.

The curriculum development in the context of higher education refers to "a process that goes through different stages and is undertaken after every specific period defined by an educational institution concerned" (Khan & Law, 2015, p. 67). Although universities can decide the time range depending on factors such as the university size and student population, five years is commonly accepted and used to conduct the revisions and updates (Khan & Law, 2015). Curriculum development generally includes three steps of design, implementation, and assessment (Ornstein & Hunkins, 2009). The design process, as the first step, is likely to take a few months, followed by the implementation and evaluation across the five years. The development and improvement of the curriculum are influenced by both external and internal factors. Examples of external factors include the social environment surrounding universities and changing demands from industries, while internal factors involve pedagogical strategies and demographic changes of the student population.

Over the past two decades, the higher education curriculum has gone through significant reforms, aiming to meet societal, educational, and professional needs and better prepare students for their futures (Dezure et al., 2010). A large number of universities have attempted to transform the focus of curriculum from mastery of classroom knowledge to the development of competence. Critiques on the inadequacy of the college curriculum in cultivating students for industries have existed for centuries, while the issue remains one of the foci in today's higher education. To bridge the gap between education and industries, the college curriculum has been updated with

opportunities such as group projects and field trips for students to apply theoretical knowledge into real-world situations (Gainor et al., 2014; Green et al., 2018). The learning process allows students to improve the skills of problem-solving, communication, writing, speaking, and teamwork, which are expected by industries (McMahon, 2009). In addition, more disciplines have invited industry practitioners as guest speakers to classrooms to share their experiences with students and offer valuable advice that students can hardly obtain from classroom teaching. Although college students are required to complete the general education courses, the major field of study, and electives through the undergraduate curriculum to ensure breadth and depth of knowledge, all the courses have changed from the emphasis on what students know to what students are able to do with what they know (Aithal & Kumar, 2016).

Another major and emerging reform is the internationalization of the curriculum in higher education. The change requires future leaders to have intercultural competence in the ever-growing multicultural and complex environment. Universities currently focus more on study abroad programs and co-curricular activities to develop college students' intercultural competence (Harsch & Poehner, 2016). However, to involve and benefit more students, diversity and intercultural learning deserve more attention and need to be included as important and essential topics in the current undergraduate curriculum. Intercultural learning addresses the sensitivity to and awareness of differences (Otten, 2003). Designing an appropriate intercultural course is considered a foundation stone for high-quality programs to cultivate students not only with technical skills but also into responsible citizens (Relvea et al., 2013).

2.3.2 Categorization of Curriculum

In higher education, curriculum typically can be categorized into explicit or overt or written curriculum, implicit or hidden curriculum, and exclude or null curriculum (Tucker et al., 2013; Burton, 1998). Additionally, extracurricular activities are always considered significant and included in the curriculum (Kelly, 2009). Each type of curriculum highlights different aspects that are involved in the teaching and learning process and plays various roles in achieving the learning outcomes.

Explicit curriculum, also known as overt, stated, or written curriculum, refers to official documents, texts, films, and supportive teaching materials that are carefully designed and included in the intentional instructional agenda of a school (Burton, 1998). This type of curriculum is

reviewed by administrators, curriculum directors, and instructors; pilot tested by instructors and students; then presented to the public. The explicit curriculum highlights the importance of intentional instructive techniques in higher education (Baumann et al., 2000). Some common examples of the explicit curriculum include the mission of a program; a list of knowledge and skills that students can acquire upon the completion of their study; course syllabi; topics covered by classes; learning materials.

Implicit curriculum, also referred to as the hidden or informal curriculum, is defined as lessons that are taught informally and unintentionally in a school system (Bray et al., 2018). It includes behaviors, attitudes, perspectives that students observe and learn from instructors and other students in the school environment (Jackson, 1990). Unlike the explicit curriculum, the implicit curriculum is not documented in the educational plan and presented to the public, and thus, cannot be replicated by others (Longstreet & Shane, 1993). For instance, students are able to learn to respect and be open to different cultures from a university's emphasis on diversity or an instructor's attitude toward students from various cultural backgrounds. The implicit curriculum may result in both positive and negative outcomes, depending on how the lessons or messages are presented and interpreted. If its potential can be recognized by instructors and learners, the implicit curriculum will contribute to students' learning and self-development although it is not required in the educational plan. The explicit curriculum and implicit curriculum are different yet closely connected. The implicit curriculum is "in the shadow of the explicit curriculum but is beyond the direct control of curriculum leadership" (Balmer et al., 2013, p. 1136), while the explicit curriculum is influenced by the implicit curriculum due to the structure of the classroom, instructors' teaching styles, and the school environment.

The excluded curriculum is also named null curriculum in some literature (Assemi & Sheikhzadeh, 2013). It refers to specific subjects, topics, and concepts that are intentionally excluded from the curriculum in the learning environment (Cochran-Smith & Lytle, 2006; Eisner, 1985). It can be the content that is discouraged by the education system, that is passed over by instructors, or that is irrelevant to or important in students' educational experiences (Assemi & Sheikhzadeh, 2013). According to Eisner (1985), when certain topics or content are left out in the explicit curriculum, instructors are responsible for sharing the reasons with students.

Extracurricular activities are also a critical component of students' higher educational experiences (Thompson et al., 2013). They refer to various co-curricular activities that happen

away from the explicit curriculum and outside the regular classroom (Assemi & Sheikhzadeh, 2013). Campus extracurricular activities tend to be planned by the university, departments, and organizations to supplement students' study, enrich their lives, and strengthen their relationships with others and the entire community (Stuart et al., 2011). Sports competitions, art performances, cultural festival events, and academic seminars are some common examples of campus co-curricular activities. Community-based activities, which expand on the explicit curriculum, are also popular with the student population. For example, students' learning of sustainability through classroom teaching may motivate them to participate in volunteer activities in response to the protection of the environment and ecosystem (Hancock et al., 2012). As a result, students' understanding of the topic and their knowledge system can be further developed through these extracurricular activities.

2.4 Hospitality and Tourism Higher Education

The internationalization of hospitality and tourism programs has stood out in today's higher education and will continue to be significant in the future given the impact of globalization on the world and particularly on this field. Facing the multicultural and complex environment, hospitality and tourism programs shoulder the responsibility to cultivate intercultural competence in students (Ayoun et al., 2010). More hospitality and tourism programs have started to develop study abroad programs, international internship programs, and joint degree programs, for instance, 2+2 or 1+3 programs, in the pursuit of internationalization (Kim & Jeong, 2018). Extant studies have also identified the increasing number of students participating in these programs and their contribution to students' intercultural learning and intercultural competence development (Harsch & Poehner, 2016; Lehto et al., 2014). Internationalizing the curriculum is another emerging approach to internationalize hospitality and tourism programs yet has not been given sufficient attention and research. Hospitality and tourism programs in the context of higher education will be constantly evolving in response to the changes in the environment, needs from the industry, and expectations from students.

2.4.1 Curriculum in Hospitality and Tourism

In the field of hospitality and tourism, each program has its mission, learning outcomes for students, the scope of learning areas, specific course topics, and detailed instructions for each course (Smith & Cooper, 2000). The curriculum of each hospitality and tourism program is unique. Although some programs may share similar goals or develop courses on the same topics, the course design and teaching agenda still vary from university to university and from instructor to instructor.

Hospitality and tourism programs highlight the active and interactive learning environment, in which the implicit curriculum plays an essential and important role in facilitating students' learning (Green et al., 2015). The explicit curriculum serves as the road map, while the implicit curriculum determines to what extent the learning materials and activities can benefit students. Instructors use different teaching styles for various subjects to engage students in classroom teaching. Their unique teaching styles, attitudes, perspectives, and behaviors form the implicit curriculum and influence students' performance and learning outcomes. What is more, the entire learning environment is another key component of the implicit curriculum.

The excluded curriculum exists in every discipline, including hospitality and tourism programs. The dynamic nature of the hospitality and tourism field requires instructors to update the learning materials with the most recent information on a timely basis (Stone & Gambrill, 2007). As textbooks remain the dominant learning materials in most of the hospitality and tourism courses, they can hardly present up-to-date examples and data to students (Sigala, 2002). Therefore, instructors can define the excluded curriculum by excluding outdated information during their teaching.

Hospitality and tourism programs encourage students to engage in extracurricular activities by providing various opportunities and support. Extant studies identify the impact of extracurricular activities on hospitality and tourism students' leadership and career planning and development (Arendt & Gregoire, 2005; Hertzman et al., 2015), which in turn increases students' awareness of participation in co-curricular activities during their college study. Participation in extracurricular activities not only allows students to apply what they have learned to real-life situations, but also demonstrates the role of these opportunities in the curriculum.

The curriculum design of the hospitality and tourism field has been undergoing development for decades. The courses were initially introduced in technical or vocational schools (Inui et al., 2006). The increasing demand and growth of the hospitality and tourism industries

have led the field into higher education (Ring et al., 2009). Given the career-oriented feature of hospitality and tourism, educators have also realized the importance of involving industry professionals' opinions and considering the industry's expectations in curriculum development (Gursoy & Swanger, 2005; Renfors, 2018). As a result, students are required to take courses such as human resources, marketing, entrepreneurship, and interpersonal relations. A large body of studies has also investigated the transformation of subject-based knowledge and skills to actively engage students in classroom teaching (Gainor et al., 2014; Lee et al., 2016).

Intercultural learning is essential yet there have not been sufficient studies into how effective hospitality and tourism programs are at teaching it. Until recently, more scholars have advocated for research on enhancing intercultural learning in hospitality and tourism students due to the diverse and interactive nature of the field. Extant studies have identified that study abroad programs, international internship programs, and co-curricular activities have a positive impact on students' intercultural learning and intercultural competence development (Harsch & Poehner, 2016; Lehto et al., 2014), while the role of the curriculum design in achieving intercultural learning remains under-research. Prior to internationalizing the curricula or developing intercultural courses, the investigation of the current curriculum design is critical and can serve as a prerequisite. Therefore, the current study analyzes if and how intercultural learning is embedded in the present hospitality and tourism programs and their undergraduate curriculum design.

2.4.2 Pedagogy in Hospitality and Tourism

In higher education, pedagogy refers to specific teaching methods that are logically arranged, the function of teaching, or teaching itself. It is also the art and science of teaching. Pedagogy can also be viewed as any activity that instructors and students both actively participate in and thus it is about the interactions between these two groups (Cogill, 2008). Pedagogical methods, which serve as the vehicle for instructors and students to conduct effective interactions, should be carefully designed based on course learning goals and objectives as "no discussion of teaching methods makes much sense without prior consideration of what we are trying to achieve with the teaching methods." (Bourner, 1997, p. 345). Scholars have classified pedagogical approaches into two categories: traditional methods and innovative methods (Mwasalwiba, 2010). Some widely used traditional methods include lectures, readings, exams, and quizzes. Innovative methods consist of classroom discussion, oral presentation, essay or report writing, brainstorming,

observation, field trip, and group meetings, and so on. These approaches are case-based, research-based, service-based, or collaborative learning and require students to analyze real-world situations and propose their reflections and ideas either individually or in groups by applying theoretical knowledge. The traditional category is also known as passive learning or instructor-centered teaching, which is more structured, while innovative learning is less structured and referred to as active learning or student-centered learning (Hytti & O' Gorman, 2004; Mwasalwiba, 2010). Despite the differences between traditional teaching and innovative teaching, both of them are widely used in classrooms to deliver knowledge to students, develop their skills, and evaluate their performance and learning outcomes.

Hospitality and tourism programs apply many of the pedagogical approaches in both traditional and innovative categories to maximize students' learning outcomes. Lecturing, which is the presentation of learning materials, is the primary pedagogical approach used by instructors in various disciplines, including hospitality and tourism programs (Lammers & Murphy, 2002). It is considered effective in presenting content materials, particularly to a large number of students; however, it is ineffective in engaging students and developing skills (Kesner, 2001). Also, extant studies have found that around 15% of class time is spent on non-learning activities (Lammers & Murphy, 2002). Lecturing may not be suitable for students who are into exploration and active learning (Hindle, 2007). Unlike lecturing, pedagogical approaches of in-class discussions and activities, which tend to be facilitated by advanced technology, are considered helpful to overcome students' passive positions as information recipients and enhance their engagement in classroom teaching (Allen & Tanner, 2005). Therefore, many hospitality and tourism instructors tend to use the combination of lecturing and in-class activities and discussion to ensure the students' academic performance.

Except for the methods of lecturing and in-class activities and discussion focusing on theoretical knowledge, approaches to developing students' skills are also essential and important in hospitality and tourism programs. Guest speakers, or in the formats of panels, forums, and symposia, are frequently used by instructors (Deale et al., 2010). As an industry-driven field, hospitality and tourism programs are aimed to prepare students with real-life, hands-on, and industry-related knowledge and skills for their future workplace (Goh & Lee, 2018). Since classroom teaching tends to focus more on the conceptual domains, inviting industry practitioners as guest speakers connects education with the industry and helps students with their career

planning and development (Baum et al., 2016; Raybould & Wilkins, 2006). Individual and group projects play a critical role in improving hospitality and tourism students' problem-solving, management, communication, and teamwork skills (Baum et al., 2016; Raybould & Wilkins, 2006). These methods provide opportunities for students to further their understanding of theoretical concepts and apply them to real-world cases.

Due to the range of topics within hospitality and tourism programs, many courses are featured with unique teaching methods to achieve different course learning objectives. Methods such as case studies, simulation games, role-playing exercises, field trips, and laboratory are popular examples in the teaching and learning process (Kesner, 2001; Okumus & Wong, 2004). For instance, case studies involve the analysis of an actual situation and decision-making in an organization (Erskine et al., 2001). This method is aimed to provoke students' critical thinking and analysis skills; meanwhile, selected cases are helpful for instructors to illustrate the abstract yet important concepts. Simulation games and role-playing exercises add fun to the classroom learning environment and motivate students to actively participate in class (McGrath et al., 2019). Field trips to hotels, restaurants, and tourism destinations arranged by instructors and schools can strengthen their understanding of knowledge and have the chance to communicate with both frontline employees and the management team (Ahmad et al., 2018). Laboratory opportunities allow students to learn from experiences and acquire hands-on skills that benefit their future careers (Chandler et al., 2007). These methods are tailored to not only meet the characteristics of the hospitality and tourism field but also contribute to the outcomes of the teaching-learning process.

Pedagogy needs to be constantly updated and transformed to meet the changes in the environment, the student population, and their learning styles, as well as the industry's expectations. Extant literature on hospitality and tourism education has examined the current pedagogy, which includes both learning materials and teaching methods, and identified the significant innovations over the past 10 to 20 years. Active learning, as an alternative to traditional teaching, has been advocated by educators to solve the challenges that hospitality and tourism programs in higher education faced (La Lopa, 2005; Wong et al., 2013). Traditional teaching activities may be effective 20 years ago, but not for today's college students who are mostly composed of millennials and Generation Z (Howe & Strauss, 2000). Compared with older generations, these young generations are more open to new ideas and they appreciate the

opportunities to express themselves in front of others (Francis & Hoefel, 2018; Goh & Lee, 2018). In lecture-dominant classes, students are placed in a passive position as information recipients other than developers of the knowledge and skills and instructors also struggle with students' active engagement in the classroom (Allen & Tanner, 2005; Connor, 2009). Exams and quizzes not only exert pressure on students, but also consume their interests while restricting their creativity (Bursztyn et al., 2019: Haller et al., 2000). Traditional teaching results in passive learning and limits the learning outcomes, indicating the necessity and significance of the transformation in pedagogical methods and learning materials to prepare students in the long run (Tam et al., 2009).

Hospitality and tourism programs highlight the interactive learning environment, which values the contribution of both students and faculty members in developing well-structured and designed intercultural courses (Brookes & Becket, 2011; Mahoney & Schamber, 2004). Active learning enables students to apply theoretical knowledge into real-world projects with instructors' guidance and inspiration throughout the learning process (Gainor et al., 2014). Millennials and Generation Z not only prefer working in teams but also value fairness and group members' contribution to the learning process. Also, they desire to receive instructions on an individual basis (Brown et al., 2009; Spiro, 2006). Activities such as in-class exercises, discussions, and team projects have drawn attention and support from many hospitality and tourism educators (Green & Sammons, 2014; Smith et al., 2015). On one hand, these pedagogical methods are effective in facilitating students' active learning and improving their sense of accountability and showcasing creativity; on the other hand, they meet the learning styles and habits of the present student population (Howe & Strauss, 2000; Williams, 2015).

Both passive and active instructional methods have been used to facilitate students' intercultural learning in higher education and identified with unique strengths. For example, unlike blogs with free topics, of which students have more control over the topics and contents, structured assignments require students to follow the instruction and think in a critical way, and they often expect to get guidance and feedback (Deardorff, 2011). However, some studies have indicated that passive learning methods, such as lecturing and exams, are less effective than active learning in the intercultural learning process. Active learning approaches tend to involve experience, discovery, challenge, comparison, analysis, reflection, and cooperation, which are supported by experiential learning and transformative learning (Barrett et al., 2014). Whether passive and active

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learning approaches are conducive to developing students' intercultural competence in the hospitality and tourism field should be further investigated.

2.4.3. Experiential Learning and Transformative Learning

Experiential learning and transformative learning can provide the theoretical foundation for facilitating students' intercultural learning and intercultural competence development. Experiential learning refers to a dynamic and holistic model of the process of learning from experience, which is especially applicable in explaining adult development (Kolb & Kolb, 2009). Transformative learning theory (TLT) explains the process through which adults change their existing frames of reference and ways of being in the world. Frames of reference refer to the structures of assumptions through which people make sense of their experiences (Mezirow, 1997). The theory was first used to study the adult-learning process and then applied by educators to various educational settings (Brock, 2010; Kumi-Yeboah, 2012). When individuals "critically examine their habitual expectations, revise them, and act on the revised point of view" (Cranton, 2006, p. 19), they tend to move toward a frame of reference that is more inclusive, discerning, self-reflective, and integrative of experience (Mezirow, 1997). Self-reflection, engaging in dialogue with others, and intercultural experiences are identified as useful in the transformative learning process. Through transformative learning, educators can help learners become aware and critical of their own and others' assumptions. Meanwhile, learners need practice and assistance in recognizing frames of reference and using their imaginations to define problems from a different perspective. The theory was first used to study the adult-learning process and then applied by educators to various educational settings (Brock, 2010; Kumi-Yeboah, 2012).

In the context of hospitality and tourism higher education, rather than simply disseminating subject-based knowledge and industry skills, transformative learning is effective in helping students challenge their existing perspectives, attitudes, and behaviors and become more open, inclusive, and capable of confronting complicated and cross-cultural situations in today's world (Stone & Duffy, 2015). Pedagogically designed study abroad programs have been found valuable in helping students with experiential learning and transformative learning. However, Stone and Duffy (2015) indicated that research on both theories in internationalizing the curriculum in hospitality and tourism higher education remains scant, which deserves more attention from scholars and educators. The study also highlighted the need for hospitality and tourism education

to utilize intentional, creative, and effective activities to enhance students' transformative learning (Stone & Duffy, 2015). Recent studies on education have demonstrated that the curriculum needs to include more voices from different parties including not only instructors but also students and other relevant groups such as industry practitioners (Brooman et al., 2015; Stoller, 2015). As an industry-driven discipline, the requirements from hospitality and tourism related industries are always prioritized in curriculum design (Renfors, 2018). Therefore, a conceptual framework, shown in Figure 4, is proposed to discover desired learning materials, approaches, and assessment tools of intercultural learning for hospitality and tourism undergraduate students from the perspectives of students, educators, and industry professionals.

Figure 4. Conceptual framework of objective 3 (qualitative).

CHAPTER 3. METHODOLOGY

A series of mixed methods were adopted to achieve the research goal and objectives. They include descriptive and semantic analyses, a self-administered survey questionnaire, and semi-structured in-depth interviews. The study targeted hospitality and tourism programs with the goal of representation from each state in the United States for data collection. The selected programs had to be four-year bachelor's degree programs offered by either public or land-grant universities. However, the state of Rhode Island did not have qualified programs for the study; therefore, the data collection process did not involve this state. Also, more programs were considered for some states (e.g., Florida) that have multiple qualified hospitality and tourism programs. A total of 53 programs were identified for data collection. The list of selected hospitality and tourism programs is presented in Appendix A. Prior to the major studies, pilot studies were conducted to confirm the accuracy of the questionnaire and the interview questions. Table 1 summarizes the research design. The following sections introduce each method as well as data collection and analyses.

Table 1. Summary of the research design.

Step	Data collection and purpose	Instrument	Analysis type
1	Collect chosen programs' introduction, mission, vision, value statements, and learning outcomes, and a case program's undergraduate course syllabi to analyze their correlation with intercultural learning	Descriptive and semantic analyses	Qualitative
2	Distribute the online survey to chosen programs to evaluate current hospitality and tourism students' intercultural competence level and identify the effective format for intercultural learning	Self-administered questionnaire	Quantitative
3	Conduct in-depth interviews with students, educators, and industry practitioners to discover desired learning materials, approaches, and assessments for intercultural learning	Semi-structured in-depth interview	Qualitative

3.1 Selected Programs and Curriculum Design Review

3.1.1 Data Collection

The data collection process of the current study involved two steps. First, to analyze if and how intercultural learning is embedded in the present hospitality and tourism programs, the selected 53 programs' introduction, mission, vision, and value statements, as well as learning outcomes were manually collected by the research from these programs' official websites during Summer 2020. Second, to further investigate if and how intercultural learning is embedded in the current undergraduate curriculum design, a case program in the Midwestern U.S. was determined from the selected programs considering the feasibility for collecting the course syllabi. A total of 78 course syllabi offered by the case program in the 2019-2020 academic year were collected for data analysis.

3.1.2 Data Analysis

Descriptive analysis with word clouds was performed in NVivo 12 to analyze the chosen programs' introduction, mission, vision, and value statements, as well as student learning outcomes. NVivo, as a qualitative data analysis software, has become popular amongst human and social science research (Wainwright & Russell, 2010). It can help process the data in the forms of text, image, audio, and video. Although NVivo has powerful functionalities, it cannot replace the researchers' analytical skills (Houghton et al., 2017). Therefore, the collected textual data were first manually cleaned by the researcher to screen out the irrelevant information that is out of the study interests and scope. Then, NVivo was employed to generate word clouds to visualize the most frequently mentioned words embedded in the chosen programs' introduction, mission, vision, and value statements, as well as student learning outcomes.

Semantic analysis was employed to analyze the case program's course syllabi offered in the 2019-2020 academic year. Semantic analysis is one of the text-mining methods and has been recognized as an effective approach to extract information and identify patterns from large and unstructured collections of textual data (Abdous & He, 2011; Lin et al., 2017). The text-mining process involved steps of data cleaning, data analysis, and visualization (He et al., 2013; Lambert, 2017). Data cleaning was completed in AutoMap (version 3.0.10.42), which is a text processing software developed by the Center for Computational Analysis of Social and Organizational

Systems (CASOS) at Carnegie Mellon. This step was aimed at transforming the raw data into a usable format by removing information with high frequency but low value for the current study. A stemming process was employed to unify the wording format and a semantic list was then generated by AutoMap for further analysis. The second and third steps of data analysis and visualization were conducted in the software NodeXL Pro (version 1.0.1.432) (Smith et al., 2010). Given the size of the text corpus, the first 200-word pairs with the highest frequency were applied for data analysis and visualization. The semantic network was clustered by the proximity and relevance of words using the Clauset-Newman-Moore model and displayed using the Harel-Koren-Fast method. Each cluster was assigned to a different color and displayed in a separate box. The data analysis and visualization were not stopped until sufficient evidence was yielded to answer the research question (Romero & Ventura, 2010).

3.2 Self-administered Survey Questionnaire

3.2.1 Data Collection

A self-administrated questionnaire was developed based on extant intercultural learning literature to examine the intercultural competence level in current hospitality and tourism undergraduate students and then identify the effective format for intercultural learning. Participants in the study had to be full-time undergraduate students enrolled in the selected hospitality and tourism programs. Prior to the main study, two pilot studies were conducted with hospitality and tourism undergraduate and graduate students in one of the selected programs in October 2020. However, to avoid undergraduate students repeatedly participating in the survey, the researcher invited recently graduated undergraduate students to participate in the first pilot study. This pilot study was to check the clarity and accuracy of the questionnaire. The second pilot study was aimed to receive professional feedback from graduate students to improve the reliability of the survey questions. Pilot studies used convenience sampling and collected 22 responses. The survey and interview questions were revised and refined at the language level after the pilot studies to convey clear information.

The main study was conducted from November 2020 to April 2021. To recruit participants, the purposive and snowball sampling approaches were applied. The researcher t After two weeks, another email was sent out to the programs that did not reply to the initial invitation. Additionally,

the researcher contacted acquaintances in the programs without replies for help with data collection. The survey was distributed on Qualtrics, a professional web-based survey collection platform. Although the researcher identified 53 programs, only 23 programs replied to the emails and distributed the surveys to undergraduate students. A total of 388 responses were collected. Excluding incomplete responses and responses that did not pass the attention check questions, 273 valid responses were used for data analysis. The total response rate was 70.36%. Participants who completed the survey and filled out the gift card form with a separate survey link at the end of the questionnaire were given away a $5 Starbucks gift card as an appreciation of their participation.

3.2.2 Measurements

The survey included six sections. Each part is introduced in detail in the following sections. All the items in the first four parts were measured with a 5-point Likert scale (i.e., from 1= totally disagree to 5 = totally agree). Participants were instructed to indicate how much they agree or disagree with each item. The measurement scales and demographic questions are demonstrated in Appendix C.

Internationalization of curriculum. The first section of the questionnaire asked participants about the courses they have taken in their program. Specific items were adapted from previous studies about intercultural learning and hospitality and tourism higher education (e.g., Barrett et al., 2014; Deale, 2018). Sample items included: "The courses or instructors often involve topics about different material cultures such as foods, clothing, goods, and tools"; "The courses or instructors often involve topics about different social cultures such as languages, religions, and laws"; "The courses or instructors often involve topics about different subjective cultures such as beliefs, values, and assumptions."

Student mobility. The questions in part two were concerned with students' experiences in study abroad or international internship programs during their college life. The scale, which was developed based on extant literature (e.g., Lombardi, 2011; Salisbury et al., 2013; Yarosh et al., 2018), included items such as "These experiences allow me to gain knowledge about the host cultures"; "These experiences allow me to interact with people from the host cultures"; "These experiences allow me to establish close relationships with someone from the host cultures (e.g., friendship and/or romantic relationship)"

Internationalization at home. Adapted from Lehto et al.'s (2014) study, the third section in the questionnaire was about the diversity and inclusion of the current environment on campus and in the community. Some examples of the items were "The campus environment of my university is diverse with students from different cultural backgrounds"; "My university regularly offers cultural-oriented extracurricular activities to students"; "The community that my university is located in is diverse with people from different cultural backgrounds."

Intercultural Sensitivity Scale (ISS). The fourth part of the survey presented the Intercultural Sensitivity Scale, which was adopted from Chen and Starosta's (2000) research to measure the intercultural competence level in students. The ISS was composed of five constructs with 24 items: interaction engagement (7 items), respect for cultural differences (6 items), interaction confidence (5 items), interaction enjoyment (3 items), and interaction attentiveness (3 items). In the construct of interaction enjoyment, three items including "I get upset easily when interacting with people from different cultures"; "I often get discouraged when I am with people from different cultures"; "I often feel useless when interacting with people from different cultures" were reverse-coded.

Control variables. In part five, participants' personal travel experience, family background, and language ability were included as control variables as they may influence individuals' intercultural competence level.

Demographics. The last section of the survey collected participants' demographic information including their age, gender, year in school, nationality, ethnicity, international or domestic student, and if domestic students, in-state or out-of-state students.

3.2.3 Data Analysis

The data analyses were composed of factor analysis and regression analysis. First, several exploratory factor analyses (EFAs) and confirmatory factor analyses (CFAs) were conducted to determine the measurement scales for the current study. The most widely used approaches to test the structural validity are EFA and CFA. EFA tends to be used as an exploratory first step during the development of a measure, and CFA comes as the second step to examine whether the structure identified in EFA is applicable in a new sample. Since the first three measurement scales were developed by the researcher based on previous literature, it is necessary and important to use both EFA and CFA. In order to conduct EFAs and CFAs, the sample of 273 responses was randomly

split into two subsamples using the routine random case selection function in the Statistical Package for the Social Sciences (SPSS) 20.0. In CFA, several goodness-of-fit indices including χ^2, χ^2/df, CFI, NFI, RMSEA were utilized to estimate the model fit (Byrne, 1998; Fornell & Larcker, 1981; Hair et al., 1998).

Based on the results of EFAs and CFAs, the second step applied multiple regressions to investigate the relationship between perceived intercultural learning experiences and intercultural competence. The analyses were performed through the Statistical Package for the Social Sciences (SPSS) 20.0 and Analysis of Moment Structures (AMOS) 20.0 statistical programs. In particular, AMOS 20.0 was employed for CFA in order to determine the overall fit of the measurement and the structural path model (Anderson & Gerbing, 1988), while SPSS 20.0 was used for descriptive statistics, Cronbach alpha, EFAs, and multiple regression analyses.

3.3 Semi-Structured In-depth Interviews

The study applied semi-structured in-depth interviews to discover desired learning materials, approaches, and assessment tools of intercultural learning for hospitality and tourism undergraduate students. In-depth interviews have been seen as a powerful and revealing approach to obtain a deeper understanding of individuals' experiences with a phenomenon (DiCicco-Bloom & Crabtree, 2006; Miller & Glassner, 1997). Semi-structured in-depth interviews included open-ended questions and used conversational style can generate participants' understanding of intercultural competence and intercultural learning in hospitality and tourism higher education. A set of interview questions were developed based on the extant literature in intercultural learning and hospitality and tourism higher education and aimed to achieve the research objectives. The interview questions were reviewed and evaluated by a group of scholars who were familiar with the topic and method. To ensure the accuracy and effectiveness of the interview questions, pilot studies were conducted with two graduate students in a large land-grant public university in the Midwestern U.S. Minor revisions were made according to their comments and suggestions. The list of the interview questions was presented in Appendix D.

3.3.1 Sample and Data Collection

The populations of interest involved three groups: 1) students who participated in the self-administered survey questionnaire, 2) scholars including department heads, curriculum designers, and instructors from the selected programs, and 3) industry practitioners in the hospitality and tourism field. Potential participants of group 1 were recruited through the survey. At the end of the survey, students were asked if they were willing to participate in an additional interview and contacted by email. Scholars were invited for interviews through email addresses listed on their programs' official websites. Industry professionals were recruited both at a career fair in one of the selected programs and through social media including Facebook and LinkedIn. The purposive and snowball sampling methods were adopted during the interviewee recruitment process.

At the beginning of the interviews, the research thanked interviewees for their participation, introduced the study objectives, explained the anonymity and confidentiality in data handling, and encouraged participants to freely share their opinions and experiences. The interviews were conducted online with three groups from December 2020 to April 2021. In total, 28 interviews were completed, of which 14 were with hospitality and tourism undergraduate students, seven were with educators, and seven were with industry professionals. Interviews lasted 20 minutes to an hour, with an average length of around 39 minutes. A $15 Starbucks gift card was given to each participant after the completion of the interview as a token of appreciation. All the interviews were audio recorded with the informed consent of interviewees and then transcribed into textual data along with the notes taken by the researcher for analysis purposes.

3.3.2 Data Analysis

The transcribed qualitative data from interviews were analyzed with the thematic analysis (Braun & Clarke, 2006). According to Braun and Clarke (2006), thematic analysis is an approach for "identifying, analyzing, and reporting patterns (themes) within data" (p. 79). The study followed the six sequential steps of the thematic analysis (Braun & Clarke, 2006): 1) researchers need to be familiar with the data through transcribing, reading, and re-reading the data and write down the initial ideas; 2) researchers develop initial codes across the entire data set by looking for interesting features of data and collecting relevant data to each code; 3) based on the list of initial codes, researchers analyze and classify the codes into potential themes and gather all related data

to each theme; 4) researchers review and revise the potential themes to ensure the commonalities within a theme and differences between themes; 5) researchers define and name themes to tell the overall story; 6) research write up the report with vivid and representative examples. The entire process was manually completed by the researcher.

The hand-coding of the data might introduce a certain amount of potential bias regarding inter-rater reliability. Cross-checking data collection and analysis procedures were widely used techniques in qualitative research to ensure rigor and systematization and minimize bias (Patton, 2002). To achieve greater reliability in themes, the coding and grouping processes were conducted more than once to make sure there were no major inconsistencies (Burla et al., 2008; Krippendorff, 2004).

CHAPTER 4. FINDINGS

This chapter presents the results and findings of the data analyses. In particular, the first section of descriptive and semantic analyses illustrates the key concepts embedded in the selected hospitality and tourism undergraduate programs and curriculum design in the case program. The second section of the survey results identifies the intercultural competence level in current hospitality and tourism undergraduate students and the relationships between perceived intercultural experiences and students' intercultural competence. Lastly, the findings from the in-depth interviews uncover important themes about intercultural learning such as desired learning materials, approaches, and assessments for hospitality and tourism undergraduate students from the perspectives of students, scholars, and industry professionals.

4.1 Review Results of Selected Programs and Curriculum Design

This section presents the review results of textual data from selected hospitality and tourism programs and a chosen case program located in the Midwestern U.S. First, word clouds report the most frequently mentioned words embedded in the chosen programs' introductions, mission, vision, and value statements, as well as learning outcomes for students. In addition, semantic analysis results demonstrate the key clusters revealed in course syllabi offered by the case program in the 2019-2020 academic year.

4.1.1 Word Clouds for Selected Hospitality and Tourism Programs

Using stemmed words in NVivo 12, the first word cloud, shown in Figure 5, presents the most frequently mentioned words in the chosen programs' introduction, mission, vision, and value statements collected from their official program websites. The majority of the words, such as "hospitality", "managers", "industry", "tourism", "business", "service", and "operations", are related to the students' future career and different sectors in the hospitality and tourism field. Although intercultural learning or intercultural competence was not directly emerged in these textual data, it was noteworthy that a few relevant words including "world", "global", "culture", "diversity", and "inclusion" acknowledged the scope of hospitality and tourism and indirectly

reflected the significance of intercultural learning or intercultural competence development in the hospitality and tourism higher education.

Figure 5. Word cloud: Key words in hospitality and tourism programs.

The second word cloud (Figure 6) presents the key words revealed in the learning outcomes of selected hospitality and tourism programs. "Students" as the main subject during the learning process, "hospitality" as the major and field, and "managing" as one of the important skills were mentioned the most frequently in the text. The words "program" and "industry" presented the relationship between hospitality and tourism higher education and the industry. Some of the words such as "tourism", "hotel", "restaurant", and "events" pointed out the possible areas that students may be working in after graduation. Words like "leadership", "service", and "analyze" represented the skills students were required to acquire after their learning. "World", "international", and "diversity" were the only words similar to the concepts of intercultural learning and intercultural competence.

Figure 6. Word cloud: Key words in the learning outcomes.

The results of programs' introduction, mission, vision, and value statements, and learning outcomes demonstrate more similarities than differences, indicating consistency in the program development. Most of the words in the collected data are concerned with students' career or professional development and present the goal of selected programs to prepare hospitality and tourism undergraduate students with knowledge and skills required by the industry. Despite the selected programs recognizing the globalization and internationalization of the hospitality and tourism industry in the world and identifying the significance of diversity and inclusion in this field, intercultural learning or intercultural competence development in students is lacking in the current programs' written statements.

4.1.2 Semantic Analysis Results for the Case Program

The review also focused on one of the selected hospitality and tourism undergraduate programs in the Midwestern U.S. to investigate if and how intercultural learning is embedded in the present curriculum design. The semantic network, shown in Figure 7, demonstrates the key clusters in the hospitality and tourism management course syllabi offered by the case program in the 2019-20 academic year. The largest cluster is centered at the keyword of "management", indicating that the majority of the courses are management-based such as revenue management

and tourism management, and that the learning objectives of these courses include or focus on management. Another cluster closely connected with "management" is concentrated on "hospitality", which identifies important areas involved in the hospitality field. For instance, the case program provides its undergraduate students with a variety of courses in lodging, tourism, food service, marketing, and operations. Although "students" and "course" represent the other two outstanding clusters, they fail to produce in-depth information to interpret the course syllabi.

Intercultural learning or intercultural competence as the research interest is not presented in the semantic network. This result reveals that the case program does not state the development of intercultural learning or intercultural competence as a learning objective or outcome in the current explicit curriculum. Instead, instructors may apply various teaching approaches to integrate intercultural-based topics into specific course content. For instance, students may be able to learn to respect and be open to different cultures from an instructor's attitude toward students from various cultural backgrounds. If its potential can be recognized by instructors and learners, the implicit curriculum will contribute to students' learning and self-development although it is not required in the educational plan (Balmer et al., 2013).

Figure 7. Semantic network of course syllabi.

Figure 8. Semantic network centered at "culture".

Figure 9. Semantic network centered at "diversity".

Figure 10. Semantic network centered at "global".

Since the keyword of intercultural learning or intercultural competence is not indicated in the course syllabi of the case program, a list of related concepts was used to conduct a further examination. As presented in Figures 8 to 10, three clusters centered at "culture", "diversity", and "global" were generated after repeating the analysis. The "culture" and "diversity" clusters are directly connected with each other. In addition, the "culture" cluster is related to the word "identify", which indicates one of the learning objectives in the course syllabi emphasizes the knowledge of cultures. In terms of the cluster of "diversity", a link between "diversity" and "organizations" exists, implying the diversity of hospitality and tourism organizations included in the course design. The "global" cluster connects with "major". Looking back to the course syllabi of the case program, the relationship between "global" and "major" is specified in an introductory tourism course. One of the learning objectives for this course requires students to identify and describe major global tourism destinations.

4.2 Results of Self-administered Survey Questionnaire

This section shows the statistical analyses and results of the survey data. Firstly, the descriptive data of respondents' demographic information, intercultural learning experiences, and

intercultural competence level are reported. Then, the results of EFAs and CFAs are presented. The last section demonstrates the results of multiple regressions to examine the relationship between perceived intercultural learning experiences and intercultural competence.

4.2.1 Descriptive Data

Table 2 presents the demographic information of survey participants. Of the 273 respondents, the gender split of the sample was 37 males (13.6%), 234 females (85.7%), and two non-binary/third gender (0.7%). Regarding the ethnicity, 198 (72.5%) participants were Caucasian-Non-Hispanic, seven (2.6%) were African American/Black, 18 (6.6%) were Hispanic/Latino, 35 (12.8%) were Asian, and 15 (5.5%) indicated that they belonged to "others" and specified answers included Asian American, Jewish Hispanic, Arab, and Mixed race. With respect to the school year, 36 (13.2%) respondents were freshmen, 73 (26.7%) were sophomores, 66 (24.2%) were juniors, and 98 (35.9%) were seniors. There were 21 (7.7%) international students and 252 (92.3%) domestic students, of which 193 (70.7%) identified themselves as in-state students and 59 (21.6%) were out-of-state students. Among all the eligible participants, 42 (15.4%) indicated that they were the first generation going to college, while 231 (84.6%) were not. One hundred and forty-one (51.6%) respondents often traveled internationally for noneducational purposes, whereas 132 (48.4%) did not. Approximately 23.1% (63 out of 273) of the participants were born and grew up in a bicultural or multicultural family and 76.9% (210 out of 273) of them were from a single culture family. Respondents who have the conversational ability in more than one language accounted for 42.9% (117) and the rest 57.1% (156 out of 273) do not speak two or more languages.

Table 2. Demographic information (N=273).

Variables	Category	N	%			
Gender	Male	37	13.6%			
	Female	234	85.7%			
	Non-binary/Third gender	2	0.7%			
Ethnicity	Caucasian – Non-Hispanic	198	72.5%			
	African American/Black	7	2.6%			
	Hispanic/Latino	18	6.6%			
	Asian	35	12.8%			
	Others	15	5.5%			
School year	Freshman	36	13.2%			
	Sophomore	73	26.7%			
	Junior	66	24.2%			
	Senior	98	35.9%			
International or domestic student	International student	21	7.7%			
	Domestic student	252	92.3%	In state student	193	70.7%
				out-of-state student	59	21.6%
First generation to college	Yes	42	15.4%			
	No	231	84.6%			
Often travel internationally for noneducational purposes	Yes	141	51.6%			
	No	132	48.4%			
Bicultural or multicultural family background	Yes	63	23.1%			
	No	210	76.9%			
Conversational ability in more than one language	Yes	117	42.9%			
	No	156	57.1%			

The participants' intercultural learning experiences were reported in Table 3. In terms of the foreign language courses in college, 155 of 273 (56.8%) have never taken such courses, 52 (19.0%) have taken one foreign language course, 43 (15.8%) have taken two, 14 (5.1%) have taken three, six (2.2%) have taken four, and three (1.1%) have taken five and more foreign languages courses during their undergraduate study in college so far. Excluding the foreign language courses, more than half of the participants (145 out of 273, 53.1%) have also never taken any culturally

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focused courses that concentrate on different countries and their cultural values, beliefs, assumptions, etc. in their hospitality and tourism programs. Then, 74 (27.1%) of the respondents have taken one culturally focused course in their department, 29 (10.6%) have taken two, 16 (5.9%) have taken three, five (1.8%) have taken four, and four (1.5%) have taken five or more. Similarly, the majority of the participants (152 out of 273, 55.7%) have not taken culturally focused courses in other departments, 64 (23.4%) have taken one, 38 (13.9%) have taken two, ten (3.7%) have taken three, seven (2.6%) have taken four, and two (0.7%) have taken five or more. Speaking of the study abroad, or international internship or exchange programs, 241 (88.3%) have never participated in these programs, 27 (9.9%) have taken part in one program, two (0.7%) have had twice study abroad experiences, another two (0.7%) have participated in three programs, and one (0.4%) have studied abroad for four times.

Table 3. Intercultural learning experiences (N=273).

Variables		N	%
Foreign language courses in college	0	155	56.8%
	1	52	19.0%
	2	43	15.8%
	3	14	5.1%
	4	6	2.2%
	5 and more	3	1.1%
Culturally focused courses in hospitality and tourism programs	0	145	53.1%
	1	74	27.1%
	2	29	10.6%
	3	16	5.9%
	4	5	1.8%
	5 and more	4	1.5%
Culturally focused courses outside hospitality and tourism programs	0	152	55.7%
	1	64	23.4%
	2	38	13.9%
	3	10	3.7%
	4	7	2.6%
	5 and more	2	0.7%
Study abroad, or international internship or exchange programs	0	241	88.3%
	1	27	9.9%
	2	2	0.7%
	3	2	0.7%
	4	1	0.4%

Table 4 offers a descriptive analysis of survey participants' intercultural competence level. The results showed that participated students scored above the average on all the items in the constructs of interaction engagement, respect for cultural differences, interaction confidence, and interaction attentiveness. In particular, the item "I respect the values of people from different cultures" had the highest mean of 4.56. However, the means of the three reverse coded items in interaction enjoyment were 1.73, 1.82, and 1.88 respectively, which were lower than the average.

Table 4. Descriptive analysis of intercultural competence level (N=273).

Construct	Items	Mean	S.D.
Interaction engagement			
	I enjoy interacting with people from different cultures.	4.44	.716
	I tend to wait before forming an impression of culturally-distinct counterparts.	4.00	.881
	I am open-minded to people from different cultures.	4.51	.607
	I often give positive responses to my culturally different counterpart during our interaction.	4.32	.684
	I welcome those situations where I have to deal with culturally-distinct persons.	4.27	.739
	I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.	4.21	.724
	I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.	4.23	.735
Respect for cultural differences			
	I think people from other cultures are open-minded.	3.90	.834
	I like to be with people from different cultures.	4.18	.777
	I respect the values of people from different cultures.	4.56	.598
	I respect the ways people from different cultures behave.	4.44	.673
	I would accept the opinions of people from different cultures.	4.40	.662
	I think my culture is better than other cultures.	4.45	.701

Table 4 continued

Interaction confidence

	I am pretty sure of myself in interacting with people from different cultures.	3.94	.891
	I find it very hard to talk in front of people from different cultures.	3.80	.957
	I always know what to say when interacting with people from different cultures.	3.10	1.056
	I can be as sociable as I want to be when interacting with people from different cultures.	3.86	.920
	I feel confident when interacting with people from different cultures.	3.76	.943

Interaction attentiveness

	I am very observant when interacting with people from different cultures.	4.07	.761
	I try to obtain as much information as I can when interacting with people from different cultures.	4.13	.778
	I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.	3.80	.919

Interaction enjoyment

	I get upset easily when interacting with people from different cultures.	1.73	.718
	I often get discouraged when I am with people from different cultures.	1.82	.811
	I often feel useless when interacting with people from different cultures.	1.88	.882

4.2.2 Exploratory Factor Analysis

EFAs were conducted with a randomly selected subsample of 140 responses using the principal components as the means of extraction and varimax as the method of rotation for intercultural competence and perceived intercultural learning experiences (Gable & Wolf, 1993). The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used to determine if the data demonstrated sufficient inherent correlations for factor analysis. According to the results, the KMO value for all 45 items was 0.815, which is greater than 0.5, indicating no issue in the sample size and a good level of interrelation among the variables (Kaiser, 1974). Bartlett's test result was significant at the level of 0.000, meaning that significant correlations among at least some of the variables in the matrix (Williams et al., 2010). Therefore, the factor analysis was considered appropriate for the data set. Additionally, the results indicated

that 10 factors had eigenvalues greater than 1, implying that the 45 items might be categorized into 10 dimensions. To confirm the number of factors, a parallel analysis was applied. Based on the comparison between parallel analysis results and the eigenvalues from EFA, a six-factor solution was determined since the first six of 10 factors had greater eigenvalues than the results of the parallel analysis. The EFA was re-run with six as the fixed number of factors. The results identified that one of the items "I am sensitive to my culturally-distant counterparts' subtle meanings during our interaction" had an extraction less than 0.3 and thus was removed from this step. The EFA was re-conducted with the remaining 44 items.

The results of the EFA are presented in Table 5. Among 44 items, three of them had factor loadings lower than 0.40, and thus, were removed from the analysis. These items are "I get upset easily when interacting with people from different cultures," "I often get discouraged when I am with people from different cultures," and "I often feel useless when interacting with people from different cultures." In addition, four items were eliminated from this step due to cross-loading of over 0.50 on more than one factor. These items include "I can be as sociable as I want to be when interacting with people from different cultures," "I am pretty sure of myself in interacting with people from different cultures," "I find it very hard to talk in front of people from different cultures,", and "I feel confident when interacting with people from different cultures." The EFA was re-conducted with the remaining 37 items. The results showed that all 37 items had acceptable standardized factor loadings greater than 0.40 and no cross-loading items existed. The six factors were named "intercultural competence," "study abroad experiences," "intercultural activities," "internalization of the course content," "in-class intercultural interaction," and "intercultural environment". In total, these factors explained 62.631% of the total variances. To ensure the reliability within each factor, Cronbach's alpha was employed. The results showed that the six factors' Cronbach's alpha values ranging from 0.798 to 0.969 were above the cutoff point of 0.70.

Table 5. Results of exploratory factor analysis (N=140).

Construct and item	Factor loading	Eigenvalue	Variance explained (%)	Cronbach's alpha
Factor 1: Intercultural Competence		11.529	25.621	0.927
I often give positive responses to my culturally different counterpart during our interaction.	0.822			
I am open-minded to people from different cultures.	0.818			
I respect the ways people from different cultures behave.	0.807			
I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.	0.807			
I enjoy interacting with people from different cultures.	0.781			
I respect the values of people from different cultures.	0.775			
I avoid those situations where I will have to deal with culturally-distinct persons.	0.774			
I think my culture is better than other cultures.	0.759			
I would not accept the opinions of people from different cultures.	0.750			
I don't like to be with people from different cultures.	0.744			
I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.	0.658			
I try to obtain as much information as I can when interacting with people from different cultures.	0.618			
I think people from other cultures are narrow-minded.	0.584			
I tend to wait before forming an impression of culturally-distinct counterparts.	0.473			
I am very observant when interacting with people from different cultures.	0.460			
Factor 2: Study Abroad Experiences		5.750	12.778	0.969
These experiences allow me to interact with students in the same program but from different cultures.	0.949			

Table 5 continued

These experiences allow me to establish close relationships with someone in the same program but from different cultures (e.g., friendship and/or romantic relationship).	0.947		
These experiences allow me to establish close relationships with someone from the host cultures (e.g., friendship and/or romantic relationship).	0.941		
These experiences allow me to interact with people from the host cultures.	0.932		
These experiences allow me to gain knowledge about the host cultures.	0.912		
Factor 3: Intercultural Activities		3.834	8.519	0.799
I often participate in culturally-oriented activities in the community.	0.790		
I often participate in culturally-oriented extracurricular activities on campus.	0.731		
I tend to interact with people from different cultures when I attend culturally-oriented activities in the community.	0.724		
I tend to interact with people from different cultures when I attend culturally-oriented extracurricular activities on campus.	0.669		
I always know what to say when interacting with people from different cultures.	0.608		
I live with people from different cultures (e.g., roommates).	0.572		
Factor 4: Internalization of the Course Content		2.975	6.610	0.904
The courses or instructors often involve topics about different social cultures such as languages, religions, and laws.	0.865		
The courses or instructors often involve topics about different subjective cultures such as beliefs, values, and assumptions.	0.831		
The courses or instructors often involve topics about different material cultures such as foods, clothing, goods, and tools.	0.826		

Table 5 continued

Factor 5: In-class Intercultural Interaction		2.295	5.100	0.820
The courses or instructors often create opportunities for me to interact with students from different cultures during class.	0.798			
The courses or instructors often encourage me to complete class projects with students from different cultures.	0.752			
The courses or instructors often encourage me to interact with students from different cultures outside the classroom.	0.699			
The courses or instructors often bring in guest speakers with diverse cultural backgrounds.	0.497			
Factor 6: Intercultural Environment		1.801	4.002	0.798
My university regularly offers cultural-oriented extracurricular activities to students.	0.774			
The campus environment of my university is diverse with students from different cultural backgrounds.	0.768			
The community that my university is located in is diverse with people from different cultural backgrounds.	0.765			
The community that my university is located in regularly organizes culturally-oriented activities.	0.636			

The first factor of "intercultural competence" is composed of 15 items. This factor emphasizes engagement, respectfulness, and attentiveness toward different cultures and people in intercultural situations. The next factor named "study abroad experiences" consists of five items. The third factor labeled "intercultural activities" includes such as "I often participate in culturally-oriented activities in the community" and "I tend to interact with people from different cultures when I attend culturally-oriented extracurricular activities on campus." The fourth factor of "internalization of the course content" with three items emphasizes the intercultural learning offered to students through course content. The fifth factor "in-class intercultural interaction" contains four items. Lastly, the factor of "intercultural environment" is represented with four items, for instance, "The campus environment of my university is diverse with students from different

cultural backgrounds" and "The community that my university is located in regularly organizes culturally-oriented activities."

4.2.3 Confirmatory Factor Analysis

To verify the 37-item structure from the EFAs, the study applied the CFAs using the other randomly selected subsample of 133. The AMOS Graphics 20.0 was used to conduct the CFAs using the maximum likelihood estimation. The overall model fit was examined by the Chi-square and a number of goodness-of-fit indices including the goodness-of-fit statistic (GFI), comparative fit index (CFI), normed fit index (NFI), and root mean square error of approximation (RMSEA). The estimation of the 37 items, six-factor structure indicated acceptable indices in general: $\chi^2 = 1177.954, \mathrm{df} = 614, \chi^2/\mathrm{df} = 1.918, p = 0.000, \mathrm{GFI} = 0.681, \mathrm{CFI} = 0.838, \mathrm{NFI} = 0.716; \mathrm{RMSEA} = 0.83$. The last two items in Factor 1 Intercultural Competence "I think people from other cultures are narrow-minded" and "I tend to wait before forming an impression of culturally-distinct counterparts" had standardized factor loadings of 0.489 and 0.390, which were lower than the threshold of 0.50 and considered candidates for removal. In addition, two items in Factor 3 Intercultural activities "I always know what to say when interacting with people from different cultures" and "I live with people from different cultures (e.g., roommates)" with standardized factor loadings of 0.377 and 0.280 were eliminated from this step.

After removing these four items, the CFA was conducted with the remaining 33 items. The new model fit was: $\chi^2 = 952.644, \mathrm{df} = 480, p = 0.000, \mathrm{GFI} = 0.702, \mathrm{CFI} = 0.857, \mathrm{NFI} = 0.752; \mathrm{RMSEA} = 0.086$. The value of χ^2/df was 1.985, which was lower than the recommended threshold of 3, indicating that the model fit the data. Other goodness-of-fit indices had values close to 0.90 and RMSEA close to 0.80. Table 6 presents the results of CFA. The Cronbach's alpha estimates for the six factors were 0.927, 0.977, 0.883, 0.848, 0.835, and 0.788 respectively, exceeding the recommended minimum standard of 0.70 and indicating excellent internal consistency of the measurement scale (Nunnally, 1989). The convergent validity was assessed by the values of factor loadings, average variance extracted (AVE), and composite reliability (CR). The standardized factor loadings of the 33 items, ranging from 0.547 to 0.959, were greater than 0.50 and were statistically significant ($p < 0.001$). The AVE scores for these factors were 0.542, 0.898, 0.656, 0.666, 0.575 and 0.503, which met the recommended minimum requirement of 0.50. The CR values for six factors were 0.944, 0.978, 0.884, 0.856, 0.841, and

0.800, all within the acceptable level at 0.70 (Fornell & Larcker, 1981). The convergent validity for each construct was satisfied.

Table 6. Results of confirmatory factor analysis (N=133).

Construct and item	Factor loading	Composite reliability	AVE	Cronbach's alpha
Factor 1: Intercultural Competence		0.944	0.542	0.927
I often give positive responses to my culturally different counterpart during our interaction.	0.793			
I am open-minded to people from different cultures.	0.761			
I respect the ways people from different cultures behave.	0.730			
I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.	0.724			
I enjoy interacting with people from different cultures.	0.702			
I respect the values of people from different cultures.	0.743			
I avoid those situations where I will have to deal with culturally-distinct persons.	0.796			
I think my culture is better than other cultures.	0.688			
I would not accept the opinions of people from different cultures.	0.683			
I don't like to be with people from different cultures.	0.732			
I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.	0.737			
I try to obtain as much information as I can when interacting with people from different cultures.	0.537			
I think people from other cultures are narrow-minded.	0.603			
Factor 2: Study Abroad Experiences		0.978	0.898	0.977
These experiences allow me to interact with students in the same program but from different cultures.	0.958			
These experiences allow me to establish close relationships with someone in the same program but from different cultures (e.g., friendship and/or romantic relationship).	0.957			

Table 6 continued

These experiences allow me to establish close relationships with someone from the host cultures (e.g., friendship and/or romantic relationship).	0.923			
These experiences allow me to interact with people from the host cultures.	0.941			
These experiences allow me to gain knowledge about the host cultures.	0.959			
Factor 3: Intercultural Activities		0.884	0.656	0.883
I often participate in culturally-oriented activities in the community.	0.819			
I often participate in culturally-oriented extracurricular activities on campus.	0.804			
I tend to interact with people from different cultures when I attend culturally-oriented activities in the community.	0.820			
I tend to interact with people from different cultures when I attend culturally-oriented extracurricular activities on campus.	0.797			
Factor 4: Internalization of the Course Content		0.856	0.666	0.848
The courses or instructors often involve topics about different social cultures such as languages, religions, and laws.	0.688			
The courses or instructors often involve topics about different subjective cultures such as beliefs, values, and assumptions.	0.873			
The courses or instructors often involve topics about different material cultures such as foods, clothing, goods, and tools.	0.874			
Factor 5: In-class Intercultural Interaction		0.841	0.575	0.835
The courses or instructors often create opportunities for me to interact with students from different cultures during class.	0.850			
The courses or instructors often encourage me to complete class projects with students from different cultures.	0.814			
The courses or instructors often encourage me to interact with students from different cultures outside the classroom.	0.777			
The courses or instructors often bring in guest speakers with diverse cultural backgrounds.	0.558			

Table 6 continued

Factor 6: Intercultural Environment		0.800	0.503	0.788
My university regularly offers cultural-oriented extracurricular activities to students.	0.675			
The campus environment of my university is diverse with students from different cultural backgrounds.	0.621			
The community that my university is located in is diverse with people from different cultural backgrounds.	0.738			
The community that my university is located in regularly organizes culturally-oriented activities.	0.790			

In addition, the discriminant validity was assessed by comparing the AVEs with the squared correlations between constructs (Fornell & Larcker, 1981). As shown in Table 7, the AVE of each construct was larger than the squared correlation estimates between the construct and any other construct, meaning a high discriminant validity (Fornell & Larcker, 1981). In summary, the 33 items were verified as reliable and valid measures for the current study.

Table 7. Results of discriminant validity (N=133).

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1	**0.542**					
Factor 2	0.075	**0.898**				
Factor 3	0.189	0.066	**0.656**			
Factor 4	0.042	0.013	0.105	**0.666**		
Factor 5	0.031	0.003	0.069	0.270	**0.575**	
Factor 6	0.124	0.024	0.180	0.080	0.086	**0.503**

Note: The diagonal numbers in parentheses represent AVE. The remaining numbers show squared correlations.

4.2.4 Multiple Regressions Results

Based on the results of EFAs and CFAs in the previous two sections, a six-factor structure with 33 items was finalized. In this section, multiple regressions were used to investigate the relationship between perceived intercultural learning experiences and intercultural competence with a total sample of 273 survey responses. Figure 11 summarizes the conceptual relationship between these two constructs.

Figure 11. Proposed relationship between perceived intercultural learning experiences and intercultural competence.

A CFA with a maximum likelihood was conducted to estimate the measurement model. The CFA results were presented in Table 8. The Cronbach's alpha values for the six factors, ranging from 0.792 to 0.973, were greater than the recommended threshold of 0.70, indicating the satisfaction of internal consistency of each construct (Nunnally, 1989). The standardized factor loadings for all the items in these constructs were greater than 0.50, meeting the minimum requirement. The CR estimates were between 0.797 and 0.974, which exceeded the acceptable level at 0.70. The AVEs for the first five constructs surpassed the cutoff score of 0.50, while the last factor of "Intercultural Environment" was 0.497, which is close to 0.50 and considered acceptable. Therefore, the convergent validity was satisfied.

Table 8. CFA results for the measurement model (N=273).

Construct	No. of Items	Factor loading Range	Composite reliability	AVE	Cronbach's alpha
Intercultural Competence	13	0.550 – 0.798	0.947	0.558	0.930
Study Abroad Experiences	5	0.921 – 0.962	0.974	0.882	0.973
Intercultural Activities	4	0.744 – 0.789	0.887	0.594	0.855
Internationalization of the Course Content	3	0.793 – 0.911	0.885	0.720	0.880
In-class Intercultural Interaction	4	0.570 – 0.826	0.835	0.563	0.827
Intercultural Environment	4	0.639 – 0.766	0.797	0.497	0.792

Note: $\chi^2 = 1200.208, df = 480, \chi^2/df = 2.500, p = 0.000, GFI = 0.786, CFI = 0.888, NFI = 0.827; RMSEA = 0.074.$

In addition, the discriminant validity, shown in Table 9, was evident since the AVE of each construct was larger than the squared correlations between the construct and any other construct. To sum up, the measurement model demonstrated the soundness of its measurement properties.

Table 9. Results of discriminant validity (N=273).

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1	**0.558**					
Factor 2	0.026	**0.882**				
Factor 3	0.120	0.049	**0.594**			
Factor 4	0.033	0.023	0.081	**0.720**		
Factor 5	0.017	0.014	0.089	0.272	**0.563**	
Factor 6	0.046	0.014	0.137	0.074	0.123	**0.497**

Note: The diagonal numbers in parentheses represent AVE. The remaining numbers show squared correlations.

To investigate the relationship between perceived intercultural learning experiences and intercultural competence, multiple regressions were conducted. The results in Table 10 revealed that only the construct of intercultural activities ($\beta = 0.283, p - value = 0.000$) in the perceived intercultural learning experiences had a significantly positive relationship with students' intercultural competence. Other variables of study abroad experiences, internationalization of the course content, in-class intercultural interaction, and intercultural environment demonstrated an insignificant relationship with intercultural competence in hospitality and tourism undergraduate students.

Table 10. Results of multiple regression analyses.

Scale	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
Constant	3.254	0.205		15.899	0.000
Study Abroad Experiences	0.052	0.039	0.078	1.336	0.183
Intercultural Activities	0.178	0.040	0.283	4.436	0.000
Internationalization of the Course Content	0.047	0.036	0.086	1.276	0.203
In-class Intercultural Interaction	-0.026	0.042	-0.043	-0.617	0.538
Intercultural Environment	0.066	0.045	0.092	1.451	0.148

4.3 Findings of Semi-Structured In-depth Interviews

This section demonstrates the findings from the semi-structured in-depth interviews with hospitality and tourism students, educators, and industry professionals. First of all, the profile of interviewees is presented. Then, major themes that emerged from the analysis of coded qualitative data are defined and discussed.

4.3.1 Interviewees Profile

The in-depth interviews included three groups of people: students from selected hospitality and tourism programs and participated in the survey questionnaire; educators from selected hospitality and tourism programs; industry professionals from the hospitality and tourism related fields. A total of 28 participants were interviewed, consisting of 14 students, seven educators, and seven industry professionals. Together, eight of them were males and 20 were females. In particular, for the student group, there were two males and 12 females; for the educator group, four interviewees were males and three were females; for the industry professional group, two of the participants were males and five were females. Both students and educators were from different selected hospitality and tourism programs across the United States. The seven industry

professionals came from a variety of fields including recreation, club, event, restaurant, and hotel. Table 11 presents the profile of interviewees.

Table 11. Interviewee profile.

Group and Label	Interviewee	Gender	Field/Industry
Student (S)	S1	Female	/
	S2	Female	/
	S3	Female	/
	S4	Female	/
	S5	Female	/
	S6	Female	/
	S7	Female	/
	S8	Female	/
	S9	Female	/
	S10	Male	/
	S11	Female	/
	S12	Female	/
	S13	Female	/
	S14	Male	/
Educator (E)	E1	Male	/
	E2	Male	/
	E3	Male	/
	E4	Female	/
	E5	Female	/
	E6	Female	/
	E7	Male	/
Industry professional (I)	I1	Female	Recreation
	I2	Female	Club
	I3	Female	Restaurant
	I4	Female	Hotel
	I5	Female	Event
	I6	Male	Hotel
	I7	Male	Hotel

4.3.2 Key Findings

Theme 1: Although hospitality and tourism students are more interculturally competent than students in other majors, there always remains room for improvement

The first theme recognizes the significance and essentiality of intercultural competence and the education of it in today's hospitality and tourism students both at the workplace and in life. As

reported by three groups of interviewees, hospitality and tourism is a global industry that involves people from different parts of the world and fits into various cultures in unique ways. Therefore, on one hand, hospitality and tourism students are required to be interculturally competent after graduation to better serve and help customers, make them feel more comfortable, and create more satisfactory memories and experiences for them based on who they are and what they need. On the other hand, students need intercultural competence for teamwork with coworkers from diverse cultural backgrounds. Moreover, the dynamic nature of the hospitality and tourism field expects students to constantly enhance their intercultural competence to catch up with the changes in the industry and customers.

> I think it (intercultural competence) is honestly one of the most important things because, with our degree, we can go anywhere in the world since hospitality is anywhere. I could be in Greece, China, France or Spain, or India, so it is very important to know how to work with other people, how to talk with people, and how to understand things that are not just your own. (S6)

> In hospitality, we work with and interact with people from so many different backgrounds and beliefs. There are a lot of biases that people have and they may not even be aware of them until we kind of bring those things to light and explain those things. I think it (intercultural competence) really helps us create a rich working environment when we have diverse backgrounds of people that work with us and obviously, we want to be able to engage and connect with our customers as best as possible as well. So, understanding their culture and their beliefs can make it more enjoyable for them. (I7)

In addition to work, intercultural competence also plays a critical role in students' daily life. Due to globalization and internalization, people have been engaging across cultures. Developing intercultural competence can help them overcome many intercultural barriers, such as culture shock and language barriers. The intercultural learning process allows students to learn different perspectives and people and open up their eyes to the possibilities of life. It is important for students to view and explore the world through multiple lenses.

> …In life, we are a very blended world right now and they (students) need to know how to respect others of different backgrounds in life, so (intercultural competence is) highly important, probably one of the most important skills that can be learned in college. (E5)

During the interviews, students, educators, and industry professionals highlighted that in general, hospitality and tourism students demonstrate a higher level of intercultural competence than students who major in other areas. In particular, some students mentioned that they chose to

major in hospitality and tourism because this worldwide industry provides numerous opportunities for them to start their career anywhere and reach a wide consumer base. This motivation explains that hospitality and tourism students have a more open attitude toward unknown people and places as they are ready to deal with diverse groups of customers and coworkers and face the everyday changes in their work.

> I think hospitality students in general are a little bit above average on the subject of intercultural competence because we deal with different people, whether they are coworkers or guests. When you go to the industry, it is different every day. (S10)

> I think that many hospitality students that I have encountered across the board are already very in tune with intercultural efforts. I know some students are always interested in learning more about other cultures and exploring their own. Especially if people are interested in traveling domestically or internationally to work within the hospitality and tourism fields, having greater knowledge and being open to learning about different cultures is extremely important. (I3)

However, three groups of interviewees emphasized that hospitality and tourism students' intercultural competence in general is still low and needs improvement. A large number of students who have never seen and experienced the world outside their usual place of residence are unaware of the necessity and importance of intercultural competence. Another group of students acknowledges the existence of other cultures and people, but they lack the drives to learn new things and interact with people from different parts of the world.

> I would say that hospitality students are probably more intercultural than other students, but I still think it is pretty low across the board. Like I said before, we are in the United States and in our own bubble. We get our news from Twitter, and I just feel like people are so unaware and so under traveled. It was a luxury and fortunate for me to get to travel with my parents and travel at a young age and not everyone has that fortune. But with that comes a lack of understanding of other countries and people. So, I think across the board intercultural capabilities are low, but I think they are higher in hospitality students than other students simply because of the general way that this industry is. It is working with people that are different from you. (S9)

> I think they (hospitality and tourism students) have not had a global view yet. Our high schools and elementary schools focus a lot on US history or state history. There is not a lot of global thinking at the elementary and high school levels. So, they come in not knowing a lot of other cultures when they get to college. When I tell my students where I lived and worked, they have so many questions: how did you survive; how did you speak those languages? I am showing them that they can get along in different countries and settings and people are not as different as they think. And I usually bring the answers back to our popular media. What we see in the news are the negatives of a destination; we do not see the positives of that. So, our students grow up thinking the Middle East is a terrible place;

it is all war and horrible things. They do not see the positives of that unless we introduce it to them. (E5)

Theme 2: Hospitality and tourism students are desired to have specific intercultural knowledge, attitudes, and skills

Throughout the conversations, students, educators, and industry professionals talked about the desired intercultural knowledge, attitudes, and skills in hospitality and tourism students after their college education. According to three groups of interviewees, intercultural knowledge, attitudes, and skills are considered interrelated and equally important for students to be interculturally competent. Knowing the gap in knowledge can help students identify the attitudes and skills that they lack. The learning process may start with the knowledge, but the attitudes determine the learning outcomes. Compared with attitudes, knowledge and skills can be more easily learned and trained. During the interviews, educators discussed more about the aspects that hospitality and tourism students should improve, industry professionals emphasized what they are looking for when recruiting and cultivating future leaders, while students' responses integrated their interests and practical applications to their daily life and career development in the long run. Although the three groups focused on different aspects, the specific elements of intercultural competence that they mentioned are in common. The findings are summarized in Table 12.

Table 12. Desired intercultural knowledge, attitudes, and skills.

Dimensions of intercultural competence	Specific items
Intercultural knowledge	Material culture knowledge: history; food; customs; dress codes; music; heritages
	Social culture knowledge: lifestyles; current events; basic signage, nonverbal cues; language in hospitality; hospitality in different cultures
	Subjective culture knowledge: self-awareness; awareness of cultural differences; rules and norms; values; beliefs; stereotypes; misconceptions; traditions
Intercultural attitudes	Willingness; eagerness; confidence; friendliness; welcome; hospitableness; politeness; patience; flexibility; positivity; open-mindedness; respect; acceptance; sensitivity; empathy; appreciation; professional; care
Intercultural skills	Listening, observing, interpreting, relating; interacting (in verbal and nonverbal formats); adapting; accommodating; anticipating; resolving

In the dimension of intercultural knowledge, each group of interviewees shared their thoughts about what hospitality and tourism students should learn. The knowledge is mainly concerned with cultural knowledge in general and that of particular cultures. Their responses can be categorized into the material, social, and subjective culture knowledge, which are consistent with the cultural dimensions proposed in Barrett et al (2014)'s study. Material culture is primarily composed of physical objects and artifacts that are commonly accepted and used by cultural group members. Thus, the specific items in material culture knowledge mentioned by interviewees include history, food, customs, dress codes, music, and heritages. The social culture knowledge contains the following items: lifestyles, current events, basic signage, nonverbal cues, language in hospitality, hospitality in different cultures. The subjective knowledge consists of "the beliefs, norms, collective memories, attitudes, values, discourses, and practices that group members commonly use as a frame of reference for thinking about, making sense of, and relating to the world" (Barrett et al., 2014, p. 5). Hence, the items that belong to this category include self-awareness, awareness of cultural differences, rules and norms, values, beliefs, stereotypes, misconceptions, and traditions.

> I think language is a big one. I had a class this year that talked about nonverbal and verbal communications, but they really just focused on Americans in general. So, I think that expanding the communications to how to speak to people who do not speak your language as a first language is very important. I also think talking about daily life in general. I do not know what is different between here and other people's places. (S6)

> I think we could all constantly be keeping ourselves educated about what is going on in the world and current news in terms of intercultural issues because those sensitivities and being aware of them always lead back to how we speak to everybody. So, you know, sometimes I think we might not be up to speed on what is going on in the world. (I5)

In terms of intercultural attitudes, students, educators, and industry professionals talked about how hospitality and tourism students treat people from diverse cultural backgrounds both at work and in life. Three groups emphasized that hospitality students should demonstrate the willingness and eagerness toward intercultural encounters and intercultural learning. When students are involved in intercultural situations, they are expected to be confident with themselves and their own cultures, be friendly, welcoming, hospitable, polite, patient, positive, and flexible with culturally different people, be open-minded about, respect, and accept the cultural differences. In a long run, students should demonstrate a great level of sensitivity, empathy, appreciation toward diverse cultures and people. Also, working in the hospitality and tourism industry,

employees need to be professional and care for customers from all over the world and with unique demands.

> I would want to have a more positive view of different cultures not that people will necessarily have a negative attitude towards other cultures, but just to have a better knowledge of them and to have a better attitude. Also, the willingness to learn more is important, just the desire to further expand that knowledge and continue learning about other cultures. (S3)

> What I look for is just a positive and open attitude. We do not want people to say "that is not my job, I do not like that person, or I do not want to work with that person". So, attitude plays the biggest part in it. I like somebody that is really fun, outgoing, and very talkative and that wants to get to know people and does not care who it is. (I1)

> I mean, we are in the hospitality industry. The heart of it is that we have to serve a true spirit to care for people and we have to be genuinely friendly. You can train people to be polite, but you cannot train people to truly care or to be friendly. So, that is where intercultural competence starts, and then you build from there based on what skill sets you need. (I4)

As the third dimension of intercultural competence, intercultural skills, also known as intercultural behaviors, focus on facilitating intercultural communications between diverse cultural groups (Sizoo, 2006). During the interviews, students, educators, and industry professionals stated the skills that they believe are critical for intercultural situations. These skills include listening to others and observing the changes in their emotions and behaviors. In addition, students should appropriately interact in both verbal and nonverbal forms with people from different cultures, then interpret and relate their words to their own cultures. Based on the cultural differences, students also need to adapt their language and behaviors to the given situations. In the hospitality and tourism industry, students are required to be able to accommodate customers' demands and expectations, make anticipations according to their cultural backgrounds. Sometimes, students need to play as an intercultural mediator to resolve conflicts resulted from cultural differences, miscommunication, and misunderstanding on campus and at the workplace.

> I think it is very important … and to learn how to best accommodate people to show hospitality. If you are working to respect them, they are going to feel more welcomed and get a better overall experience. (S7)

> We have employees in the hospitality industry who are not able to adapt to other cultures, relate to other people, and respond to the needs of people in different ways. Then, they are not going to be able to provide a good customer service experience. So, it is important to be able to adapt to different people based on where they are from and what their background

is and anticipate their needs. I think what the hospitality and tourism industry should be doing is anticipating people's needs and serving them the ways that are appropriate and good for them. (I2)

Theme 3: A diverse and inclusive environment is favorable but does not necessarily and directly benefit hospitality and tourism students' intercultural learning

Another theme generated from the interviews is about the diverse and inclusive environment. Students, educators, and industry professionals argued that a multicultural environment is favorable for students' intercultural learning. Although the number of international students has been increasing in public universities across the United States in recent years, the majority of the students tend to come from the same state or same country. There are many underrepresented groups in both students and educators in today's higher education. As a result, a large number of domestic students and faculty members experience more conformity than diversity on campus. Similarly, in the hospitality and tourism related industry, although some companies host international students for internships, the full-time employees are lack diversity.

I would say that my experience so far has not been diverse. I am getting a lot of conformity from students and a little bit from my teachers too. So, I guess I am not getting the most diverse and inclusive environment right now. (S5)

In my university, we are such a large state that many of the students come from the same state, so they are very well versed in their own state but not outside of that. (E5)

Last year and this year we have a remote internship that is unpaid. It does not require any visa sponsorship or OPT. But in the past, we have definitely spoken to international students who have been enrolled with a visa within the United States and worked with them throughout the summers. Usually, once they get to the point of past OPT, we cannot do too much with that, but we definitely have interacted with international students. (I3)

Furthermore, according to three groups of interviewees, a diverse and inclusive environment itself does not necessarily and directly benefit hospitality and tourism students' intercultural learning. Even if students are studying and living in a relatively diverse campus environment with people from different cultural backgrounds, they do not actively interact with culturally different counterparts unless they are required to do so in the classroom. Students said they have never thought about and are not used to talking to people from other cultures since this is not common on campus. Those students who are from the same culture find it is easier and comfortable to communicate with each other and form their own social groups, which also prevents

them from interacting and making friends with students from other cultures. Although students are in a multicultural campus, intercultural learning will not take place if there are no intercultural encounters.

> I think I found a lot of continuity on campus. Unless I am in class, I really do not interact with people who identify a different culture than me, just because on campus that is not really something that I see very often, unfortunately. (S4)

> I guess the environment here at the university is multicultural. But unless efforts are made to understand each other, oftentimes students from the same culture tend to gravitate towards each other. They are more comfortable with people from the same culture and can communicate better. I think that sometimes limits the ability of other groups to become familiar with the culture of any particular. (E7)

Theme 4: Interaction serves as the start of intercultural learning, but the effect of informal interactions is questioned

Three groups of interviewees indicated that interaction builds the bridge between different cultures and serves as the start of intercultural learning for hospitality and tourism students. Despite the diverse campus environment, intercultural learning will not occur until students initiate conversations with culturally different counterparts. The interaction can be in verbal and nonverbal formats, take place in person or online, as well as involve two or more cultures at the same time. During the interactions, students are able to express their thoughts and feelings, exchange information, and learn from others' perspectives. The interviewees also emphasized that it is easy for students to start intercultural interactions as they are in a similar age group and can quickly find common topics.

> Communication definitely is the number one thing just because people communicate in such different ways, and I think everything is kind of coming back to that aspect. (S12)

> Interaction is absolutely the key. Because they (students) are at a similar age, the interaction gets them very interested in talking to someone from a different country as they can relate to themselves. (E5)

Additionally, the interaction between culturally different groups can help solve conflicts and correct misunderstandings due to cultural differences. The interaction provides the opportunity for students to challenge their stereotypes and understand the variances in cultures. Industry professionals particularly mentioned that in the workplace, it is common to involve employees with diverse cultural backgrounds in teamwork. In order to complete the work with high efficiency

and quality, communication is the basic and foremost. Otherwise, miscommunication may not only influence the work progress, but also harm the relationship between employees.

> I would say the primary problems that we have are just solely communication and cultural differences. It might be an international student makes a comment that seems derogatory or offensive, but they do not mean it. But the conversations in themselves help our American employees understand the cultural differences within different communities, schools, and everything else. (I1)

> I worked with people from all parts of the world at one point in one of the hotels. There were 10 different languages that were spoken. So, I started with communication because we had to learn how to communicate correctly with everyone. And once you have that proper communication technique, you know from there we can learn how to tie it to work together but it all begins with that, that basic communication approach. (I4)

Despite a positive attitude toward interaction in general, students, educators, and industry professionals are concerned about if and to what extent informal interactions can benefit hospitality and tourism students' intercultural learning. According to the iceberg analogy proposed by anthropologist Edward Hall (1976), culture is compared to an iceberg (shown in Figure 12), which is composed of visible and invisible aspects. What can be seen, tasted, smelled, heard, and touched are represented by the upper portion of the iceberg and are just the tip of the iceberg. Common examples of the surface culture include languages, foods, clothes, music, dancing, fine arts, celebration of festivals, and games. The invisible parts of culture that remain unseen beneath the surface account for the majority of the iceberg. The deep culture includes the underlying beliefs, attitudes, values, assumptions, and philosophies. The interviewees stated that most of the informal interactions on campus and in the community involve topics of visible culture, which are considered superficial and lack in-depth meaning. Furthermore, during informal interactions, students are likely to unconsciously misinterpret and misuse the languages and behaviors of other cultures, which may create misunderstandings and hostility. Therefore, the effectiveness of informal interactions on hospitality and tourism intercultural learning is questioned.

> When you are hanging out with different people from different backgrounds and different countries, you pick up on their slang, which may or may not be good. So, you may not recognize that is not okay to slang somebody from a different race because all your friends are slanging somebody from a different race. (E1)

The iceberg concept of culture

Primarily in awareness

Fine arts   Literature
Drama   Classical music   Popular music
Folk-dancing   Games   Cooking   Dress

Primarily out of awareness

Notions of modesty   Conception of beauty
Ideals governing child raising   Rules of descent   Cosmology
Relationship to animals   Patterns of superior/subordinate relations
Definition of sin   Courtship practices   Conception of justice   Incentives to work
Notions of leadership   Tempo of work   Patterns of group decision-making
Conception of cleanliness   Attitudes to the dependent   Theory of disease
Approaches to problem solving   Conception of status mobility   Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc.   Definition of insanity
Nature of friendship   Conception of "self"   Patterns of visual perception   Body language
Facial expressions   Notions about logic and validity   Patterns of handling emotions
Conversational patterns in various social contexts   Conception of past and future   Ordering of time
Preference for competition or co-operation   Social interaction rate   Notions of adolescence
Arrangement of physical space   Etc.

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Figure 12. Iceberg model of culture.

Theme 5: Intercultural experiences are desired but do not automatically contribute to intercultural learning

The responses from students, educators, and industry professionals identified that intercultural experiences are beneficial for hospitality and tourism students' intercultural learning. Intercultural experiences include study abroad, personal international travel, and intercultural activities and events on campus and in the community. These three types of intercultural experiences have their unique characteristics and impact differently on hospitality and tourism students' intercultural learning. Study abroad with academic credit requirements is viewed as helpful by three groups of interviewees to facilitate students' intercultural learning. It forces students to challenge themselves in a new environment and gain first-hand experience in the host culture. Personal travel to other countries can broaden students' horizons and explore the local culture in an informal way and learn from the fun. Intercultural activities and events are considered a feasible approach for students who are not able to go abroad to obtain cultural knowledge and intercultural experiences in their home environments.

> I think study abroad is so important because you do not understand what it feels like to be an outsider into someone else's culture. You do not have that ability to practice being immersed in somebody else's culture and talking about your own cultural experiences. If you stay in the same place with a similar type of people all the time, being able to speak with someone who has all these great intercultural experiences is probably the best way to work on your own intercultural competence. (S13)

There is certainly a correlation between getting out and observing the world beyond your small bubble and understanding how things operate differently and that definitely increases their (students') intercultural competence. (E5)

I think intercultural events would definitely heighten their (students') realization that there are other cultures out there. Our company hosts international students every single year and we do a few events with them throughout the summer. We did a food tasting contest and it was nothing super serious or super big, but it helped our American employees see that it is not normal for somebody from Turkey to come over and have a cheeseburger. That is not what they want, and this little thing can help people understand that there is more out there. Especially if the community members would be able or willing to be engaged with the students, that would help because it is not coming from a classroom. It is actually a real-life experience. (I1)

Although study abroad, personal international travel, and intercultural activities and events enrich students' intercultural experiences, they do not automatically contribute to intercultural learning and intercultural competence development for hospitality and tourism students. Studying abroad is composed of short-term and long-term programs. Compared with the short-term study abroad, the long-term ones involve not only traveling, but also studying, working, and living for an extended time period. However, according to the students and educators, the majority of the current study abroad programs offered by universities are short-term programs ranging from a week to a month. Limited time in the host country may result in that student learning stops at the surface rather than exploring the deep level of the culture. Moreover, students who come from a similar culture and participate in the same study abroad program may stick together during their time in the host country, which creates a comfort zone for themselves in a strange environment. Some students even think of study abroad opportunities as a way to fulfill their travel needs. As a result, these two types of students learn little or nothing from the study abroad experience. Studying abroad is not a magic solution to improving students' intercultural competence. A successful study abroad needs to be carefully and well designed and implemented with the considerations of many factors such as participants' demographics, program duration, and cultural distance.

You need to break apart students into smaller groups. The demographic makeup of the study abroad group plays a factor into the group's understanding of intercultural competence in whichever area they are going to. You could literally have an entire group of Hispanics going to China and learn not much about it because they hang out together all the time, until you break apart those dynamics and intentionally seek outside of the group. So, I think studying abroad is not the magic solution, you could go to Paris with a group of

friends and not learn much other than the French food and Eiffel Tower. You may never learn about the culture. (E1)

We do see that students have fun during study abroad when they jump off a cliff or skydive or whatever that is fun. But without local interactions, they are missing out on the intercultural competence factor. (E5)

Similarly, if and to what extent personal travel experiences can benefit students' intercultural learning are influenced by a variety of factors such as travel motivations, purposes, and cultural distance between their place of departure and the destination. The interviewees reported that students' personal trips to foreign countries are often with family or friends. Visiting family members and friends or taking vacations serve as the major travel motivations. Since their travel is primarily for the purpose of leisure instead of learning, the outcomes of students' intercultural learning are limited and hardly assessed. However, if students' international travel involves rich local interactions and activities like volunteer services, they may get a chance to learn the invisible culture from residents and such experiences may largely contribute to intercultural learning and intercultural competence development.

When I was a student, my family trip to Mexico was fun. We flew in the winter resort and then flew out, but I did not learn anything about it. I just have had a good time. However, I have a co-staff who went to Kenya and did service there. Absolutely, that person's experience is building intercultural competence of working with a language barrier and learning a full new culture, something that is totally different from here. So, these two types of vacations are very different and I think that they have their place in learning or just fun. (I2)

Intercultural events organized on campus and in the community provide a platform for college students from different parts of the world to get together and experience diverse cultures. These activities may be an effective way to raise the intercultural awareness of students. However, they tend to last for a short duration, which can only demonstrate the surface level of a culture, such as food, costumes, dancing, and music, rather than values, beliefs, and philosophies. Also, it is difficult for students to practice what they have seen, heard, and learned during the events afterward due to a lack of environment and opportunities. Without the application to real-world situations, students may quickly forget the acquired intercultural knowledge and assessing their learning outcomes from these extracurricular activities is unrealistic. In addition, the attendance of students cannot be guaranteed as participation in intercultural activities highly depends on their

interests, willingness, and schedules. Efforts are needed to involve more students in these intercultural events, for instance, including them as one of the course components.

> I think participating in intercultural activities would be really important. The biggest problem was just getting students to be willing to get out. I do not know if it would be a requirement for a class or volunteer hours, or an internship or whatever it might be. But I think if it is voluntary, students will not do it because they do not want to. (I1)

Theme 6: The intercultural course should be systematic

Both students and educators recognized a lack of well-designed intercultural courses in the hospitality and tourism curriculum. In general, educators reported that the current higher education system does not do a good job at educating students on their intercultural competence. Typically, a few elective intercultural courses are offered to students. However, since they are elective rather than mandatory, not all hospitality and tourism students choose to take them. Also, these courses aim to help students understand general cultural topics such as racism and diversity, which miss the connection with the hospitality and tourism field. In hospitality and tourism programs, students and educators mentioned that a few of the existing courses like human recourses and tourism management involve little intercultural related content. Nevertheless, as the foci of those classes are not intercultural learning, the add-on content tends to stop at the surface level of cultures and students may not pay enough attention to the additional content. Students may still have difficulties in identifying micro-aggressions and performing appropriate attitudes and behaviors toward culturally different people. Therefore, it is necessary and significant for hospitality and tourism programs to design a well-structured intercultural course in order to facilitate their students' intercultural learning.

The three groups of interviewees shared their thoughts and suggestions about the design of the intercultural course based on their experiences as students, educators, and industry professionals. They suggested that the intercultural course must be interactive and reflective, and the students should be the driving force of the course. Thus, a flip classroom may be better than the traditional teaching for the intercultural course. In addition, similar to other courses, the intercultural course should be designed with a systematic learning process with appropriate and effective learning materials, learning activities, and learning outcomes assessments. The following subthemes respectively introduce the details of these three aspects suggested by students, educators, and industry professionals.

Current, visualized, and industry-focused learning materials

Three groups of interviewees emphasized that the intercultural learning materials for hospitality and tourism students should stay up to date. The interviewees were generally negative about the effect of traditional textbooks on students' intercultural learning and intercultural competence development. Although three groups acknowledged that traditional textbooks are useful to systematically introduce the definitions of cultural concepts such as racism and diversity, their ability is limited to provide the most updated information and allow the concepts to reach their full potential. Instead, impactful research articles, news reports, smaller books, and other online resources are recommended by interviewees to help students stay up to date with the current events happening all over the world, learn different perspectives from diverse cultural groups, and interpret intercultural knowledge using these current events and people's experiences.

> I think I would be shy away from the textbook because it is not a conversation or something you can expand on. I would say maybe lots of videos and online resources because rather than having one textbook written by one or a small group of people, you can use online resources that are written by people from all over the world. It would be important to get the different perspectives. (S6)

> I do not think textbooks are really necessary because textbooks get outdated so quickly. I think there are a lot of up-to-date materials we can research on the internet. I would need a textbook maybe for the first one to two weeks of class to get basic definitions, ideas, and theories. (I1)

Additionally, visualized learning materials are considered useful by interviewees for students' intercultural learning. Based on the responses from students, they believe that documentaries, videos, and pictures can help them visualize and understand unfamiliar and abstract cultural concepts. For example, students thought that visualized learning materials work better than textual ones for them to learn about the interaction styles and lifestyles of different cultural groups. Other audio and physical cultural components such as food, music, and clothing are also viewed as helpful supplementary learning materials to reinforce students' understanding.

> I think a good way could be watching a documentary over one part of the world. The documentary could be about the lifestyles and the personal interactions that we could see. Because a lot of things stuck in my brain better when I could watch them happen as a visual learner. (S1)

> I know for right now, if I wanted to give any sort of training to my employees, they respond a lot better to anything online like videos or a short news article. Students from a job aspect

do not want to read anything too long. It would be tough from the human resource aspect. I would love to give people the actual experiences rather than any material. (I1)

Three groups of interviewees, particularly the student group discussed that they would love to have the intercultural learning materials to be effectively connected with the hospitality and tourism industry. In this case, students can have a better understanding of why intercultural competence is significant and essential for them and how they can apply intercultural knowledge, attitudes, and behaviors to their future careers. For instance, students said that it would be helpful for them to learn how different parts of the world perceive hospitality, operate hotels, and develop tourism.

> I prefer that intercultural learning materials can be hospitality focused. Maybe how different cultures perceive hospitality because I know the hospitality in America is different from Europe, and I guess Asia would be different too. So, I would like to learn how hospitality in various countries differs from each other. (S14)

Interactive and active learning activities

According to the students, educators, and industry professionals, the learning activities for the intercultural course must be interactive and students should be placed at the center as leaders during the learning process. Three groups argued that the best way to learn and understand different cultures and their people is by talking to them not by only reading and watching. Given the interactive feature of the intercultural course, instructor-driven lecturing as a traditional learning activity is not supported by the interviewees. They believe similar to the textbooks, lecturing may be a helpful approach to introduce the intercultural topics and concepts, but its contribution to students' intercultural competence development is marginal since it lacks interactions. Meanwhile, the instructor is not recommended to be the presenter for all the lectures as it is difficult for an individual to talk about the cultures that he or she has never experienced. Hence, lecturing can be included in the intercultural course but not as a dominant learning activity.

> I think lecturing is obviously a good form of getting a lot of information quickly, but it is not extremely impactful to a lot of students. The activities we do in this class need a lot of engagement but unfortunately lecturing is not a way that creates a ton of engagement from students. To really learn the knowledge and be able to apply it to your life, the class needs to be engaging. It would be a disservice to intercultural learning if the class has heavy lectures. (S4)

Although instructor-driven lecturing is not favored by the interviewees, three groups all state that guest lecture is a great and effective method to facilitate hospitality and tourism students' intercultural learning. The guest speakers can be educators, industry professionals, and even students from diverse cultures. Guest speakers inject a feeling of freshness into the classroom, set up role models for students, and avoid misinterpretation of cultures that the instructor is not proficient with. Different groups of guest speakers can focus on a variety of topics and content. Educators can talk about conceptual ideas and share their experiences working with diverse groups of people and living in foreign countries. Industry professionals can relate the intercultural topics to the hospitality and tourism industry, which is beneficial for students to better understand the industry and plan their future careers. Students can cover topics about daily life in their home countries with the instructor's guidance before the class and moderation during the class. The interviewed students specifically emphasized that they would be excited if people close to their age lecture and present on their own lives and cultures in general. Some interviewees expressed their concern about the feasibility of inviting guest speakers from other places of the world to the classroom given the factors such as long distance and high expenses. However, other interviewees said that the prevalence of the Internet and advanced technology allow students to virtually meet and interact with guest speakers regardless of location and time restrictions.

> When you see somebody (guest speaker) that looks like them (students) in a powerful position or a leadership position, it gives them hope that they can someday be like the person. So we try to make sure that our guest speakers have diversity both in race and gender. Then we are not always emphasizing a white male at a time. Sometimes the sector of the industry itself is like that. For instance, Cornell is very good at real estate development and the majority of the student demographic there is white, so when we look at successful business people in hotel owners and hotel developers, they are usually white. Sometimes it is a little challenging to find a minority hotel developer hotel owner. They are out there; you just have to look harder. (E1)

> There are black people, Asians, Hispanics, and other people who contribute to the hotel, restaurant, and tourism industries. But when someone presents a presentation, you see white people. You do not see black or Asian women. (E6)

Discussion is also considered another effective learning activity to facilitate students' intercultural learning by three groups of interviewees. They mentioned that discussions, particularly small groups of discussions, are interactive and allow students to learn different knowledge and perspectives about a variety of cultures from talking with their classmates. Many student interviewees emphasized that according to their experiences from online classes and the

COVID-19 pandemic learning, the discussions ideally are expected to take place face to face in the classroom or at least synchronous online. If the discussion activities are presented on an online forum for students to post their thoughts and reply to others, the learning outcomes are likely to be limited due to a lack of interaction. Additionally, a few educators shared that their programs have cooperated with hospitality and tourism programs at universities in other countries and organized virtual discussion meetings for students from both sides. During the discussions, students are found to be more willing and conformable to talk with their peers than their instructors and discuss cultural topics. However, given the sensitivity of some cultural topics and content, the instructor needs to play the role of moderator to manage the classroom learning atmosphere and relationships between and within groups.

> We can speak one on one, even with people who are in a different country in real-time. I think that would be an awesome way and resource. They can see what is going on here. We are getting live content and real information from people who are at our age and studying the same thing. (S2)

Another learning activity proposed by the interviewees was scenario-based case studies and simulations. To enhance students' intercultural competence, it is significant to create opportunities for them to apply what they learned from the class and get the intercultural experiences after learning the cultural knowledge. Otherwise, students' learning only stops at the knowledge level. For instance, students know the definition of micro-aggression after learning, but they may not recognize micro-aggression in real life and see themselves as micro aggressors when demonstrating micro-aggressive attitudes and behaviors. Therefore, the scenario-based case studies and simulations provide intercultural situations for students to react to and manage those circumstances. During the process, students are able to identify appropriate and inappropriate knowledge, attitudes, and behaviors, and correct their understanding with their own experiences. While in support of the scenario-based case studies and simulations, the student interviewees had a debate on the learning activity of role play. Some of them thought this interactive way can be combined with scenario-based case studies and simulations to enhance students' intercultural competence by performing attitudes and behaviors. However, other students said their experiences with role play were awkward and they were worried about students will not take the role-play seriously and appreciate it as a learning activity and demonstrate the culture in a wrong way, which may reinforce students' negative stereotyping and increase the cultural conflicts in the class setting.

Things like role-play, I do not think people are going to take it seriously from a student standpoint. I think there might just be brushed off and not really understand so much of why they are doing it or why they have to learn in this way. (S2)

Intercultural events and study abroad were also proposed by students, educators, and industry professionals as effective learning activities in the intercultural course. Although two forms of activities occur in different environments, they both push students to step out of their comfort zones and involve in intercultural situations. Study abroad with academic credits and for an extended time is considered the most effective approach to enhance students' intercultural competence as it allows students to experience, react to, and reflect on the intercultural situations in the host country. However, students are not able to study abroad in all the countries in the world and such activity can be easily interrupted by factors such as the COVID-19 pandemic and terrorist attacks. Intercultural events on campus can serve as an alternative to study abroad for students to get intercultural experiences in the home environment. Given the increasingly diverse campus environment, it is feasible to plan and organize a variety of purposeful cultural events for students to conduct intercultural interactions and experience intercultural situations. Including intercultural events and study abroad as course components helps resolve the interviewees' concerns such as students' unwillingness to be exposed to other cultures and little contribution of unexamined intercultural experiences to the intercultural competence development.

I think those events can help us as a way on campus to get more intercultural involvement and perspectives. Especially right now, since people cannot really travel that much, we can travel on campus and see those different parts of the global intercultural interactions. (S1)

Reflective and sharable learning outcomes assessments

During the interviews, students, educators, and industry professionals discussed that the assessment tools for learning outcomes of the intercultural course are difficult to determine, but they must be reflective. They first talked about the role of traditional quizzes and exams in examining students' learning outcomes. Three groups of interviewees agreed that a short quiz after each class or topic is necessary and useful to test terminologies and students' understanding of basic intercultural knowledge. However, the accumulative exams with multiple choices and true/false questions are not the best way to assess the intercultural learning outcomes. If exams were an option, it would be better to have open-ended questions that can spark students' minds to think about their learning experiences and share their reflections on the learning.

I do see the benefits of quizzes based on reading materials to ensure that students are staying on track and absorbing the information that they are learning. But I do not really see the benefits of an exam because it is not a very good opportunity to retain information. (S3)

I think it would be nice to have open-ended exams that spark your mind to think a little bit and write a paragraph or something for each question instead of one right answer. (S6)

I do not think a standardized test would be necessary for this class. I think maybe some sort of thesis or paper that students put together a scenario would be a great way to kind of measure someone's learning outcomes. (I5)

Additionally, group projects and presentations were mentioned many times by the three groups of interviews as an intercultural learning outcomes measurement for students. On one hand, the groups that are ideally composed of individuals from different cultures or at least different regions in one country already create a diverse learning environment for students. On the other hand, group projects require students to dive deep into cultural topics and issues rather than floating on the surface. Throughout the projects, students are able to strengthen their cultural knowledge by researching on their own and to develop appropriate intercultural attitudes and behaviors by communicating and collaborating with culturally different team members. Along with the projects, presentations are viewed as helpful for students to share their understanding with the class and demonstrate their learning outcomes.

I feel like projects should be the main part of the class. They allow students to better understand the topics than just memorizing information for tests and completely forgetting all of that after the test is. But projects can really help develop those skills that they have learned in the course, and actually put them to use. (S3)

Three groups of interviewees also suggested that in an increasingly diverse campus, interviewing students and educators from different cultural backgrounds can be a helpful measurement to test students' intercultural learning outcomes. Based on the cultural topics and content, students are asked to reach out to culturally different counterparts through student organizations or faculty members in various departments and conduct interviews with them about their opinions on the current events happening all over the world and understanding of material, social, and subjective cultures. The interview offers the opportunity to students to challenge themselves to talk with culturally different counterparts outside their comfort zones using the knowledge they have learned in class and receive feedback from their interviewees. This

assessment can be integrated with group projects and presentations to obtain first-hand information from people in the targeted cultures.

> An interview can be effective. I have definitely done interviews, usually with professionals for different courses, but finding partners in classes who have different cultural backgrounds than you and interviewing them about their experiences or attending events with them would be interesting to do in the intercultural class. (S4)

In addition, all the interviewees recognized the effect of reflection papers on assessing students' intercultural learning outcomes. They emphasized that intercultural learning requires learners' inner reflection on what lessons they have learned, what changes they have experienced in their attitudes and behaviors toward different cultures and people, and how they have felt about the learning process. The reflection paper can be designed into a semester-long written progress paper or several short papers. Regardless of the format, the purpose of the reflection paper is to create a space for students to see the growth in themselves, share their experiences, and relate to their lives. Students said that a lot of times, their learning focused on studying new knowledge instead of reviewing and reflecting on the previous, which failed to establish a dynamic and holistic knowledge system and transform their existing frames of references and ways of being in the world.

> I like the idea of a reflection paper. It encourages the students to sit back for a minute and really think about everything that they took in from the very beginning of the course to the end. (S6)

> Personal reflection-type papers and things like that would be good. Depending on course materials, you can do regular exam questions, but those are not going to help with the changes in attitudes. (E4)

> Having some sort of write-up or paper afterward on their reflections about what they expected at the beginning, what they actually experienced, and how they felt about it. The paper makes them take a little bit of time to think about what they experienced. (I1)

Some educators talked about using a pre-and post-survey as a supplementary tool together with projects and presentations to measure students' learning outcomes in the intercultural course. The survey is mainly developed from the intercultural competence inventories, for instance, the Intercultural Development Inventory (IDI) (Hammer, 1998; Hammer, Bennett, & Wiseman, 2003), and aims to compare the changes in students' intercultural competence level before and after taking the intercultural course. However, a few widely accepted and used intercultural competence inventories are too costly to be applied for examining students' learning outcomes in a class. Furthermore, the student interviewees said that although the pre-and post-evaluation survey is an

interesting way for self-assessment, it may be hasty to assign grades to students based on their survey results. If the survey is offered for students' self-assessment, many of them may not take it seriously.

> I have not used it (Intercultural Competence Inventory) with students, but we had it over last summer for our college administrators. We did use an instrument, the IDI; that was interesting. My scores on that were different than what I expected. If schools could do something like that before and after a course or when students get started at their freshman or sophomore year and then again before they are leaving. That would be really interesting to see the results. (E4)

> We have a pre-and post-survey that tells us what they (students) have learned and where their intercultural learning is at toward the end of the project. The survey gives us hard data and is based on valid and reliable inventories, so the survey is academically sound. (E5)

> It is interesting to see how much you have gotten afterward, but I would not think of a pre- and post-survey as grade related measurement. It is more for you to see for yourself. (S14)

Theme 7: Challenges must be acknowledged for the design and implementation process

Although a well-designed intercultural course can facilitate hospitality and tourism students' intercultural learning, challenges are also presented in the design and implementation processes. The first challenge is about the time and efforts needed to determine and update appropriate learning materials. The significance of up-to-date information for the intercultural course needs the instructor to constantly revise and update the learning materials for students, which demands plenty of energy and time. The requirement may overwhelm the instructor. Three groups of interviewees mentioned that online resources can provide the most updated information about the world; however, the reliability and credibility of these recourses are questionable.

Including intercultural events and study abroad programs as mandatory course components in the intercultural course is also challengeable. Although attending intercultural activities to facilitate students' intercultural learning is supported by three groups of interviewees, they also brought up concerns about this suggestion. On one hand, in order to ensure the learning outcomes, such intercultural events must be purposefully planned with required learning content. Otherwise, students' learning may only stop at the surface level of different cultures. However, the planning process involves collaboration from different parties such as various student clubs and international students and scholars' offices. Also, since the intercultural events are open to the public, it would be difficult for them to host an entire class in addition to other attendees at the

same time. As a result, students may not be able to get the full intercultural experience and learn little or nothing from attending such activities. Similarly, the idea of adding study abroad to the intercultural course or hospitality and tourism curriculum is favored by all interviewees, but it is not feasible from a pragmatic standpoint with the finance issue as the biggest challenge.

> I like including study abroad into the curriculum as an idea. But from a pragmatic standpoint, it would not work for us mainly because of the financial issues. Not all students can afford to do study abroad. We have often talked in our department that if we could afford to take every student abroad, we would require it, but we just cannot because we do not have the foundation funds to pay for it. We also do not want students to necessarily take out student loans to be able to go to France if we require it or wherever that might be. So, we probably would never move in that direction, but I certainly like it as an idea. I think that is the most effective way for them to improve intercultural competence. (E2)

Lastly, the suggested learning outcomes measurements can examine students' intercultural knowledge, yet attitudes and behaviors. According to the responses from the interviewees, determining the learning outcomes assessment tools is the most difficult step in the design of an intercultural course. It is possible to measure what knowledge students have acquired after a semester's learning. Nevertheless, developing intercultural competence in students takes time and the changes in attitudes and behaviors toward different cultures and people do not take place from completing assignments and taking tests. Intercultural learning requires a lot of inner reflection, and the intercultural course can only measure what is in their head rather than what is in their heart.

> To understand some of the other cultures, you could certainly quiz them (students) or give them exams and projects. But trying to get them to truly understand and appreciate those cultures is going to be a challenge. So, I do not know that I have a great answer for you on the measurement. (E2)

Theme 8: Intercultural competence development should be extended to students in other majors, educators, and industry professionals

During the interviews, students, educators, and industry professionals indicated that given the increasingly connected and diverse world, intercultural learning and intercultural competence development are essential and significant to not only hospitality and tourism students, but also students in other majors, educators, and industry professionals. Although students in some majors may not have to frequently deal with diverse groups of people at work in the future, they are now immersed in a complex and multicultural environment on campus. Intercultural competence can help them with various aspects of their study and life. For instance, when doing group work for a

class, students with a higher level of intercultural competence are likely to better understand their culturally different counterparts and perform appropriate attitudes and behaviors. As a result, a harmonious and pleasant atmosphere is presented in the team, which contributes to the cooperation efficiency. Moreover, the interviewees highlighted that the phenomena of microaggression and stereotyping exist not only in the student population but also in educators and industry professionals, implying a lack of intercultural competence in the latter two groups. In particular, educators and industry practitioners need to improve their intercultural competence first in order to effectively and appropriately guide and help students and employees with their intercultural learning on campus and in the workplace.

> I think that intercultural competence is really valuable for every student to understand all different types of cultures and individuals. (S9)

> People may not recognize what microaggression is and they may not even see themselves as micro aggressors. I have faculty who were sexist, but they did not know that until the female person that they were speaking to felt uncomfortable and said something to them. At that point, they realized that there was a sexist comment. Then, they stopped thinking that way. (E1)

> Intercultural competence is exceptionally important given how we are engaging across cultures and given the business that we are in or that our students will be in, but also for us, educators, given where our students are coming from. (E3)

CHAPTER 5. DISCUSSION

This chapter is composed of four sections. The first section provides an overview of the current study. The second part summarizes and discusses the key findings of this research. Based on the results and findings, the third section presents the proposed conceptual model and overall recommendations for hospitality and tourism higher education to facilitate students' intercultural learning and improve their intercultural competence. The last part demonstrates the theoretical advances and practical implications of this study. Particularly, practical implications are discussed on the basis of the conceptual model and with the illustration of an introductory tourism course to explain how educators design or improve and teach their courses with the emphasis on intercultural learning.

5.1 Overview of the Study

The goal of the study was to enhance intercultural learning in hospitality and tourism students at the undergraduate level through the internationalization of the curriculum. Fifty-three hospitality and tourism programs that are four-year bachelor's degree programs from either public or land-grant universities were selected across the United States for data collection. The study design was composed of three steps with the mixed-method approach to achieve the research objectives.

The first research objective was to examine if and how intercultural learning is embedded in the present hospitality and tourism programs. To achieve it, the study collected the chosen programs' introductions as well as mission, vision, and value statements, and analyzed the content with word clouds applying NVivo 12. In addition, a case program in the Midwestern U.S. was determined and its course syllabi offered in the 2019-20 academic year were used for semantic analysis. The findings demonstrated that a clear and direct statement of enhancing intercultural learning or intercultural competence in hospitality and tourism undergraduate students was lacking in both the selected programs' introductory text and the case program's curriculum.

The second research objective was to identify the intercultural competence level in current hospitality and tourism undergraduate students and the effective format for intercultural learning. In this step, a quantitative study with a self-administered survey was conducted with hospitality

and tourism undergraduate students from the selected programs. A total of 388 students from 23 programs, out of 53 programs, participated in the survey and 273 valid responses were used for data analysis. Both EFAs and CFAs were applied to determine the measurement model. Then, multiple regressions were employed to test the relationships between the perceived intercultural learning opportunities and intercultural competence. The results showed that the most effective format of intercultural learning experiences on intercultural competence was participation in intercultural activities.

The third research objective was to discover desired learning materials, approaches, and assessments of intercultural learning for hospitality and tourism undergraduate students from the perspectives of scholars, industry professionals, and students. To achieve this objective, 28 interviews were completed, of which 14 were with hospitality and tourism undergraduate students, seven were with educators, and seven were with industry professionals. Eight themes emerged from the thematic analysis. These themes reinforced the significance of intercultural learning in hospitality and tourism higher education, and identified the characteristics of desired learning materials, approaches, and assessments. In addition, the challenges in the curriculum design and implementation were also acknowledged in the themes.

The last research objective was to propose a model of and make recommendations for intercultural learning through curriculum design. Based on the results and findings from both quantitative and qualitative analyses, the proposed model and recommendations are presented and elaborated with details in the third section of this chapter.

5.2 Summary and Discussion of Key Findings

5.2.1 Intercultural Learning in Present Curriculum Design

The review results illustrate that current hospitality and tourism programs are lacking clear and direct statements about intercultural learning or intercultural competence development for students in the explicit curriculum. All the collected and analyzed textual data of chosen programs' introductions, mission, vision, and value statements, learning outcomes, and course syllabi are examples of the explicit curriculum (Burton, 1998). In the written documents of selected hospitality and tourism programs, words including "world", "global", "culture", "diversity", and "inclusion" are the ones relevant to the concept of intercultural learning and intercultural

competence. However, these words mainly emphasize the characteristics of the hospitality and tourism field rather than the necessity and significance of intercultural learning and intercultural competence for hospitality and tourism undergraduate students. Similar results are revealed in the semantic analysis of a selected case program's course syllabi offered in the 2019-20 academic year. Neither intercultural learning nor intercultural competence development is directly identified in the course syllabi. Although a few relevant clusters are centered on "culture", "diversity", and "global", none of the core components (i.e., intercultural knowledge, intercultural attitudes, and intercultural skills) in intercultural competence is presented in the course content, topics, activities, or learning objectives. The review results point out that intercultural learning and intercultural competence development have not been incorporated into the intentional instructional agenda of the chosen programs (Baumann et al., 2000).

However, the selected programs' implicit curriculum, which highlights the lessons that are taught informally and unintentionally in a school system (Bray et al., 2018), may have already integrated intercultural learning and intercultural competence development into students' learning process. For instance, instructors may add additional learning materials and activities about intercultural topics and content in some courses such as human resources, tourism management, and lodging management to enhance students' understanding of course components in intercultural situations. Moreover, the community, campus, program, and classroom environments are another key element of the implicit curriculum. A diverse and inclusive learning environment unconsciously influences students' intercultural learning and intercultural competence development. The discussion of review results is also supported by the interview findings. Both educators and students mentioned that their universities have taken more actions to promote diversity and inclusion on campus. Nevertheless, their programs tend to follow the universities' guidance and instruction and have not emphasized intercultural learning in their program development agenda and curriculum design. Although a few universities offer cultural or intercultural related elective courses, they are not required for hospitality and tourism students and do not focus on the hospitality and tourism settings. These findings further explain the lack of intercultural learning in the explicit curriculum.

The implicit curriculum of intercultural learning can also explain why current hospitality and tourism undergraduate students present a relatively high intercultural competence level in the survey results. Although the explicit curriculum lacks clear and direct emphasis on intercultural

learning, the implicit curriculum may benefit students' intercultural competence development. Further supported by the in-depth interviews, educators, students, and industry professionals underscore that compared with other majors' students, hospitality and tourism students are more open, empathetic, and hospitable to different groups of people and their cultures. This finding can be explained by some students choosing this major and how they prepare themselves during the learning process. Singh & Lepp (2020) identified the images of the hospitality and tourism major as hospitable and welcoming, caring, as well as personable and friendly. These images are favored by students and influence their enrolment in this major. Hence, before students go to college, they have already formed an awareness of the hospitality and tourism major. In addition, driven by globalization and technological advances, the hospitality and tourism field has increased in size and scope over the past decades (Walker & Walker, 2004). Hospitality and tourism students, who will be the future hosts, have already known that they need to not only serve but also collaborate with diverse groups of people. As a result, they may unconsciously develop their intercultural competence while learning professional knowledge and skills.

Nevertheless, the implicit curriculum is challenged with some potential concerns. For one thing, unlike explicit curriculum, the implicit curriculum does not involve learning assessments, failing to measure and guarantee students' learning outcomes. For another, without systematic learning and intentional instruction, students may interpret the informal and unintentional lessons in the wrong ways, which may reinforce the misunderstanding of intercultural concepts and situations. Similar concerns are also mentioned by educators during the in-depth interviews. Some students may only learn negative phrases and behaviors from other cultures or mistakenly interpret cultural concepts in a diverse classroom, campus, and community. Therefore, it is necessary and critical to clearly and directly state the enhancement of intercultural learning or intercultural competence as a learning objective or outcome for students in the explicit curriculum, such as programs' official introductions and course syllabi. This will also provide a guideline for students to conduct self-examination of their attitudes and behaviors in the intercultural situations involved in the implicit curriculum.

5.2.2 Integration of IaH into IoC

The survey results reveal that among different types of intercultural learning opportunities (i.e., study abroad experiences, intercultural activities, internationalization of the course content,

in-class intercultural interactions, and intercultural environment), only intercultural activities present a significantly positive impact on students' intercultural competence. In other words, the survey respondents perceive participation in intercultural activities as the most effective format for their intercultural learning and intercultural competence development. This result highlights the importance of personal interaction and involvement in students' intercultural learning process. By attending various intercultural activities and events organized by the university and community, students have the venues and opportunities to actively and personally conduct intercultural encounters and acquire real-world experiences that help enhance their knowledge of different cultures, form appropriate intercultural attitudes toward others, and practice intercultural communication skills. The result is further supported by the interview findings. Educators, industry professionals, and students mentioned that the learning activities for students' intercultural learning should be interactive and active, and proposed intercultural activities and events as examples. In addition, this result is consistent with previous literature that identifies intercultural encounters as useful and critical in improving individuals' intercultural competence (Gregersen-Hermans, 2017; Holmes et al., 2015) and provides empirical evidence from the hospitality and tourism field.

The result of intercultural activities and events as the most effective format for students' intercultural learning is likely to be influenced by survey participants' personal experiences. Although studying abroad also includes personal involvement, 88.3% of the survey respondents in the current study have not yet participated in any study abroad program. Their knowledge about the effect of study abroad programs on intercultural competence development mostly came from second-hand information sources such as their professors, peers who had studied abroad before, program materials, and other outlets. Without first-hand experiences, students might have difficulty accurately interpreting the role of study abroad experiences in intercultural learning. By contrast, intercultural activities and events on campus and in the community are more accessible than study abroad programs to the student population. In particular, the educators during the interviews pointed out that intercultural activities and events can serve as an alternative to studying abroad for students in the home environment and during special times when traveling becomes challenging (e.g., during the COVID-19 pandemic). Moreover, for the internationalization of the course content, more than half of the survey participants have never taken culturally focused courses from either their hospitality and tourism programs or other programs in the university. As

a result, students were not able to identify whether internationalizing the course content is an effective way to improve their intercultural competence. Regarding in-class intercultural interactions and intercultural environment, although extant literature indicated that the campus and classrooms have become more diverse with the increasing number of international students (Lehto et al., 2014), this study's interview findings discovered that the current student population is still mainly composed of domestic students. In this case, students may not have many culturally different counterparts for intercultural interactions in class and outside the classroom. Therefore, these intercultural learning opportunities did not show a significantly positive impact on students' intercultural competence in the survey results.

Furthermore, the results and findings of the effect of different intercultural learning opportunities on students' intercultural competence indicate the need and potential to integrate these approaches (i.e., IaH and IoC in this study) to help with students' intercultural learning. In the extant intercultural literature, IaH, of which intercultural activities and events serve as important examples, is identified as one of the three major intercultural learning methods and a special form of IoC in higher education (Gregersen-Hermans, 2017; Leask, 2015). This is confirmed by the survey results that found intercultural activities and events as the learning format favored by hospitality and tourism students for intercultural learning. From the curriculum perspective, intercultural activities and events are categorized into the extracurricular curriculum, which is considered helpful for students to further their understanding of classroom knowledge and gain actual experiences (Hancock et al., 2012). This is consistent with and supported by the interview findings. Three groups of interviewees, particularly educators and students, emphasized the role of extracurricular curriculum in hospitality and tourism higher education and proposed the idea of including some intercultural activities and events as learning activities or course components in the curriculum design. Hence, personally interactive and involved intercultural activities and events, as examples of both IaH and extracurricular curriculum, can be combined with the explicit curriculum for intercultural courses. The integration of IaH into IoC can motivate students and maximize their intercultural learning experience and outcomes. Meanwhile, this attempt can help resolve some of the concerns reported by the interviewees such as students' unwillingness to be exposed to other cultures and little contribution of unexamined intercultural activities to intercultural competence development.

5.2.3 The Role of Technology in Intercultural Curriculum

Technology, along with the Internet, has been widely employed in higher education. The current study has also identified the role of technology in hospitality and tourism students' intercultural learning and intercultural competence development. The Internet and technology create a convenient way for students to connect with different parts of the world and interact with their people without restrictions on time and location. In the virtual community, culturally different groups can express themselves, dive into the discovery process, share and hear different voices, and befriend and stay in contact with one another (Rogers, 2019). During the interviews, educators, students, and industry professionals all emphasized the effectiveness of inviting guest speakers with diverse cultural and professional backgrounds as a learning activity in facilitating students' intercultural learning, but also pointed out the challenge of bringing every guest speaker to the classroom. However, with the Internet and technology, students are able to virtually meet and interact with guest speakers all over the globe using their intercultural knowledge, attitudes, and skills. Particularly, this synchronous online communication function has been dramatically highlighted during the COVID-19 pandemic for teaching and learning, and was positively endorsed by the educator and student interviewee groups. As such, the Internet and technology are likely to be accepted and frequently used to help students conduct intercultural learning.

Moreover, the usage of the Internet and technology is consistent with students' learning habits and preferences, which can be of help for them during the intercultural learning process. Today's students are mainly composed of Generation Z and some Millennials who were born and grew up in the Information Age. The Internet and technology have already penetrated almost every aspect of their lives, and education is no exception. Previous literature found that students' learning motivation and engagement have been enhanced with the aid of the Internet and technology (Allen & Tanner, 2005; Raja & Nagasubramani, 2018). The utilitarian, hedonic, and social functions of technology can help students with their intercultural learning in many ways. The utilitarian function is considered useful for students to efficiently obtain a large amount of information for assignments and projects of intercultural courses (Lee et al., 2016). The hedonic function may deliver intercultural knowledge in a fun and game-like approach for students to unconsciously learn about different cultures while satisfying their entertainment needs. The social function can greatly help students create and maintain their social ties with their classmates and culturally different counterparts in the virtual space. As a result, intercultural knowledge can be directly and

easily transferred online from one party to the other. Similarly, students can practice their intercultural attitudes and skills when communicating with people in other countries.

The Internet and technology are seen as helpful for students' intercultural learning; however, they also present some drawbacks and weaknesses. Students may narrow down their connections to certain places and people based on their preferences. Such selection is likely to reinforce students' stereotypes, biases, and misunderstandings about cultures and people with whom they are reluctant to learn and interact. The limited connections may negatively influence students' intercultural learning. Other concerns also exist when students need to collaborate with others overseas. The time difference is likely to result in ineffective information sharing and preparation; long-distance makes face-to-face meetings difficult and language barriers may lead to miscommunication (Lai & Wang, 2013; Powell et al., 2004). Lai and Wang (2013) compared the intercultural learning experiences of students from the United States and China and found that although students learned a lot about each other's cultures, they also experienced difficulties in communication due to inadequate shared language capability and technological problems. Instead of criticizing the role of the Internet and technology in students' intercultural learning, the purpose of identifying these issues is to think about how hospitality and tourism programs, educators, and students can better use technology for intercultural learning. For example, with the awareness of potential miscommunication among students, instructors can frequently check with students if they feel uncomfortable in teamwork. Besides, students in the same group should discuss and prepare backup plans for possible technological problems.

5.2.4 Transforming Existing Curriculum with Intercultural Learning

The study focused on desired learning materials, activities, and assessment tools for developing new intercultural courses; nevertheless, transforming existing hospitality and tourism courses with intercultural learning components was also seen as another effective and necessary approach to improve students' intercultural competence. This argument is supported by in-depth interviews with educators and students. Compared with designing completely new intercultural courses, it is more feasible and realistic for programs and educators to integrate intercultural topics and content into well-established courses. Educators during the interviews reported that many small programs are tight on instructional time, so it might be challenging for them to determine which faculty members are going to design and teach new intercultural courses. Instead, all the

faculty members can easily include additional lectures or modules about intercultural topics and content in their existing courses such as Human Resources Management and Lodging Management. By doing so, educators are also required and motivated to enrich their subject-based knowledge in an intercultural context, which can be beneficial for enhancing students' intercultural learning and fostering diversity and inclusion in their programs and universities. Besides, since the design and approval of a new course are likely to take a lot of time and go through a sophisticated process in some universities, embedding intercultural learning components in the existing courses can serve as a timely strategy to help with students' intercultural learning while waiting for the approval.

Moreover, transforming the existing courses with intercultural learning can better achieve the goal of applying intercultural competence to the hospitality and tourism field. Although both educators and students acknowledged the importance and necessity of developing a new course with an emphasis on interculturality, they were concerned that it is unlikely for one course to illustrate how to use and improve intercultural competence in different sectors of the hospitality and tourism field. Therefore, these two groups of interviewees suggested transforming existing hospitality and tourism courses to present the significance of intercultural learning and teach students the application of intercultural knowledge, attitudes, and skills to various areas in the industry such as human resources, sales and marketing, hotel operations, restaurants, and tourism planning and development. For instance, instructors can add a specific learning objective in the official course syllabus for each hospitality and tourism course and offer additional lectures to talk about the relationship between intercultural competence and the course subject. Or another method is to include and discuss intercultural competence in every chapter or topic in a course in order to constantly increase students' intercultural awareness and install in them a sense of respect and an open attitude toward others, particularly in the workplace.

Despite the effectiveness of transforming existing courses with intercultural learning in enhancing students' intercultural competence, this approach cannot replace designing new intercultural courses. Educators expressed their concern that integrating intercultural learning components into the existing courses may not draw students' attention to improving their intercultural competence as those courses focus more on specific subjects and areas in the field of hospitality and tourism rather than intercultural learning. To solve this issue, the best way for hospitality and tourism programs is to consider both designing a new intercultural course and embedding intercultural learning into existing courses to help students with intercultural learning.

Educators highlighted that both methods are important and effective for students' intercultural learning and, hence, should be together implemented throughout the undergraduate curriculum. To be more specific, an intercultural learning course is recommended to be offered either at the freshman level to set the stage for intercultural learning or at the senior level to reinforce the role of intercultural competence in the work place. Other existing courses at different levels can integrate intercultural components to discuss in detail how intercultural competence can be applied in the hospitality and tourism field.

5.2.5 Comparison between Intercultural Learning and Hospitality and Tourism Education

Based on the results and findings, this study uncovers several common characteristics shared by intercultural learning and hospitality and tourism higher education about learning materials, learning activities, and learning assessments. These commonalities provide favorable conditions for hospitality and tourism programs to conduct intercultural learning and develop intercultural courses. First of all, this study found that intercultural learning should include up-to-date information in the learning materials for hospitality and tourism students, which is consistent with previous literature in hospitality and tourism higher education. The dynamic nature of the hospitality and tourism field requires the programs to keep students posted about the changes in the industry and prepare them ready for the ever-changing working environment (Shi et al., 2021). Similarly, the findings revealed from the in-depth interviews in this study indicate that the learning materials for intercultural courses should also include or reflect the current affairs and issues happening all over the world. Moreover, both extant hospitality and tourism educational literature and the interview findings questioned the effect of traditional textbooks on students' learning outcomes due to their limited ability to catch up with the latest information (Stone & Gambrill, 2007). As the hospitality and tourism curriculum needs constant reviews and updates, educators are likely to already have experience including the most updated information when designing intercultural courses or infusing intercultural topics and content in existing courses.

Second, both intercultural learning and hospitality and tourism higher education value an interactive learning environment guided by active learning and experiential learning. Active learning places students in the center, underscores intentional interactions between different groups of people, and reflects the sharing of knowledge during the learning process (Blasco-Arcas et al., 2013). These characteristics are also essential and important for intercultural learning, in

which the interactions focus more on culturally different parties (Gregersen-Hermans, 2017; Holmes et al. 2015). Some of the desired learning activities for intercultural learning proposed by educators, students, and industry professionals during the in-depth interviews are consistent with active learning approaches, such as discussions and team projects (Green & Sammons, 2014; Smith et al., 2015). Additionally, experiential learning emphasizes that students can learn from actual experience to enhance their knowledge and skills (Kolb & Kolb, 2009). Given the close connection between higher education and the industry in the hospitality and tourism field, the majority of the programs require their students to complete internship credits to accumulate real-life and hands-on working experience. Such experience not only helps students better understand the classroom knowledge, but also prepares them for future careers. In the current study, survey results identified that intercultural learning can be more effectively conducted through personally involved activities, which reinforces the critical role of experiential learning. Intercultural learning needs to provide students with opportunities to interact with culturally distinct people and practice their intercultural attitudes and skills in real-world situations with instructors' guidance and inspiration throughout the learning process (Gainor et al., 2014; Green et al., 2018).

Thirdly, both intercultural learning and hospitality and tourism higher education emphasize the significance of reflective assessments to measure students' learning outcomes. In the current study, educators and students interviewees presented negative attitudes toward exams as the most frequently used traditional measurement about their effect on assessing the learning outcomes for intercultural learning. This finding is consistent with previous research in hospitality and tourism higher education. Scholars argued that exams have been seen to consume students' learning motivation and restrict their creativity and reflection in the learning process (Bursztyn et al., 2019; Haller et al., 2000). However, other measurements such as presentations, essays, open-ended questions, and reflection papers were proposed and favored by students and educators in this research. These assessment activities were also identified as effective methods in extant hospitality and tourism literature about active learning. This study and previous studies indicate that reflective learning assessment methods provide an effective outlet for students to share their thoughts and experiences, which can further enhance their learning outcomes.

5.3 Proposed Model and Overall Recommendations for Intercultural Learning

5.3.1 Proposed Conceptual Model

To achieve the fourth research objective, based on the key findings, a conceptual model of intercultural learning through curriculum design is proposed and presented in Figure 13. The model is composed of two levels, with one focusing on the program development and the other on the curriculum design. Separated by a dotted line, the former is shown on the left side and the latter is demonstrated on the right side of the model. In the program development, it is important to acknowledge the significance of intercultural learning in hospitality and tourism higher education. Programs can add a clear and direct statement of enhancing hospitality and tourism undergraduate students' intercultural learning or intercultural competence in one or all of their programs' introduction, mission and vision statements, and learning outcomes. Besides, student mobility is displayed as another element at the program level. Increasing student mobility has been identified by scholars as one of three major methods to facilitate students' intercultural learning in higher education and found to positively influence their intercultural competence development (Leask, 2015; Maharaja; 2018; Schartner, 2016). During the interviews, students, educators, and industry professionals expressed their support for study abroad programs and advocated for more such opportunities in hospitality and tourism programs. Thus, the program development should consider offering more study abroad, exchange, international internship, and joint degree programs to students to increase their mobility and conduct intercultural learning. However, since student mobility is not the focus of this research, it is presented in a dotted box rather than a solid box. Additionally, program development provides instruction and guidance for the intercultural curriculum design and oversees students' intercultural learning outcomes.
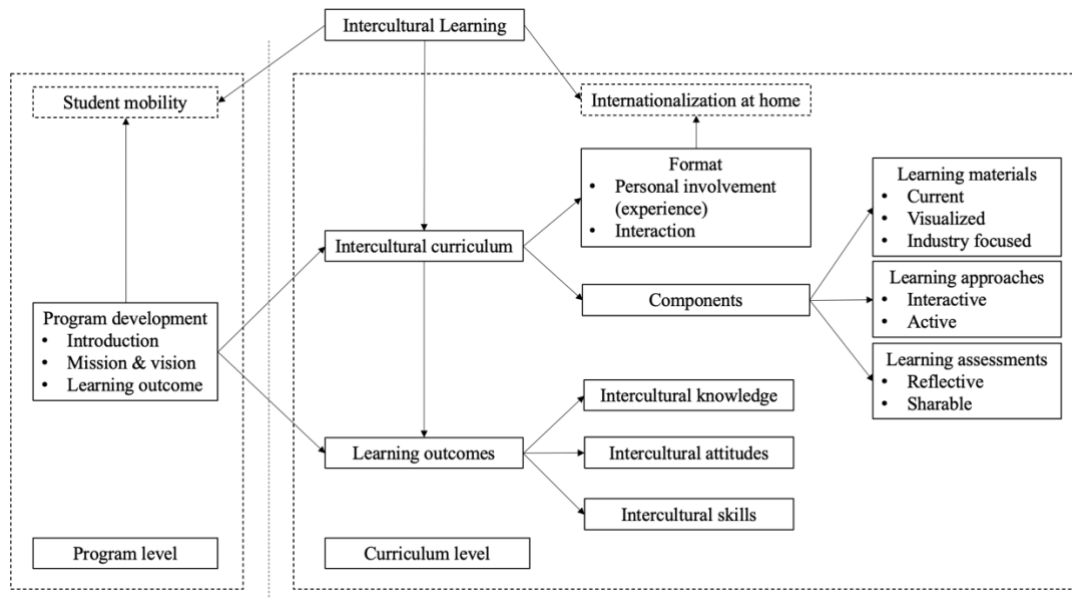
Figure 13. The conceptual model of intercultural learning through curriculum design.

The curriculum level focuses on the intercultural curriculum design, also known as IoC in extant intercultural learning research. The intercultural curriculum consists of format and core course components. The results of the current study indicate that the most effective format for intercultural learning is participating in intercultural activities on campus and in the community, which emphasizes personal involvement and interaction. Personal involvement can be also referred to as the experiences that students have had during their participation in intercultural events. This finding brings up another previously identified approach IaH, shown in the dotted box at curriculum level. IaH utilizes the diverse campus and community environment to create intercultural activities for students to enhance their intercultural learning. This study argues that IaH can provide a favorable learning environment and serve as an effective learning format for the intercultural curriculum design. In addition to the format, the core components in the intercultural curriculum are composed of learning materials, learning approaches, and learning assessments. Each of these three components presents significant and unique characteristics to intercultural curriculum design. The learning materials need to demonstrate the current information, have visualized pictures and videos, and focus on the hospitality and tourism industry. The learning approaches should be interactive and active to place students in the center during the intercultural learning process. The learning assessments should provide opportunities and platforms for students to share their experiences and reflect on what they have learned.

Through a well-designed intercultural curriculum and systematic learning process, students can improve their intercultural competence, which is the learning outcome of intercultural learning. In particular, the learning outcomes are presented in three aspects: intercultural knowledge, intercultural attitudes, and intercultural skills. This study has identified specific items in these three dimensions during the interviews. Examples of the desired intercultural knowledge include a basic understanding of the material dimension of cultures such as food and customs, the social dimension of cultures such as lifestyles and verbal and nonverbal hospitality language, and the subjective dimension of cultures such as beliefs and values. Some expected intercultural attitudes for hospitality and tourism students are respect, hospitableness, acceptance, empathy, and appreciation. Intercultural skills include listening, observing, interpreting, relating, interacting, accommodating, anticipating, and resolving. It should be noted that the model and its components are subject to transformation based on the changes in the economic, educational, industrial, social, and political environments.

5.3.2 Recommendations for Intercultural Learning

IoC has been proposed as an effective method by scholars to facilitate students' intercultural learning in higher education. On this basis, the current research has revealed the desirable learning materials, approaches, and assessment tools for intercultural curriculum design in the hospitality and tourism discipline. According to the interviews with students, educators, and industry professionals, several recommendations have been identified for the design and implementation process for intercultural learning.

The ratio of student combination. In order to create opportunities for students to conduct intercultural interactions and maximize their learning outcomes, the class ideally should be composed of students from diverse cultural backgrounds rather than people from the same state or same country. However, at the current stage, the majority of the hospitality and tourism students are from the United States despite the increasing number of international students. Within a learning environment that has one primary culture, students' learning experiences and outcomes are likely to be limited. To tackle this challenge, a few strategies can be considered. Firstly, the intercultural course can take advantage of the relatively diverse campus environment to design learning activities for students. For example, students are required to attend three intercultural-oriented activities and events when taking the intercultural course. For each event, students need

to collect information in the format of texts, pictures, and videos about different dimensions of the presented culture (e.g., food and drink, costume, and music and performance) and interview culturally different participants about their understanding of this culture and experience of attending such activity. The information collection process and conversations with other cultural groups can allow students to enhance their classroom knowledge and develop a more holistic worldview. Second, given the prevalence and importance of technology in daily life and higher education, the collaboration between hospitality and tourism programs and universities in different countries can be helpful to diversify the student population in the class. For instance, Deale (2015) discussed the implementation of intercultural cooperative learning (ICL) via the Global Understanding (GU) initiative through the Global Partners in Education (GPE) program, aiming to help students learn about other cultures without traveling. The program, which consists of more than 50 international higher education institutions from 30+ countries in the world, provides the opportunity for their students to connect with each other through technology but remain on their own campuses (GPE, 2014). The GU initiative and GPE program can serve as a great starting point for present hospitality and tourism programs to establish a partnership with one of the other programs to design team projects for their students to learn intercultural knowledge and practice intercultural attitudes and skills with their culturally distinct counterparts in a virtual community. Lastly, the courses can start with intercultural learning in the intracultural context. During the interviews, three groups of interviewees all mentioned that although most of the students are from one country and represent the same primary culture, they are likely to come from different regions of the country and belong to various subcultural groups. The regional and other subcultures distinguish students from each other and create an intracultural learning environment for them. Due to the subcultural differences, students also need to develop intercultural knowledge, attitudes, and skills so that they are able to communicate and work with classmates appropriately and effectively. This intercultural learning process in an intracultural environment can lay a solid foundation for students to enhance their intercultural competence in an intercultural context in the future.

Learning curves of students. The design and implementation of the intercultural course should recognize and consider the different learning curves that students have. Students who come to the university with rich intercultural experiences can quickly adjust to the learning environment and enhance their intercultural competence through the intercultural course. However, for some

students, the university is where they get the first opportunity in their lives to see and interact with people from different parts of the world. The campus environment is already a culture shock for this group of students, so they are likely to experience a bigger learning curve than others when taking the intercultural course. One strategy that hospitality and tourism programs can do is to limit the number of students to around 20 for the intercultural course and offer it in more sections every semester. By doing so, the instructor is able to consider every student's personal background and previous intercultural experience while teaching. Also, the smaller class size can allow students to better know each other and conduct in-depth interactions throughout the learning.

Creating a safe learning environment. Creating a safe learning environment for students to conduct intercultural interactions and learning is critical. Culture consists of material, social, and subjective dimensions (Barrett et al., 2014). Material culture consists of physical objects and artifacts that are commonly accepted and used by cultural group members. Examples of material culture include clothing, foods, tools, and goods (Beaudry et al., 1996). The social dimension refers to the social institutions of language, religion, laws, practices, rules of social conduct, folklore, and cultural icons (Hallinger & Leithwood, 1998). The subjective culture includes "the beliefs, norms, collective memories, attitudes, values, discourses, and practices which group members commonly use as a frame of reference for thinking about, making sense of, and relating to the world" (Barrett et al., 2014, p. 5). Since some cultural topics and content, particularly from the social and subjective dimensions, can be sensitive, students may be reluctant to speak out and share their thoughts due to the fear of being offensive and making mistakes. To help students overcome their fear and concerns, a safe atmosphere is important for them to open their minds to different voices and to be willing to engage in the learning.

Competence-based rather than content-based. Intercultural courses should be designed or transformed as competence-based rather than content-based for two reasons. On one hand, other hospitality and tourism programs can easily adopt these courses and develop specific content in consideration of their students and faculty members, campus environment, and programs' mission, vision, core values, and strategic plans. On the other hand, competence-based courses can direct the development of learning objectives or outcomes for these courses and help instructors and students to measure if students have improved in their competence instead of checking the content during the learning process. In this study, the interview findings identified specific intercultural knowledge, attitudes, and skills desired for hospitality and tourism students (shown in Table 12).

These core components of intercultural competence can serve as the foundation and guidelines for educators to develop course learning objectives or outcomes for competence-based intercultural courses. For instance, one learning objective could be "after studying the topics of intercultural knowledge, students are expected to understand and identify the similarities and differences of material, social, and subjective dimensions in cultures presented by selected countries." Learning objectives like this can be adopted by different hospitality and tourism programs in any intercultural course and then each program can decide what countries to use as illustrations. If a program has students from certain countries, those countries can be included in the intercultural course for students to compare and contrast similarities and differences in each culture dimension. Students from those countries can also contribute real-life examples and experiences to the class to help others understand the abstract concepts from peers' perspectives.

5.4 Implications

The field of hospitality and tourism is diverse in nature, which brings together people from different cultural backgrounds either as hosts or as guests (D'Annunzio-Green et al., 2008). Diversity, on one hand, is helpful in injecting different perspectives and innovative ideas to execute events and contribute to industry development; on the other hand, it gives rise to challenges for hosts and guests to interact with each other appropriately and effectively as well as develop and maintain healthy relationships (Ashton et al., 2010; Malik et al., 2017). Intercultural competence, including knowledge, attitudes, and skills, is perceived to contribute to the conflicts and misunderstandings between groups caused by cultural differences (Kriegl, 2000). Based on the findings, the current study makes contributions in theory and in practice to the understanding of intercultural competence in the hospitality and tourism field.

5.4.1 Theoretical Implications

The current study contributes to the existing literature on intercultural learning and hospitality and tourism higher education in a number of ways. First of all, the study enriches the research of intercultural learning and intercultural competence in the field of hospitality and tourism. In recent years, these two concepts have been given more attention in higher education. Scholars have conducted research to argue the significance of intercultural learning in higher

education, explore the process of intercultural competence development, and investigate the effect of various approaches on students' intercultural competence improvement (Deardorff, 2011; Gregersen-Hermans, 2017; Harvey et al., 2019; O'Brien et al., 2019). In addition to the research in higher education in general, some studies have particularly investigated intercultural learning and intercultural competence in certain disciplines such as foreign languages (Chao, 2013; Göbel & Helmke, 2010; Kaikkonen, 2014; Rauschert & Byram, 2018), nursing (Markey et al., 2020; O'Brien et al., 2019), and engineering (Dai, 2021; Handford et al., 2019). However, except for a few studies (e.g., Deale, 2018; Diekmann et al., 2019; Grobelna; 2015; Shen et al., 2021), intercultural learning research on hospitality and tourism remains scant. Given the unique characteristics of hospitality and tourism, intercultural learning and intercultural competence deserve further investigation in this field with empirical evidence. This research fills the gap by analyzing the present hospitality and tourism programs and a case program's curriculum, evaluating students' intercultural competence level, identifying the effective format for intercultural learning, and investigating the desired learning materials, approaches, and assessments for intercultural learning.

Second, the current study extends the understanding of intercultural learning and intercultural competence in hospitality and tourism from the curriculum design perspective. A large number of extant intercultural literature has investigated the effect of study abroad or other forms of exchange programs on students' intercultural competence development (Deardorff, 2006; Maharaja; 2018; Salisbury et al., 2013; Schartner, 2016). These studies have acknowledged that students who participate in these programs tend to improve their knowledge about the hosting cultures and become more open to culturally different others. However, the current research reveals that only a small portion of students who participated in the survey have studied abroad before due to various factors such as financial difficulties, unwillingness to step out of their comfort zone, and opposition from parents. Particularly in these two years, all the study abroad programs have been suspended because of the COVID-19 pandemic. Facing these challenges, the method of IoC presents its advantages. First, this approach will not cause additional financial problems for students. Second, improving intercultural learning through curriculum design will not be easily interrupted by unexpected crises such as pandemics. Intercultural courses can take place both in person, hybrid, and online. Thirdly, this method can lay the foundation for students to overcome their fear of the unknown and unfamiliar and get prepared for other intercultural

learning opportunities such as study abroad programs and international internships in the future. This study is one of the first to investigate intercultural learning and intercultural competence from the curriculum design perspectives in hospitality and tourism.

Another contribution is that the research considers the perspectives of students, educators, and industry practitioners when examining desired learning materials, approaches, and assessment tools for intercultural curriculum design. Although educators have the expertise in developing the curriculum, previous literature has identified the importance of involving students' voices in the curriculum design (Bron & Veugelers, 2014). Both intercultural learning and hospitality and tourism higher education emphasize an active and interactive learning environment, which should place the students at the center to lead the learning process (Yassin et al., 2020). To maximize students' learning outcomes, it is critical to understand their learning styles, demands, and challenges, as well as to investigate their attitudes toward different types of learning materials, approaches, and measurements. Therefore, including students' opinions and suggestions can help educators design and improve the intercultural curriculum. Also, given the close relationship between hospitality and tourism education and industry, learning industry professionals' thoughts can contribute to preparing students with the required knowledge, attitudes, and skills from the curriculum design for the workplace (Fidgeon, 2010). By interviewing three groups of students, educators, and industry professionals, this study offers a relatively comprehensive understanding of appropriate and effective learning components for intercultural curriculum design.

Additionally, the study reveals that the integration of IaH and IoC can be more effective than each of these two methods respectively in facilitating students' intercultural learning and intercultural competence development. Although scholars have proposed IaH and IoC as two different methods for intercultural learning (Deardorff, 2011; Leask, 2015), the study findings show that from the curriculum design perspective, the most effective format for students' intercultural learning is participating in intercultural activities. This format uses the ever-growing diverse campus and community environments and highlights personal involvement and interaction. Thus, when designing intercultural courses or infusing intercultural topics and content in existing hospitality and tourism courses, educators can take advantage of the mixed method to motivate students' learning interests and maximize their learning outcomes. This finding not only enriches the literature about intercultural learning approaches but also brings up the need for future

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academic discourse and empirical research to investigate the effect of combined learning methods on students' learning outcomes.

Moreover, the research findings recognize the need and significance of improving intercultural competence not only in hospitality and tourism students but also in educators and industry professionals. Previous research in hospitality and tourism has investigated professional knowledge and skills such as problem-solving and analytical skills that students should acquire from college education for the workplace (Raybould & Wilkins, 2006; Wang & Tsai, 2014), whereas intercultural competence has not been identified as one of them. Given the diverse and dynamic nature of hospitality and tourism, intercultural competence plays a significant role in helping students appropriately and effectively provide services to customers and collaborate with other employees. Hence, intercultural competence should be emphasized in their college study. Furthermore, extant studies of intercultural learning mainly have focused on the student population and the importance of intercultural learning for this group (Behrnd & Porzelt, 2012; Deale, 2018; Diekmann et al., 2019; Shen et al., 2021). The research on educators and industry professionals at the management level is lacking in the literature on intercultural competence development. However, the current study finds that educators who guide and moderate the intercultural learning process for students and industry professionals who supervise and evaluate employees should have adequate intercultural knowledge and present appropriate attitudes and behaviors. Therefore, the study calls for attention and future research on these two groups' intercultural competence development.

Lastly, the study proposes a conceptual model of intercultural learning through curriculum design for hospitality and tourism higher education. The model is developed to facilitate students' intercultural learning through the curriculum. It presents the significant components of intercultural curriculum design, which includes intercultural learning materials, approaches, and assessments. Also, from the curriculum perspective, the model identifies how to improve students' intercultural learning through different categories of the curriculum, which are explicit curriculum, implicit curriculum, extracurricular curriculum, and a combination of these three. The proposed conceptual model can serve as a theoretical foundation for future hospitality and tourism studies on intercultural learning and intercultural curriculum design and improvement. In addition, although the model is developed with the consideration of the hospitality and tourism field's characteristics, it can be beneficial for other service-oriented disciplines to develop an intercultural curriculum

according to their unique features for their students. For instance, the health sciences context has its unique healthcare culture, within which there are subcultures of "eastern health culture and beliefs" and "western health culture and beliefs" (Hamilton & Woodward-Kron, 2010, p. 561). A significant challenge that contemporary healthcare is confronting is how to conduct interactions appropriately and effectively between healthcare hosts and patients with diverse backgrounds (Côté, 2013). Similarly, in the context of retailing, retailers, especially those who operate in a multicultural environment or overseas settings, struggle with serving culturally different guests (Hopkins et al., 2009). Previous studies have identified that the inability to integrate and overcome cultural dissimilarities negatively influences customer satisfaction, service quality, and purchase intention (Ihtiyar et al., 2013; Teng & Laroche, 2007). Developing intercultural competence in retailers may be helpful to address the current difficulties. Therefore, students in service-oriented disciplines should enhance their intercultural competence in order to perform professionally in their workplace.

5.4.2 Practical Implications

This research offers significant practical implications both in the educational context and in the workplace. Constant learning is necessary and critical for intercultural competence development in an ever-changing society. Although intercultural knowledge, attitudes, and skills are important and essential components of intercultural competence, possessing these components alone is insufficient for individuals to be interculturally competent. Constant learning helps students and employees connect and update three dimensions of intercultural competence and apply them to practices through actions in cross-cultural situations (Barrett et al., 2014). The intercultural interactions create a favorable condition for students and employees to step out of the stereotypes, learn the cultural changes from international students and customers, and update their understanding of different cultures. Therefore, hospitality and tourism higher education and the industry need to regularly update the intercultural curriculum and training programs based on the changes in society.

5.4.2.1 In the Educational Context – Program Level

In the educational context, the study findings contribute to the improvement of hospitality and tourism programs. As proposed in the conceptual model, it is critical for these programs to clearly and directly state the importance of intercultural learning or the development of intercultural competence in students in the official explicit curriculum and educational documents such as mission, vision, and value statements; program learning goals and outcomes; as well as course syllabi. Although the majority of programs have highlighted the globalization of the hospitality and tourism industry, they also need to point out the necessity and significance of cultivating students with intercultural competence to work and live in the ever-growing diverse environment. A sample statement can be "Develop future hospitality and tourism leaders with intercultural knowledge, attitudes, and skills". By including statements like this, students will have a clear picture that they need to meet this requirement to graduate and for their professional careers, and thus pay attention to cultivating and enhancing their intercultural awareness and intercultural competence in college.

Furthermore, hospitality and tourism programs can collaborate with similar programs and universities in other countries to create opportunities for students to increase their mobility and facilitate their intercultural learning. The collaborations should focus on students' intercultural learning from the perspective of curriculum design and degree requirements in the educational context. Collaborative programs can together design intercultural courses and co-teach them online. The study findings of desired learning materials, activities, and assessments can provide insights for these programs and their educators to design intercultural courses. Co-teaching such courses can help make the intercultural learning process more interactive, which allows students to review intercultural knowledge and practice intercultural attitudes and skills with culturally different counterparts in real life via the Internet and technology. If these programs can successfully seek external funding or sponsorship from their governments or industry partners, they could arrange a short-term study trip, as a course component, to the other partner program. The combination of studying abroad and intercultural courses has the potential to maximize students' intercultural learning outcomes. Moreover, these collaborative programs can develop exchange and joint degree programs, preferably with scholarships, for their students. Such offerings not only increase students' mobility to develop intercultural competence, but also help foster a diverse and inclusive

home environment with increased enrollments of international students to create intercultural learning opportunities on campus.

In addition, hospitality and tourism programs are recommended to establish partnerships with international industry organizations such as Marriott and Hilton to develop sponsored study abroad and international internship opportunities for their students. Unlike the collaborations between programs in universities, these industry-focused opportunities increase students' mobility and help develop their intercultural competence in the workplace. Consistent with extant literature (Harsch & Poehner, 2016; Kim & Jeong, 2018; Lomicka & Ducate, 2021), the interview findings of the current study also found that studying abroad has been viewed as a favorable and effective approach to developing students' intercultural competence in that the international experiences allow students to acquire the first-hand knowledge about host cultures, interact with locals and other culturally different groups, and apply what they have learned and experienced into real-world situations. Meanwhile, previous research highlighted the role of internships in connecting hospitality and tourism education with industry requirements and in enhancing students' understanding of classroom knowledge and practical skills in professional settings (Kim & Jeong, 2018; Stansbie et al., 2016). The development of international internship programs can achieve the dual goals of conducting intercultural learning and internships. Such integration further guarantees intercultural learning outcomes as internships require assessments from both programs and industry organizations. Besides, sponsorship from international hospitality and tourism industry organizations can alleviate some of the financial difficulties faced by the programs and students. This benefit has the potential to make intercultural learning through industry-focused study abroad and international internship opportunities more accessible to students.

Lastly, hospitality and tourism programs can consider providing intercultural training for educators to offer effective and appropriate instructions to students for their intercultural learning. The interview findings of this study revealed that intercultural competence development should be extended to other groups, including educators. Educators as facilitators and moderators shoulder the responsibility to create a safe and harmonious learning environment, deliver intercultural content, and manage the communications and relationships among students. In order to achieve these goals, educators should be trained with intercultural knowledge, attitudes, and skills before they instill a sense of intercultural sensitivity in students. Therefore, programs and universities should organize intercultural workshops such as how to teach intercultural communications in a

course for educators to enhance their understanding of intercultural learning and develop their intercultural competence.

5.4.2.2 In the Educational Context – Curriculum Level with a Case Course

In the educational context, the current research also provides guidelines and insights for the implementation of intercultural learning at the curriculum level. To ensure the implementation of the intercultural curriculum, both educators and students play significant roles. Educators are responsible for selecting learning materials, designing learning activities, offering timely guidance to students, moderating their relationships, and evaluating their learning outcomes. Students, as the main body in the intercultural learning process, should be open to various information and people, actively practice intercultural knowledge, attitudes, and skills during interactive learning activities, and constantly reflect on their interaction and learning experiences. In curriculum design, learning materials, activities, and assessments are three key elements. The research findings uncovered the characteristics and examples of these components for hospitality and tourism undergraduate students' intercultural learning from the perspectives of scholars, industry professionals, and students. The following illustrates the application and integration of research findings and the proposed model at the curriculum level to the course of Introduction to Tourism Management offered by the selected case program in the current study. This example serves as a starting point for educators to think about how to embed intercultural learning in their existing hospitality and tourism courses and further develop an independent intercultural course in the future.

Introduction to Tourism Management originally applies a systematic approach, which contains a variety of hospitality and tourism organizations and businesses. The course focuses on students' understanding of the tourism system from the views of travelers and destinations while identifying the economic, socio-cultural, and environmental impacts of tourism on communities. Since the course involves different places, groups of people, and organizations in the tourism system, it has the potential and convenience to use intercultural perspectives to interpret tourism concepts and topics. As such, relevant intercultural perspectives or content (shown in Table 13) can be added to the 12 tourism topics in the present course design to help students understand the tourism system from the lenses of culturally distinct travelers and destinations. Also, modifying or adding a learning objective/outcome with an emphasis on intercultural learning or intercultural

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competence development in the course syllabus is a must to help students recognize the importance of it. For instance, one of the learning objectives is "Describe consumer behavior including an understanding of what motivates people to travel." To highlight intercultural learning, this learning objective can be updated to "Describe similarities and differences in consumer behavior including an understanding of what motivates people to travel and how culture plays a role in people's travel motivation." Other courses can be evaluated by instructors on whether modifying an existing learning objective or adding a new learning objective performs better to raise students' awareness to acquire intercultural knowledge and practice intercultural attitudes and skills.

Table 13. Tourism topics with intercultural perspectives.

No.	Concept/topic	Intercultural perspective/content
1	Why do people travel	How does culture play a role in pull and push factors to explain travel motivation
2	Destination mix	How does culture influence the development of destination mix including attractions, facilities, infrastructure, transportation, and hospitality resources
3	Selecting a travel destination	How does culture influence travelers' selections on destinations and components of the destination mix
4	Tourism impacts	What are socio-cultural impacts of tourism development (e.g., cultural conflicts between guests and hosts)
5	Sustainable tourism	What are the similarities and differences of sustainable tourism practices in different regions/countries
6	Travel purchase	What are the cultural factors involved in the five stages of the buying process
7	Forces shaping tourism	How to use the theory of Hofstede's cultural dimensions to interpret people's travel decisions
8	Purposes of travel	How to use culture to interpret people's leisure and business travel
9	Tourism planning and development	How do different regions/countries present their cultures in tourism planning and development (e.g., architecture)
10	Tourism policy and organization	What are the similarities and differences about the roles of tourism policy and organization in different countries
11	Tourism marketing	What are the similarities and differences of marketing strategies in different countries
12	The geography of travel	How do cultural factors influence the popularity of different destinations

Next, the instructor needs to determine the format of teaching and learning for the course of Introduction to Tourism Management. The original course design emphasizes that the topics

and content are delivered in a discussion format. The results of the current study indicated that the most effective format for intercultural learning highlights personal interaction and involvement. Thus, the instructor can inform students that the teaching and learning format for the transformed course focuses on the combination of in-class discussion and personal interaction and involvement in intercultural activities and events. These two formats also represent two major learning activities for the tourism course. For other hospitality and tourism courses, while discussion or interaction and personal involvement remain significant for the intercultural learning aspect, the instructor can integrate other formats depending on the course subject and characteristics. For example, the Lodging Management course with laboratory learning in a hotel in addition to the classroom learning can also adopt the combined teaching and learning format as the laboratory learning offers a great platform for students to interact with other students and hotel employees as well as be personally involved in hotel operations.

After determining the teaching and learning format, the instructor should choose the learning materials for students. The major learning materials for the original tourism course are lecture notes, which are composed of classic concepts and theories of tourism topics and the most recent information sourced by students either individually or as groups from the Internet, academic articles, trade journals, social media, and destinations' official websites. Besides, a textbook is recommended to students as supplementary learning material to enhance their knowledge. The current study revealed that up-to-date learning materials are favorable for intercultural learning as they have the ability to inform students about ongoing events all over the world. Examples mentioned by the interviewees include impactful research articles, news reports, smaller books, and online resources. Since the tourism course has already applied the most updated information as learning materials, which is consistent with the suggestion for intercultural learning in the present research, then the instructor just needs to select some content for the added intercultural perspectives. For instance, how to use the theory of Hofstede's cultural dimensions to interpret people's travel decisions is added to the topic of forces shaping tourism from an intercultural perspective. As such, the instructor can first talk about the conceptual knowledge of Hofstede's cultural dimensions using his own writings and then choose recent tourism trends and news to discuss the application of this theory to people's travel decisions in different countries. Another example is that for the topic of sustainable tourism, the instructor can invite students to search sustainable tourism practices of different regions/countries as assigned online in class or ask them

to do it before class. By doing so, students participate in the generation and selection of learning materials not only for the tourism course but also for intercultural learning. These examples illustrate that depending on the topics, the instructor can decide if he/she wants to select the learning materials by himself/herself or invite students to jointly create the learning materials for intercultural cultural perspectives.

Another effective and significant intercultural learning material refers to visualized materials such as videos, pictures, and documentaries. Although the case course and other hospitality and tourism courses have already used visualization during teaching and learning, these materials are not tailored for intercultural learning. Thus, visualized materials about general intercultural topics and subject-based intercultural content should be identified and added to the course learning materials. For example, students need to have humility, appreciation, and respect for other cultures through intercultural learning. Hence, for the first class, it is critical for the instructor to set the stage for students that this tourism course will apply intercultural perspectives to discuss tourism concepts and theories. One general visualized learning material the instructor can use is the TED video titled "The danger of a single story" (TEDGlobal, 2009). This video talks about how the speaker, novelist Chimamanda Adichie, found her authentic cultural voice through interactions with culturally different people and experiences in different places, and warns that if individuals only hear a single story about another person or country, they are likely to risk a critical misunderstanding. The video is helpful for students to recognize the existence and complexity of various cultures in the world, and further increase their intercultural awareness before learning specific tourism concepts and topics using intercultural perspectives. This video serves as an example for instructors to use as a visualized learning material. Although the video was published in 2009, the content remains significant to the present. If instructors discover other meaningful videos, pictures, and documentaries about cultures, they are encouraged to choose the most suitable materials for their courses.

Then, the instructor needs to develop or transform the learning activities of the course to facilitate students' intercultural learning. The original tourism course mainly consists of four learning activities: lecture, in-class discussion, individual project (named as MyTrip in the course design), and group project (named as GlobalTrip in the course design). The four original activities can remain effective with some modifications for intercultural learning. The current study findings indicated that the intercultural learning activities should be interactive and student-centered, of

which recommendations include guest speakers, discussions, scenario-based case studies and simulations, and intercultural events. Hence, the case course will use the following learning activities: lecture, in-class discussion, MyTrip, GlobalTrip, guest speakers, scenario-based case studies and simulations, and participation in intercultural events. Before illustrating each learning activity in detail, the application of technology should be recognized. According to Deale (2015), the Global Understanding (GU) initiative through the Global Partners in Education (GPE) program contains more than 50 international higher education institutions from over 30 countries in the world (GPE, 2014). Therefore, the program, at which the case course is offered, can establish a collaboration with one of the hospitality and tourism programs in GPE depending on the two programs' requirements and expectations. The instructors at these two programs will co-teach the tourism course to not only enhance their students' tourism knowledge but also achieve intercultural learning. Some of the following learning activities are also developed based on this collaboration.

Lecture plays an important role in delivering key points on tourism topics and preparing students for the in-class discussion. Since the transformed tourism course includes intercultural perspectives or content with relevant learning materials to interpret the tourism system and enhance students' intercultural learning, the instructor needs to make sure to bring up and highlight these additional intercultural concepts and views when lecturing. One aspect the instructor should pay more attention to is building the relationships between the existing tourism topics and added intercultural perspectives. To achieve it, the instructor can invite several guest speakers including educators, industry professionals, and international students to share their experiences related to the tourism topics from intercultural perspectives. Ideally, these guest speakers are from diverse cultural backgrounds, and technology can be used for those who cannot physically come to the classroom. If it is difficult to invite culturally different guest speakers, the instructor should at least ensure the guest speakers represent subcultures in a primary culture. The lectures and guest speakers can help students realize the significance of using intercultural perspectives to understand the tourism system and its components as well as have a clear direction for in-class discussion.

The in-class discussion for the transformed case tourism is composed of classroom discussions and virtual interactions with the partnership program. The classroom discussions take place among students enrolled in the tourism course in the face-to-face teaching environment. One activity of the classroom discussions is that the instructor provides a list of tourism and intercultural questions on each topic and invites students to discuss them in groups and later share

their thoughts with the class. This activity can also be used to invite students to search learning materials for intercultural perspectives in class. Another discussion activity is the debate on common cultural stereotypes and current cultural trends. The instructor can assign students into two groups to argue the pros and cons of a debate topic, with the requirement of using at least one cultural perspective or example. For instance, when learning the topic of tourism impacts, the two groups of students can have a debate on the positive impacts and negative impacts of tourism development. This approach can help students better understand the knowledge and increase their engagement. Also, scenario-based case studies, simulations, and role-plays can be applied to in-class discussions. Students can be assigned different roles: travelers from different countries visiting the case program's location, local residents in the community, employees working in a local hotel, restaurant, and DMO (destination marketing organization). Next, students need to use their existing and learned cultural knowledge to present appropriate and effective attitudes and skills to interact with each other. In the end, students, moderated by the instructor, share their thoughts and experiences about intercultural situations. In addition to the classroom discussions, virtual interactions with students from the partnership program are also effective in facilitating students' intercultural learning. The virtual interactions can occur both synchronous online through live videotelephony software such as Zoom and WebEx during class time and asynchronous online via social media platforms and emails after class. The interaction topics involve not only the course content but also daily life in two different countries. For example, during the first video conference, students and instructors from two programs should introduce and get to know each other using daily life-based ice-breaker questions and activities such as what your campus looks like and what common food you have for a day. The questions asked should be planned and evaluated by the instructor and students from each program to avoid confusion and misunderstanding at the beginning. The purpose of learning about each other's daily life is to build the trust for future in-depth communication and teamwork.

MyTrip in the original tourism course design is an individual project that helps students interpret and understand the tourism system from a micro perspective and focuses on the demand side. The structure of MyTrip has been constructed based on the five stages of the travel purchase, which are need reignition, information search, alternative evaluation, actual trip, and post-trip evaluation. Based on these stages, students need to develop a travel blog for MyTrip. A separate guideline is offered to help students with their writing. For each stage, students need to reflect on

the learned tourism concepts and theories in their travel experiences. Since intercultural contents are added to the course, MyTrip can ask students to reflect not only on the learned tourism concepts and theories but also on intercultural perspectives for each stage of their trips in their travel blogs. Also, the original course design has no requirement for destination selection. Considering the intercultural perspectives, the instructor can encourage students to choose an international destination that they have traveled to before for their individual projects.

GlobalTrip in the original tourism course design is a team project that stands at a macro point of view and supply side to help students enhance their understanding of the tourism system and allows them to work in a collective environment. Students in groups should carry out a destination-related promotional project with the application of learned tourism concepts and theories. Excluding North America due to students' high familiarity with it in the case program, a list of countries from different continents is available for selection. Each team also needs to determine a target market at their preference for their destination. A guideline is provided for students with detailed requirements of GlobalTrip. Based on the original teamwork design, a few modifications should be made to emphasize intercultural learning. First, since the transformed case course has a partner program to co-teach this course, the team formation should include both programs' students. With the assumption of 20 to 30 students for each program, the students will be divided into eight to 10 teams with five to six students in each group, of which two to three students from the case program and the rest from the partner program. However, the number of groups and students needs to be adjusted based on the actual student enrollments. Second, the original destination selection process can still be effective for the transformed team project after excluding the countries, to which these two programs belong. Another option is that all teams only use one of these two countries. The former can be useful for students to extend intercultural learning to a third country, but the latter helps students have in-depth intercultural learning in each other's countries through teamwork. Thirdly, the team project guideline should underscore the significance of both synchronous and asynchronous online interactions between team members throughout the semester and make it a requirement and evaluation criterion. By the end of the semester, each team is expected to complete a consulting report, which includes background analysis, competitive analysis, SWOT (strengths, weakness, problems, and threats) analysis, and tourism visioning and action plan, for the selected destination with the integration of tourism and intercultural concepts and theories. Meanwhile, a presentation will be delivered by each team with

all members' participation to the class to share the main content of their report and their learning experiences and reflections.

Guided by experiential learning, activities in which students can be personally involved should be highlighted as major intercultural learning activities. Such activities include intercultural events on campus and in the community, field trips to local destinations and industry organizations, as well as study abroad opportunities. For intercultural events on campus and in the community, the instructor can design assignments to ask students to attend two to three intercultural-oriented events either on campus or in the community when taking the course. For each event, students are expected to collect information in the format of texts, pictures, and videos about different dimensions of the presented culture (e.g., food, drink, costume, music, and dance) and randomly interview three to five participants, preferably from different cultures, about their understanding of this culture and experience of attending such event from the intercultural learning perspective. The information collection process and conversations with other attendees can allow students to enhance their classroom knowledge and develop a more holistic worldview. Fieldtrips are another learning activity that emphasizes students' participation. The partnership with another program is helpful to design the field trips not only for the case course but also for other hospitality and tourism courses such as Lodging Management and Destination Marketing. Two instructors select and contact a few tourist spots or hotels of the same brand (e.g., hotels by Marriott) in two countries and ask students in groups (same groups for team projects) to visit those places in person to investigate the tourist spots' development or hotels' decorations and practices. After their trips, students in the same group share the information and visit experiences with their team members and compare and contrast the similarities and differences of those places in the two countries and use the intercultural concepts and perspectives to explain them. In the end, all teams orally report their results and findings to the class. Additionally, although the offering of study abroad opportunities has relied on the program level, instructors of various hospitality and tourism courses can still introduce the existing and newly developed study abroad opportunities to the class and encourage students to take advantage of these intercultural learning opportunities.

Lastly, the instructor needs to transform the learning outcomes assessments for the case tourism to ensure students' intercultural learning. The original case course uses the quiz (named as QuickTrip in the course design), travel blog, consulting report, and presentation to evaluate students' individual and group performance. The current study indicated that the assessment tools

for intercultural learning should be reflective, which allows students to think deeply about abstract cultural concepts and share their thoughts and experiences. The previous learning outcomes measurements can be effective if they updated questions and requirements to investigate students' learning outcomes on the intercultural perspectives and content. In addition to these measurement tools, a short intercultural reflection essay or paper can be considered to particularly examine students' intercultural learning outcomes. Students can write about how they made assumptions about travelers from and tourism development in certain countries and found out the assumptions were not correct for everyone and every place in those countries after learning the tourism topics from intercultural perspectives and interacting with other students. Besides, a pre-and-post intercultural competence survey is recommended for students to self-examine their changes and growth after the course. Many intercultural competence inventories such as the Intercultural Development Inventory (IDI) (Hammer, 1998; Hammer, Bennett, & Wiseman, 2003), Intercultural Sensitivity Scale (ISS) (Chen & Starosta, 2000), and Cross-Cultural Adaptability Inventory (CCAI) (Kelly & Meyers, 1992) can be used for the self-assessment. Although the pre-and-post survey is not included as an official learning measurement tool, it plays an important role in recognizing students' achievements during intercultural learning and identifying aspects that need improvements in the future.

5.4.2.3 In the Professional Context

In the professional context, the findings of the current study first recognize the significance of intercultural competence for hospitality and tourism organizations. Nowadays, travel has become more common facilitated by advanced transportation systems and technology. A large number of people are able to travel more frequently to experience the local lifestyles of the destination communities and challenge their cultural stereotypes. According to the World Tourism Organization (UNWTO), international arrivals, overnight visitors, have experienced a dramatic increase from 25 million globally in 1950 to 278 million in 1980, then, 674 million in 2000, 1235 million in 2016, 1322 million in 2017, and 1.4 billion in 2018 (UNWTO, 2014, 2018). The most recent report has shown that in 2019, there were 1.5 billion international arrivals worldwide based on the data reported by destinations all over the world, which was a rise of 4% compared to 2018 (UNWTO, 2020). The growth of international travel demonstrates people's desire to explore other cultures with curiosity and demands hospitality and tourism employees and leaders to have

intercultural competence when delivering hospitality services. The study findings underscore that hospitality and tourism hosts should be interculturally competent with basic cultural knowledge as well as appropriate attitudes and behaviors to meet guests' expectations and create satisfying experiences for them.

The study also contributes to developing a harmonious working environment, which benefits the development of organizations in the long term. The diversity of today's workforce in hospitality and tourism is presented in race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and culture (Mok, 2002). According to the U.S. Bureau of Labor and Statistics (BLS), among all the employees in the sector of leisure and hospitality in 2018, 8.7% of them were white, 10% were Black or African American, 9.9% were Asian, and 12.2% were Hispanic or Latino ethnicity (BLS Reports, 2019). The enhanced workplace diversity in hospitality and tourism, on the one hand, can better serve guests with different cultural and social backgrounds; on the other hand, it causes conflicts between culturally different employees and creates challenges for teamwork. With the understanding of the importance of intercultural competence, hospitality and tourism organizations can design relevant organizational policies to emphasize the development of intercultural competence in employees. As a result, interculturally competent employees not only can provide high-quality services for diverse groups of guests, but also contribute to creating a friendly, open, and harmonious working environment. In a long run, such an environment is beneficial for the organization's reputation and healthy and sustainable development.

Moreover, the research sheds light on the development of training programs and events to improve employees' intercultural competence. To facilitate the guest-host interaction and satisfy guests' demands, hosts are required to be interculturally competent with sufficient cultural knowledge and appropriate and effective hosting attitudes and behaviors. A few hospitality and tourism organizations, particularly international ones, have realized the critical role of intercultural competence in their employees and thus developed training packages with an emphasis on the aspect of diversity and inclusion in hospitality. For example, Marriott International, a multinational hotel company, has valued diversity and inclusion in the organization from the beginning. All employees are mandated to attend inclusion training within 90 days of hire (Glusac, 2018). However, not many hospitality and tourism organizations have well-designed intercultural competence training programs, of which some only suggest rather than require their employees to

participate in the training. In addition, as intercultural competence has not been reviewed or assessed as one of the indicators for employees' performance examination in the workplace, employees may not pay attention to such training compared to other types of training with evaluations. The study findings demonstrate that although industry professionals emphasize the crucial role of intercultural competence in serving guests and collaborating with others, their organizations lack intercultural training and activities for employees. Therefore, professional training is necessary and significant in the workplace, which is aimed to improve the intercultural competence in their employees in order to offer equal hospitality offerings and services to guests in a high quality regardless of who they are and what they have (Heal, 1990; Lugosi, 2008; Torres et al., 2014). Through intercultural training, employees can further their understanding and appreciation of one's own culture and that of others. Subsequently, they are able to integrate cultural knowledge with their attitudes and behaviors in hospitality services and teamwork.

CHAPTER 6. CONCLUSIONS

Chapter 6 concludes the study and is composed of three sections. The first section presents the highlights of the current study. The second section demonstrates the conclusions of the current research. In particular, the study extends intercultural competence from the intercultural context to the intracultural context and discusses the applications of intercultural competence in both settings in the hospitality and tourism field. Additionally, the study illustrates that the field of hospitality and tourism with an emphasis on intercultural learning plays a profound and promising role in overcoming the phenomena of increasing occurrences of direct and indirect forms of prejudice, discrimination, group profiling, social exclusion, and even hostility. The last part of this chapter presents the limitations of the current study and offers recommendations and directions for future research.

6.1 Highlights of the Study

To enhance intercultural learning in hospitality and tourism undergraduate students through curriculum design perspectives, the current study applied mixed methods and accomplished the following key highlights:

- A review of selected 53 hospitality and tourism programs and a case program's course syllabi offered in the 2019-20 academic year showed that the present hospitality and tourism programs and their curriculum design lack clear and direct statements of intercultural learning or intercultural competence development for hospitality and tourism undergraduate students.
- The survey results demonstrated that hospitality and tourism undergraduate students' intercultural competence level is higher than the average. The results were further supported by the interview findings that many students choose the hospitality and tourism major due to this field's diverse and inclusive nature.
- The survey results found that among different intercultural learning experiences, participation in intercultural activities is the most effective format for hospitality and tourism undergraduate students to conduct intercultural learning and develop

intercultural competence. The results were explained by the interview findings that personal involvement and interaction are of significance to intercultural learning and intercultural competence improvement.

- The interview findings revealed that a systematic intercultural course can facilitate hospitality and tourism undergraduate students' intercultural learning. Such intercultural course should be composed of current, visualized, industry-focused learning materials; interactive and active learning activities; reflective and sharable learning assessments. The learning outcomes need to emphasize the improvement of intercultural knowledge, attitudes, and skills.

- The interview findings recognized the necessity and importance of intercultural learning and intercultural competence development not only for hospitality and tourism students, but also for students in other majors, educators, and industry professionals.

6.2 Conclusions

6.2.1 Intercultural Competence in Intercultural versus Intracultural Contexts

The current study investigates intercultural competence and discusses intercultural learning in hospitality and tourism higher education in the scope of primary cultures defined by nations. However, the findings of the study also indicate the significance of intercultural learning and intercultural competence development in the subcultures of one primary culture. Each nation has its primary culture and various subcultures. It is arbitrary to only use the primary culture to describe people in a nation since groups of any size may form their own distinctive cultures that are different from others. Subcultures exist within a wider culture to represent the collectively carried meanings in smaller units (Hannerz, 1992). The variation may also occur amongst subcultures and between subcultures and the primary culture (Hawkins et al., 1981). Subcultures not only share the core values, beliefs, practices, and behaviors of the main culture, but also have distinctive characteristics in the subunits, which can be consistent with the main culture or opposed to it (Lieske,1993; Singelis & Brown, 1994). As a result, misunderstanding and miscommunication may take place in and between groups. Hence, intercultural competence plays a significant role for

people not only from different primary cultures but also from various subcultures of one primary culture to better understand and respect each other.

6.2.1.1 Intercultural Competence in Intercultural Hospitality and Tourism Context

The hospitality and tourism field has become complicated and challenging in the international environment. Service encounters have transformed into intercultural service encounters, which highlight the interaction between guests and hosts from diverse cultural backgrounds (Stauss & Mang, 1999; Weiermair, 2000). Previous literature has argued that a sense of discomfort may occur due to the perceived differences in behavioral norms when culturally different individuals interact with each other (Sharma et al., 2009). Also, the larger cultural distance between guests and hosts has been considered more likely to result in misunderstanding and negative hospitality experiences than the smaller cultural distance (Wang & Mattila, 2010). Hospitality encounters in cross-cultural situations are aimed at providing a certain set of products and services to satisfy guests' requirements and expectations so as to establish and maintain a friendly and sustainable relationship (Law et al., 2011). To achieve this, hosts are required to think and act in different ways in any given intercultural situation (Sophonsiri & O'Mahoy, 2012). Without an understanding of cultural differences, intercultural encounters are more likely to lead to unsatisfied hospitality experiences. Intercultural competence with a blend of knowledge, attitudes, and skills is of extreme importance for hosts to appropriately and effectively express hospitality in cross-cultural situations (Ayoun et al., 2010).

Hosts should be equipped with knowledge of the complexity of cultures and identify intercultural differences. Due to the uniqueness in material, social, and subjective aspects of culture, people from different cultural groups not only think and act differently, but also have different minds (Hofstede, 1993). International guests tend to demonstrate distinctive requirements and expectations toward hosting behaviors (Grier & Brumbaugh, 1999). Material culture determines whether certain foods and clothing can be acceptable or not in specific cultures. Social culture indicates that people from various cultures may speak different languages and follow different laws and rules. Subjective culture influences people's perceptions and attitudes toward others in hospitality experiences. For instance, compared with guests from the United States or European countries, Japanese guests are more cautious about the safety and security in the

hospitality experiences to ensure their experience is safe, productive, and pleasant, particularly for their first-time visit (Suh & Gartner, 2004). Moreover, guests from different cultures may interpret the same situation in different ways (Stauss & Mang, 1999). In restaurant settings, guests from Eastern cultures have a different understanding of crowdedness from those from western cultures. In particular, Chinese guests, representatives of Eastern cultures, define crowdedness by evaluating the amount and arrangement of facilities, while Americans, representing western cultures, care more about the number of people sitting in a given space (Kim et al., 2010).

Hosts also should be trained with the awareness of the differences in verbal and non-verbal codes used by various cultures. As such, they are able to adapt their body language, such as eye contact and gestures, to specific intercultural encounters. Although some non-verbal signals are universal, others are not. For instance, smiling is considered happiness in almost all cultures (Keating et al., 1981). Variation in emotional expressions exists between cultures. In Japanese culture, negative emotions should not be directly demonstrated; as an alternative, the smile is used as a mask to conceal negative emotions such as embarrassment or reserve (Parkinson et al., 2005). Without this knowledge, hosts may think Japanese guests are content with the services, but the reality is they feel annoyed or embarrassed. Similarly, some gestures are common, while others present cultural, national, or regional differences. For example, "thumbs down", a shrug, and beckon gestures share universal meanings all over the world. The differences in non-verbal communication across the world do not mean that hosts should master all the non-verbal signals of different cultures. What is more important and necessary for hosts is to realize the potential of cultural misinterpretation, to recognize such differences in cultures, to be open and flexible to adapt hosting behaviors accordingly, and to constantly conduct intercultural learning.

Hofstede's (1980) cultural dimensions theory and Hall's (1976) high-low cultural context model have been widely used to explain cultural differences and can be helpful for hosts to gain knowledge of diverse cultures. In Hall's (1976) high context and low context model, guests from high-context cultures tend to deliver the true meanings embedded in the messages or cues, while those from low-context cultures are used to sharing the explicit meanings in the messages (Hall, 1976, 2000; Kim et al., 1998). A lack of such knowledge may cause misunderstanding or even conflicts during the interaction between guests and hosts from different cultural contexts, and then lead to undesirable hospitality experiences (Earley, 2002). The basic cultural knowledge helps hosts identify the requests and expectations of guests from high-context cultures, such as Chinese

and Japanese guests, without perceiving them as dishonest. Correspondingly, guests from low-context cultures, for instance, American and German guests, are not seen as rude or boasting when they directly express their opinions.

Similarly, Hofstede's cultural dimensions theory, including power distance index, masculinity versus femininity, uncertainty avoidance, individualism versus collectivism, long-term orientation versus short-term orientation, and indulgence versus restraint also clarifies the differences in diverse cultures (Hofstede, 1980, 2001, 2011; Hofstede et al., 2005). In the power distance dimension, guests from larger power distance cultures tend to see themselves in a superior position. If they perceive an attitude of superiority from hosts, they may judge hosts' behaviors as affronts (Yoon, 2009). Regarding the dimension of masculinity versus femininity, guests from masculine societies have a clearly defined gender role expectation that men should play the assertive and dominant roles. Representatives of masculine countries include Japan, Germany, Austria, Switzerland, and some Latin countries, while Singapore and Thailand are considered feminine cultures (Reisinger & Crotts, 2010). If the hosts express a different realization of roles for men and women, guests from masculine cultures may feel irritated during the hosting behaviors (Kanousi, 2005). In terms of the uncertainty avoidance dimension, guests from high uncertainty avoidance cultures may not only be irritated but also heavily strained because of the breakdown of the orientation patterns that they are used to. For individualism versus collectivism, the risk aversion indicates that people from collective cultures, such as Chinese, prefer to choose a crowded restaurant as their cultural belief indicates that more people, better food or service quality; however, people from individualistic cultures such as Americans believe that the crowdedness implies a lower quality of food and services. The dimension of long-term orientation versus short-term orientation emphasizes "the degree to which people's actions are driven by long-term goals and results, rather than the short-term results and the need for immediate gratification (Ardichvili & Kuchinke, 2002, p. 100) and is commonly used to distinguish eastern and western cultures. Short-term oriented guests prefer immediate rewards rather than accumulated rewards, while long-term oriented guests are more willing to wait to obtain rewards (Zhang et al., 2000). In the indulgence versus restraint dimension, guests with a high level of restraint tend to form negative feelings and lower their evaluations of the products and services they purchased and eventually decrease their overall satisfaction. On the contrary, indulgence-oriented guests are more likely to foster positive emotions and have a satisfying experience with the products and services (Koc et al., 2017).

Both Hofstede's (1980) cultural dimensions theory and Hall's (1976) high-low cultural context model have demonstrated that different cultures can be categorized as culturally closer or more distant from each other. This also impacts individuals' preferences and behaviors in the hospitality context. Guests from high-context cultures tend to share similar expectations toward hosting behaviors in material, social, and subjective aspects, and so do guests from low-context cultures (Luna et al., 2002). Individualist guests are likely to present similar requirements and desires of hospitality services that focus more on self-interest and immediate families, while guests from collective cultures are more considerate about others involved in the hospitality experiences (Taras et al., 2014). In addition, extant literature has identified significant differences between eastern and western cultures in the areas of values, rules of social behaviors, perceptions, and services (Reisinger & Turner, 1997). For example, Asian guests expect to receive personalized and respectful services in hospitality settings such as hotels and restaurants, whilst western guests place more value on room quality, service efficiency, and timesaving in hotel stays, and eye contact and individual treatment in restaurants (Kim et al., 2010). With a clear understanding of which hosting behaviors are perceived as positive and which as negative in specific cultures, hosts can try to avoid the negative consequences of intercultural encounters and create positive hospitality experiences through appropriate and effective interactions facilitated by the favorable physical environment and tangible products.

Hosts' attitudes toward culturally different guests during the interactions largely determine whether the expectations of guests are satisfied or not. Hosts are expected to show a general readiness to respect and accept the foreign guests' special requests or wishes, or even regret if certain services cannot be offered. In order to form respectful and open attitudes toward different cultures, hosts need to step out of their own culture and gain a new way of thinking and perspective on others (Hannigan, 1990). As another important component in the dimension of attitudes, empathy has been identified helpful in the contribution of intercultural service encounters, trust-building, cooperation, and interpersonal relationships (Bennett, 1995). Empathy was first introduced by the philosopher Theodore Lipps in 1897 in relation to art appreciation. The concept then has become one of the basic principles of social psychology with an emphasis on the ability to understand the affective status of others (Borke, 1973) and response to others' emotional states (Eisenberg & Lennon, 1983). The empathic attitude toward feelings, thoughts, and behaviors of members of different cultural groups can lead to a reduction in interpersonal distance and the

success of hospitality services (van der Zee et al., 2003). Measured by the concept of intercultural sensitivity, attitudes that adapt to any given culture regarding language, space, and interpersonal and intrapersonal relationships serve as the foundation for the development of intercultural skills (Bennett, 1986; Chen & Starosta, 1997).

Intercultural skills are significant for hosts to perform interculturally competent behaviors when serving guests from different cultural backgrounds in a given situation. The ability to interpret and relate guests' cultures to hosts' own cultures should be developed in hosts in order to facilitate intercultural interactions. Hosts' understanding of different cultural values and beliefs determines if international guests' expectations and behaviors are identifiable and predictable. In the intercultural context, both guests and hosts have learned their "scripts" during previous service contacts in their home environments (Sharma et al., 2009). Prominent cultural differences may result in conflict or service failure because appropriate hosting behaviors for one culture may be inappropriate for another (Cushner & Brislin, 1995; Sizoo et al., 2004). For instance, the verbal and non-verbal communication between guests and hosts may contain specific codes that cannot be interpreted correctly by one another. Japanese guests may feel uncomfortable when German hosts in a restaurant maintain eye contact when taking the order (Usunier, 2003; Singelis, 1994). In cross-cultural situations, hosts are expected to utilize their knowledge about the cultural differences to interpret the differences in various cultures and maintain the quality of hospitality services by adjusting hosting behaviors. If hosts' observations and understanding mismatch implicit cultural expectations, their predictions are based on systematically and reflectively interpreting and relating the cultural differences behind the cues and expectations from guests to hosts' cultures. This process involves the application of hosts' intercultural competence and engagement of hosts in intercultural learning and interactions.

The flexibility in hosts is presented in the adjustment of hosting behaviors depending on the guests' cultural background. Cultures may constrain the thoughts and behaviors of individuals. Cultural affiliations not only determine how people perceive themselves and their identities, but also influence how they perceive others, other groups, and other ways of thinking, feeling, and acting, and the relationships between different groups (Turner, 1982). Having cultural expertise indicates that people know how "we" think, what "we" value, and how "we" do things (Oyserman, 2011; Swidler, 1986), while intercultural competence cares about how "we" relate to "others." People typically assume others see the world as they do, and if others say they do not hold the

same perspective, then their alternative perspectives seem funny, strange, or deviant (Ichheiser, 1949; Triandis, 2007). In service encounters, guests' expectations toward the hospitality experiences are largely influenced by their predictions of how the services should be using their "scripts". In particular, international guests pay more attention to whether they are treated the same as other domestic guests without discrimination (Teng, 2011). In order to provide a clear and realistic picture for guests of what they should expect, hosts need to influence guests' expectations through both verbal and non-verbal communication. For instance, hosts should make guests aware that certain hosting behaviors and service quality do not discriminate against foreign guests, but rather are the normal situations in domestic hospitality experiences. Failure to do so may result in an intercultural host performance gap or intercultural guest performance gap (Warden et al., 2003). The intercultural host performance gap means that the performance of domestic hosts fails to satisfy the expectations of foreign guests. The intercultural guest performance gap refers to that foreign guests are unable to perform the expected behaviors by the domestic hosts. Both host and guest performance gaps aggravate the between-group tensions and negatively influence the guest-host interaction. One of the factors leading to the intercultural host performance gap is a lack of intercultural competence in hosts, particularly the level of empathy, politeness, or assistance expected by guests (Sizoo et al., 2005). For instance, hosts may need to help foreign guests fill out the forms if they have difficulties in the foreign language. The adjustment of hosting behaviors requires intercultural learning, which allows hosts to enrich the knowledge and experiences of other cultures.

Intercultural competence is the outcome of intercultural learning and can be improved over time (Deardorff, 2004). Although knowledge, attitudes, and skills are all important and essential components of intercultural competence, possessing these components alone is insufficient for individuals to be interculturally competent. Constant learning facilitates hosts connecting three dimensions of intercultural competence and applying them to practices through actions in cross-cultural situations (Barrett et al., 2014). The intercultural interactions create a favorable condition for hosts to step out of the stereotypes, learn the cultural changes from international guests, and update understanding of different cultures. Extant studies have identified intercultural encounters as helpful for individuals to conduct intercultural learning and develop intercultural competence (Gregersen-Hermans, 2017; Gursoy et al., 2012). Through intercultural learning, hosts can further their understanding and appreciation of one's own culture and that of others. Subsequently, they

are able to integrate cultural knowledge with their attitudes and hosting behaviors in hospitality services.

Intercultural competence, including knowledge, attitudes, and skills, is perceived to contribute to the conflicts and misunderstandings in guest-host interactions caused by cultural differences (Kriegl, 2000). In hospitality and tourism settings, guests' expectations are significantly influenced by their cultures and cultural identities (Barrett et al., 2014). To facilitate the guest-host interaction and satisfy guests' demands, hosts are required to be interculturally competent with sufficient cultural knowledge and appropriate and effective hosting attitudes and behaviors. Consistent with the dynamic nature of hospitality, the requirements and expectations of guests change dependent on the evolution of cultures and subcultures. As a result, hosts need to constantly engage in intercultural learning through encounters to enhance their intercultural competence.

6.2.1.2 Intercultural Competence in Intracultural Hospitality and Tourism Context

Although a primary culture is frequently discussed in the intercultural context to compare with other primary cultures defined by nations, subcultures of a primary culture are often considered in the intracultural context. Within the broader culture of a nation, numerous subcultures are established based on different criteria such as ethnicity, religion, social class, generation, region, occupation, sexual orientation, work organization, disability groups, families, and so on (Grossmann & Varnum, 2011; Lewis, 1966; Oyserman, 2017). Take the United States as an example. American culture is the main culture shared by all the people in this country and many subcultures exist depending on various classification criteria. The following demonstrates several examples of subcultures in the primary American culture. Using ethnicity, the United States has been seen as a cosmopolitan mixture of diverse ethnic groups. Like many developed countries, this country has been experiencing low fertility and high migration (Grusky & MacLean, 2016). The increased immigration and segmented assimilation of new immigrants into the host culture, as well as low fertility combined with high migration and relatively high fertility among migrants, have contributed to the ethnic diversity in the population of the United States (Steiner et al., 2015; Grusky & MacLean, 2016). Gender has also been used to identify subcultures in the United States. In addition to male and female groups, the LGBTQ group, which stands for lesbian,

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gay, bisexual, transgender, and queer, has gained more attention in recent years (Eisenberg & Lennon, 1983; Gates & Newport, 2012). In terms of generation, people in this country have been categorized into groups of Traditionalists (born between 1922 and 1943), Baby boomers (born between 1943 and 1960), Generation X (born between 1960 and 1980), Generation Y or millennials (born between 1980 and 2000), and Generation Z (born after 2000) (Zemke et al., 2000). Additionally, defined by region or geographical location, geographic subcultures refer to parts of the country where residents share patterns of thoughts and behaviors that vary from those of other parts of the country (Hawkins et al., 1981). To be more specific, people living in the Midwest present different eating habits, communication styles, consumption preferences, and other aspects of life from those living on the East Coast and West Coast of the United States. Although a variety of criteria are applied to define subcultures, individuals can belong to multiple subcultures or primary cultures simultaneously.

The combination of primary cultures and subcultures significantly influences people's knowledge, attitudes, and behaviors in various situations (Sizoo et al., 2004). In order to communicate with people appropriately and effectively from different subcultures of the United States, intercultural competence presents the importance (Thomas, 2008). Extant literature has identified that intercultural competence is composed of constructs of knowledge, attitudes, and skills, with an emphasis on cognitive, affective, and behavioral domains respectively (Chen & Starosta, 1997; Sinicrope et al., 2007). As such, dependent on specific circumstances and contexts, intercultural competence can be helpful for individuals to determine which and to what extent the attitudes and behaviors can lead to positive interactions with others. In the intracultural context, intercultural competence mainly focuses on the knowledge, attitudes, and skills of subcultures within the primary culture, for instance, various subcultures in American culture (Perry & Southwell, 2011).

The knowledge construct primarily indicates that individuals should have the general knowledge of various cultures and deep cultural knowledge about specific cultures such as the culture individuals belong to (Deardorff, 2011). In the United States, people are expected to be familiar with American culture and gain a basic understanding of the diversity of subcultures. Use the generational subcultures as an example. People should be educated with the knowledge that the core values shared by different generational groups tend to evolve (Zemke et al., 2000). Traditionalists care about dedication and sacrifice, hard work, law and order, respect for authority,

delayed reward, duty before pleasure, and adherence to rules (Zemke et al., 2000, p. 30). Baby boomers pay more attention to personal gratification, health and wellness, personal growth, youth, work, and involvement (Tolbize, 2008). However, Generation Xers value diversity, global thinking, balance, techno-literacy, fun, information, self-reliance, and pragmatism (Zemke et al., 2000, p. 98). Generation Y or millennials and Generation Z believe that confidence, self-reliance, self-expression, technology, and openness to change and diversity are important for their lives (Noble et al., 2009). These different values determine these generations' attitudes and behaviors in different settings. For instance, baby boomers perceive the effect of hospitality experiences on their quality of life as one of the expectations. Good value is another important factor for baby boomers to set up the expectations for hospitality experiences (Huang & Petrick, 2010). With the general cultural knowledge and that of a specific culture, individuals are able to perform appropriate and effective attitudes and behaviors accordingly.

The construct of attitudes emphasizes that people should demonstrate respect, empathy, acceptance, and openness toward different subcultural groups. Attitudes have been viewed as a component of the socialization process or a kind of social knowledge including experiences, beliefs, and feelings (Daruwalla & Darcy, 2005; Zanna & Rempel, 2008). In psychology, attitudes have been defined as evaluations of people, objects, and ideas, in which either positive or negative reactions are produced (Fazio, 2007; Fazio & Petty, 2008). Respect involves the demonstration to express that all people are valued. Examples of the demonstration can be showing interest in talking with guests and listening attentively to them (Deardorff, 2009). Respect is of extreme importance to people whose culture differs from other groups. For instance, the LGBTQ group's beliefs and values, which penetrate their needs and expectations, may differ from those of male and female groups and be challenged by other subcultural groups (Keck, 2009). LGBTQ group deserves and also looks forward to being recognized and respected by other subcultural groups (Fischer, 1995). Openness and acceptance highlight the willingness to step out of individuals' frames of reference and accept new voices from diverse subcultural groups. The material cultural dimension influences guests' demands and expectations of the physical environment, tangible products, and supporting materials (Cetin & Walls, 2016). From the perspective of cultural psychology, variation exists in cultural and subcultural groups (Taylor & Tingguang, 1991). The material culture that is perceived to be associated with membership in one cultural or subcultural group may be criticized by other cultural or subcultural groups and their group members. For

instance, the subcultural group of people with disabilities in the United States presents different needs and desires from those without disabilities in terms of the availability and accessibility of facilities (Grady & Ohlin, 2009). Facing people who have special requests or need additional assistance, others should present their willingness to help and openness toward the differences. Intercultural attitudes are perceived as the foundation for the further development of knowledge and skills in intercultural competence (Deardorff, 2006; Schwarz & Bohner, 2001).

Intercultural skills demand individuals to be equipped with verbal and non-verbal communication skills including observing, listening, interpreting, and relating when interacting with different subcultural groups. Verbal interaction emphasizes the role of language, which is one of the components in the social dimension of cultures and subcultures (Van Dyne et al., 2012). In the United States, despite various subcultural groups, English, especially American English, is the most commonly used language by the majority of the members. The shared language greatly facilitates verbal communication and eliminates the language barrier. Verbal communication always involves non-verbal interaction, which encompasses a variety of aspects of body language, including facial expression, eye contact, posture, gesture, and interpersonal distance (Gabbott & Hogg, 2001). Fromkin et al. (2013) stated that non-verbal communication accounts for about 90% of the communicative process. The interpretation of non-verbal interaction influences participants' perceptions of an event and has been extensively studied in the disciplines of psychology and psychotherapy (Argyle, 1994; Robinson & Giles, 1990). Extant literature has found that individuals who are culturally, linguistically, and racially similar, are more likely to accurately read the non-verbal behaviors of others (Gabbott & Hogg, 2001). Individuals from American culture have less difficulty in following and understanding each other's non-verbal signals.

Despite the common body language that people share in a primary culture, various subcultural groups present different preferences toward nonverbal interaction. Male and female groups behave differently and interpret others' behaviors differently (Eisenberg & Lennon, 1983). Women tend to respond with a more positive attitude toward appropriate forms of body language because they believe nonverbal communication is friendly and hospitable, while men have a higher level of avoidance of body language (Argyle, 1994). As a result, women, in general, smile more, approach closer, and make more frequent eye contact than men during the interactions. In addition, males speaking to other males use different body language than males speaking to females. Correspondingly, women are demonstrated to be more open and trusting when they communicate

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with other women (Gabbott, & Hogg, 2001). These communication differences are helpful for people to perform suitable behaviors when interacting with diverse subcultural groups (Willis & Hamm, 1980).

Intercultural competence needs to be enhanced by intercultural learning to update individuals' knowledge of the primary culture and subcultures and adjust their attitudes and behaviors toward others. Cultural groups are considered internally heterogeneous as some of the practices and norms in groups change over time and are challenged and enacted differently in individuals (Barrett et al., 2014). Utilizing outdated cultural knowledge and uniform attitudes and skills to interact with diverse groups of people is inconsiderate and may lead to negative outcomes. Furthermore, people's cultural identities, which significantly influence their thinking and behaviors, fluctuate as they move from one situation to another (Nagel, 1994). The inappropriate interpretation of individuals' cultural identities is likely to result in discrepancies between their preferred identities and the perceptions formed by others. The misinterpretation has been found to produce adverse effects on guests' psychological well-being and social adaptation (Barrett et al., 2014). The intercultural learning process allows people to better interact and get along with diverse subcultural groups with updated cultural knowledge and improved intercultural attitudes and skills.

6.2.2 The Role of Hospitality and Tourism in Overcoming the Societal Issues

Globalization has connected different parts and groups of people in the world; however, the direct and indirect forms of prejudice, discrimination, group profiling, social exclusion, and even hostility occur increasingly in this era both domestically in the United States and internationally. Resulting from historical, societal, geopolitical, ideological, and cultural factors, these occurrences have negatively influenced the quality of life for human beings and the harmony of society. Therefore, people and organizations from various fields have made contributions to overcoming such phenomena. The hospitality and tourism field, which emphasizes intercultural learning, can play a more profound and promising role in creating a hospitable and harmonious environment.

6.2.2.1 The Phenomena in the United States

Various forms of prejudice, discrimination, group profiling, social exclusion, and hostility are serious and prominent in the United States nowadays and throughout history. As one of the representative and persistent forms, racial discrimination, also known as racism or colorism, initially came about in the United States during slavery. During the 17th and 18th centuries, hundreds of thousands of people were kidnapped from Africa and sent to the United States through the transatlantic slave trade (Degler,1959). They were forced and exploited to work as indentured servants and cheap labor in the production of crops such as tobacco and cotton. In the days of slavery, black people with lighter skin were treated better than those with darker skin. Light-skinned slaves were allowed to work indoors, while the dark-skinned had to work outdoors (Bennett, 2007). The variation in skin tone further resulted in the differences in socioeconomic status among African Americans, even themselves using skin tone to distinguish themselves from one another (Celious & Oyserman, 2001; Herring et al., 2004).

Despite the economic, social-cultural, political, and environmental developments, these phenomena still exist in today's society and demonstrate an increasing trend. Modern forms of these social issues are more difficult to detect, which is explained by the model of dual attitudes (Wilson et al., 2000). The dual attitudes are composed of explicit attitudes and implicit attitudes. The former is conscious and controllable, while the latter is unconscious and uncontrollable (Devine, 1989; Fazio & Olson, 2003). Although most people may not show explicit prejudices in the current society, the implicit attitudes often reveal mild or strong discrimination or hostility toward certain groups of people (Fazio & Olson, 2003). For instance, extant studies have found the linkage between racism and lower incomes, longer prison terms, and fewer job opportunities for dark-skinned people (Nittle, 2020). Furthermore, black people are significantly more likely to have their vehicles searched during traffic stops than white people, particularly when black people are driving in predominately white neighborhoods. The phenomenon is termed "DWB" or "driving while Black" (Rojek et al., 2012). In addition, African Americans, both males and females, tend to become the targets of police violence. Until recently, on May 25th, 2020, the killing of George Floyd by the police led to community and national outrage, particularly in the population of black people (Michener, 2020).

Similar racial discrimination also happens to other racial or ethnic groups. Mexican Americans and other Latinos are more likely to be asked by police to show their formal

identification when purchasing items with a personal check (Dovidio et al., 2010). Roughly three out of ten Native Americans reported that they have been personally discriminated against just because they are Native. These experiences include being unfairly stopped by the police and treated by the courts, unequally paid or considered for promotions in the workplace, and being insulted with racial or ethnic slurs or jokes (National Public Radio et al., 2017). Throughout history in the United States, it is more common and obvious for people to present racist opinions about and attitudes toward different racial or ethnic groups than before the pandemic and epidemics (Blanding & Solomon, 2020). In 1892, Russian Jewish immigrants were discriminatorily forced to quarantine in New York City due to a cholera crisis (Felix, 2016). In 2003, the outbreak of SARS led to a racial panic against Asian Americans in the United States. Many Chinese communities and businesses have encountered informal boycotts, which were largely manipulated by media outlets (Fang, 2020). In 2009, Mexican immigrants were scapegoated for the H1N1 pandemic after anti-immigrant hate speech (Blanding & Solomon, 2020). In 2020, since the beginning of the COVID-19, because of their race or wearing a mask in public areas, Asian Americans, particularly Chinese Americans, have experienced hostile behaviors and treatment, including slurs, jokes, as well as physical and economic abuse or assault, at the hands of their classmates, neighbors, and other citizens (Blanding & Solomon, 2020; Ruiz et al., 2020). Even the president and his administration officials have referred to COVID-19 as the "Wuhan virus", "Chinese virus", and "Kung Flu" (Coleman, 2020).

In addition to racism, other types of discrimination including sexism, ageism, and homophobia remain serious in the United States and across the world. Sexism refers to prejudice and discrimination toward individuals based on their gender (Cleveland et al., 2003). Such discrimination occurs on a societal level including education and employment opportunities (Swim et al., 1995). Previous studies have found that women are less likely to be hired or promoted in male-dominant occupations, for instance, engineering, aviation, and construction (Blau et al., 2010; Ceci & Williams, 2011). Ageism, which typically happens against the senior population, is also widespread in this country (Puhl et al., 2008). A common prejudiced attitude toward seniors is that they are physically weak, slow, and incompetent (Cuddy & Fiske, 2002; Cuddy et al., 2005). Homophobia is formed dependent on people's sexual orientation. This type of prejudice and discrimination is prevalent and tolerated by many people in American society (Herek & McLemore,

2013). The exclusion and hostility of LGBTQ people from other social groups and avoidance of LGBTQ neighbors, employees, and co-workers have been identified in the United States.

Discrimination in different forms in the United States was destined to be transformed. Prejudice, discrimination, group profiling, social exclusion, and hostility have been considered root causes for human conflicts, which may further lead to crime, mass murder, genocide, and war. People in this country have been contributing to overcoming these phenomena in different ways both in the past and at present. The history of protest and revolt in this country was inextricably linked with racial violence, discrimination, and inequality. Prior to the Civil War, enslaved people rarely revolted outright. Due to the uncompromising differences between the free and slave states, slaves had acted to fight for their liberty, justice, and civil rights from the first days of the Civil War beginning in 1861 (Bestor, 1964). The Emancipation Proclamation, which was issued by President Abraham Lincoln on January 1st, 1863, declared that "all persons held as slaves" in the Confederate States "are, and henceforward shall be free." (National Archives, 2019) Two years late, in 1865, slavery was abolished and the Juneteenth, also known as Emancipation Day, was determined as the celebration commemorating the end of slavery in the United States (Taylor, 2020). In 2021, President Joe Biden has officially consecrated Juneteenth as the newest national holiday (Presidential Actions, 2021). This presidential action has largely promoted equity, equality, and justice across the United States.

During the Reconstruction era following the Civil War, the civil rights movement, which was initiated and led by African Americans to gain equal rights in the United States, took place all over the country. One of the most famous events of the civil rights movement was the March on Washington, which occurred on August 28th, 1963. which was organized and attended by civil rights leaders including Martin Luther King, Jr., who advocated for nonviolent protests. The civil rights movement has also occurred in the educational context in the United States. In the 1930s, an educational movement, called the intercultural education movement, was organized to help immigrant students adapt to local life in this country and become effective citizens of the commonwealth while maintaining their ethnic heritage and identity (Olneck, 1990). As many European immigrants arrived in New York City when they came to the country, this city became one of the most important sites for the intercultural education movement. Rachel Davis Dubois, one of the leaders of the intercultural education movement, initiated ethnic assemblies in schools that celebrated the cultures of the immigrants (Banks, 1996). The assemblies were aimed to teach

immigrant youth ethnic pride and to help mainstream students appreciate the cultures of immigrant youths. On February 1st, 1960, a group of African American college students sat at a lunch counter, which was reserved for white students in a Woolworth's store in Greensboro, North Carolina, and refused to leave until they were served (Chafe & Chafe, 1981). A series of events included the desegregation of the public universities in the Southern and Border States, and the desegregation of the armed forces by Present Truman with Executive Order 9981 in 1948 (Truman, 1948). The Brown vs. Board of Education Supreme Court decision was also an important procurer of the civil rights movement of the 1960s and 1970s (Banks, 2004). The movement has had a profound influence on most of the nation's institutions and on research and theory in the social sciences and education.

Consequently, the Congress of the United States passed the Civil Rights Act of 1964, which was viewed as "the most far-reaching and comprehensive law in support of racial equality ever enacted by Congress" (Franklin & Moss, 1988, p. 449). Prior to 1964, many forms of racial discrimination were acceptable and legal. Many Americans were denied access to jobs, education, housing, and services because of their race or ethnicity (R. Williams & Williams-Morris, 2000). After the Civil Rights Act of 1964, open discrimination was recognized as illegal, and perpetrators were prosecuted under both criminal and civil law. As an extension of the Civil Rights Act of 1964, equal rights involved many other social groups in the society of the United States, including women, people with disabilities, and immigrants from other countries. In 1972, Title IX of the Elementary and Secondary Education Act, which made sexism in education illegal, and Public Law 94-142 in 1975, The Education for All Handicapped Children Act, which required free public education for and non-discrimination for all students with disabilities, were added to the Civil Rights Act of 1964 (Burgdorf Jr, 1991; Thomas & Brady, 2005). The Immigration Reform Act of 1965 was considered another extension of the ideas embodied by the civil rights movement and the Civil Rights Act of 1964 (Chin, 1996). This act abolished the highly discriminatory national origins quota system and made it possible for immigrants from nations in Asian countries and Latin America to enter the United States in significant numbers for the first time in history (Kennedy, 1966). The diversity of today's American population is a direct outcome of this act.

At present, people in the United States have never stopped their steps in overcoming the phenomena of prejudice, discrimination, group profiling, social exclusion, and hostility and fighting for equality, justice, and civil rights and creating a harmonious community. The United

States has started the U.S. census every 10 years since 1790 to assign seats in the House of Representatives (Anderson & Fienberg, 2000). At present, these data are seen as an important part of the nation's economic and social policies. Race and ethnicity statistics play a significant role in important and politically sensitive areas, such as the enforcement of civil rights, anti-discrimination laws, and the determination of voting districts. In 2016, football player Colin Kaepernick opted to kneel during the national anthem instead of sitting as he did in previous games. His behavior was viewed as a peaceful protest to raise awareness of racism (Branch, 2017). In 2020, "Black Lives Matter" marches were organized in response to the killings of George Floyd and other victims of anti-black violence. The protests have been conducted across the country in more than 100 cities and have driven Congress to condemn police brutality, racial profiling, and the excessive use of force (Buchanan et al., 2020). However, violent protest behaviors, such as looting and vandalism, are not acceptable and can only aggravate the conflicts between ethnic groups (Cheung, 2020). Although various forms of prejudice, discrimination, group profiling, social exclusion, and hostility Prejudice, discrimination, group profiling, social exclusion, and hostility remain serious societal issues, the efforts of people have played a significant role in the democratization and humanization of American society.

6.2.2.2 The Phenomena in the Globe

The direct and indirect forms of prejudice, discrimination, group profiling, social exclusion, and hostility also occur across the globe affecting every human being. These historical and societal issues affect every human being on the planet. Slavery was also common in much of European countries during the Early Middle Ages and the following centuries (Van Koningsveld, 1995). In 1939, the sign "No Entrance for Poles" was everywhere in German-occupied Poland (Spielman et al., 2014). A large number of Arab and Middle Eastern people reported that they have experienced prejudiced attitudes and discriminatory or hostile behaviors at airports all over the world after September 11th, 2001 (Awad, 2010). Outside the United States, racism is more related to class than to white supremacy. Dark skin is considered associated with lower classes and light skin with the elite. Today's premium on light skin in Asia is perceived to be influenced by the history of the western world (Hage, 2012). The phenomena are much more serious and complicated internationally as they involve more geopolitical, ideological, and cultural factors.

The increasing geopolitical events in recent years have aggravated the occurrences of prejudice, discrimination, group profiling, social exclusion, and hostility. In the United States, former President Donald Trump drafted several laws aimed at more aggressive deportation and the construction of a border wall in 2016 (Jackson et al., 2019). Similarly, in Europe, the support for populist parties and distrust of ethnic minorities and immigrants has risen to a high level over the past 30 years. This phenomenon has significantly resulted in the election of nationalist leaders in Poland and the Czech Republic and potentially contributed to the leave of the United Kingdom from the European Union (Tartar, 2017). In addition, the relationship between the United States and China has become more intense, which puts their people into a dilemma (Bremmer, 2020). Many politicians use related incidents as a tool to achieve their political goals. The escalation of nationalism puzzles people from various fields such as scholars, educators, and policymakers, which increases the concerns about the cultural and societal factors predicting prejudice and nationalism (Jackson et al., 2019). All these examples of geopolitical events have intensified the conflicts amongst nations and their people, leading to severe societal issues.

The concepts of stereotype, prejudice, and discrimination explain the aforementioned phenomena from the perspective of culture in cognitive, affective, and behavioral dimensions respectively. Stereotype refers to the generalized and ideological thoughts and beliefs that any two cultures or social groups are opposite (Scollon et al., 2011). Any classification of people may lead to a certain level of stereotyping, either negative or positive, in culture, gender, age, race, etc. (El-Dash & Busnardo, 2001b; Tiggemann & Anesbury, 2000). Previous research has identified that Asians are stereotyped as cold, shy, hard-working, and intelligent (Wang, 2020), while cultural stereotypes for Latinos include lazy, dirty, cold, and unintelligent (Devine & Elliot, 1995). Furthermore, European people are perceived as cold and intelligent and Africans are generally aggressive, athletic, and more likely to be lawbreakers (Fiske et al., 2002; Sommers & Ellsworth, 2000). These stereotypes may be formed through misinterpretation of different cultures or failure to update the cultural knowledge over time. Stereotype limits the understanding of people and their cultural or social groups and results in prejudiced attitudes and discriminatory behaviors.

Prejudice is defined as the negative attitude and feeling toward individuals based solely on their membership in particular social or cultural groups (Allport, 1954). The idea of in-group and out-group plays a critical role in shaping prejudiced attitudes (Tajfel et al., 1971; Tajfel, 1974, 1982). The in-group and out-group can be formed based on gender, race, ethnicity, nationality,

social class, religion, sexual orientation, profession, and other criteria. Individuals can be members of many social groups simultaneously. In the international context, people are used to applying nationality to distinguish themselves from others. The categorizations of in-group and out-group overestimate the intergroup differences and underestimate the intragroup differences. As a result, group members tend to present a relatively positive attitude toward the in-group members and a negative attitude toward those from the out-group (Brown, 2011; Wilder, 1978). The differences amongst social groups may be difficult for others to reconcile, and thus may lead to prejudice toward those who are different. If individuals think they are superior to other social or cultural group members, they may act based on their prejudiced attitudes toward others, and such behavior is known as discrimination.

Discrimination is the negative action or treatment toward individuals due to their membership in a certain type of social group (Hodson et al., 2004). Racism is one of the persistent and representative forms of prejudice, discrimination, group profiling, social exclusion, and even hostility. It is necessary and important to define race before discussing racial discrimination all over the world. From the perspective of biological classifications developed in the eighteenth century by naturalists who investigated population groups, race is used to differentiate populations in different areas based on physical characteristics that developed over time, such as skin, color, facial features, and so on (van den Berghe, 1978). These characteristics become socially significant when members of society routinely employ them to categorize people into different racial groups (Hollinger, 2000; Smelser et al., 2001). The social meaning given to racial classifications activates beliefs and assumptions about individuals in particular racial groups and creates boundaries that influence today's people. In social science, racial discrimination is composed of differential treatment on the basis of race and inadequately justified factors other than race that disadvantages a racial group. Intersectionality, multifaceted discrimination, is a special type of discrimination, which indicates that individuals experience discriminatory behaviors because they belong to multiple minority groups. For instance, a black woman who identifies herself as a lesbian may face prejudice based on not only her race but also gender and sexual orientation.

In addition, profiling is another general form of discrimination. This concept is defined as a statistically discriminatory screening process, in which specific individuals in a population are selected dependent on one or more observable characteristics and then investigated to determine whether they have committed or presented the intention to commit a criminal act or other

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suspicious act (National Research Council, 2004). For example, people who use cash to purchase a one-way ticket on the day of the flight may be chosen for further scrutiny by airport personnel because these people are perceived to be more likely than others to pose a risk of premeditated violence to other passengers. In particular, racial profiling refers to a statistically discriminatory screening process that uses race or ethnicity as the only criterion in the profile. Minority groups tend to be puzzled and hurt by racial profiling. Supporters of racial profiling state that this practice can be helpful in cutting down the crime rate. However, extant evidence has shown that racial profiling is not only ineffective but also dangerous in society. For instance, in the United States, since the dawn of the war on drugs in the 1980s, black and Latino drivers have become the targets of law enforcement agents due to racial profiling. Nevertheless, many studies have identified that white drivers were more likely to have drugs on them than those two targeted groups (Nittle, 2019). Racial profiling is associated with the concept of linked fate, which originally refers to a sense of connectedness explaining persistent Democratic voting bloc patterns among African Americans. Nowadays, linked fate has been used to investigate not only the group of African Americans but also other racial groups (Cox, 2019). If members of a racial or ethnic group experience prejudiced attitudes and discriminatory treatment, a sense of linked fate will be shared within that group.

Extant literature has identified underlying factors that foster and maintain prejudice, discrimination, group profiling, social exclusion, and hostility. Beyond the individual-level processes in intergroup relations, cultural and institutional discrimination involves a broader scope globally (Henkel et al., 2006). Cultural discrimination can be defined as beliefs about the superiority of a dominant group's cultural heritage over those of groups, and the expression of such beliefs in individual actions or institutional policies (Dovidio et al., 2010). The concept of cultural discrimination is deeply embedded in the fiber of a culture's history, standards, and normative ways of behaving. Cultural discrimination takes place when a group exerts the power to define values for a society, which involves not only privileging the culture, heritage, and values of the dominant group, but also imposing this culture on other less dominant groups (Simpson & Yinger, 2013). As a result, everyday activities implicitly communicate group-based bias, passing it to new generations. Institutional discrimination indicates the existence of institutional laws and policies, such as immigration policies, that unfairly restrict the opportunities for particular groups and their group members (Dovidio et al., 2010). These laws and policies foster ideologies that justify current practices. Both in history and in today's world, immigration policies in developed

and developing countries in the world have favored white immigrants over immigrants of other minority groups. This example explains how persistent institutional discrimination is and how human beings are affected by such discrimination.

Institutional discrimination is not necessarily intentional or dependent on the obvious efforts of individuals. Instead, it is often inferred from disparate outcomes between groups traced back to different policies, even those that might appear to be unrelated to group members. These effects exist in every aspect of society. Economically, individuals from different cultural or social backgrounds are treated unfairly and unequally in loan policies after controlling for differences in qualifying conditions (Turner, 1999). Educationally, various admission and financial aid policies are applied to people in different cultural or social groups (Epple et al., 2006). Some jobs demonstrate the specific height requirement for employment as police officers (Pager & Shepherd, 2008). In addition, the media outlets tend to exaggerate the association of minority groups with violence and poverty, which furthers the stereotypes about those groups (Dowler & Zawilski, 2007). Also, in the criminal justice system, individuals, particularly black people, tend to be sentenced more seriously than white people in terms of incarceration rates for similar crimes (Weitzer, 1996). When it comes to the treatment of mental and physical health, minority groups tend to be discriminated against in direct and indirect forms (Feagin, 2006; Sidanius & Veniegas, 2000).

6.2.2.3 The Role of Hospitality and Tourism in Overcoming the Phenomena

In the era of increasing occurrences of prejudice, discrimination, group profiling, social exclusion, and hostility, people from various fields have realized the significance to overcome these phenomena and create a harmonious community. Sociologists have explored the adverse consequences of prejudice, discrimination, and hostility (Gibbons et al., 2004; Pascoe & Smart Richman, 2009). Psychologists have investigated the mental processes underlying conscious and unconscious biases (Trawalter et al., 2008). Neuroscientists have identified the underpinnings of discrimination (Cikara & Van Bavel, 2014; Molenberghs, 2013). Evolutionary theorists have discovered different ways that ingroup and outgroup stereotypes and prejudices emerged over the history of human beings (Kurzban & Leary, 2001). To eliminate the negative consequences of and overcome the phenomena, various organizations together contribute to the reduction of prejudice

and discrimination toward individuals and cultural groups. For instance, the World Health Organization (WHO) developed the guidance to name the virus and diseases such as H1N1, SARS, and COVID-19 without geographic locations, people's names, and cultural or population references to avoid stigmatizing groups of people or animals (Mastio, 2002). Facing the injustice and discrimination that George Floyd experienced, people in other countries of the United Kingdom, France, Italy, Israel, South Africa, and so on have also organized and participated in protests to fight against racism and prejudice globally (Mahbubani, 2020). Furthermore, among all the 17 sustainable development goals (SDGs) proposed by the United Nations, three of them involve gender equality, reduced inequalities, as well as peace, justice, and strong institutions to promote peace and prosperity for human beings in a global partnership (The United Nations, 2018).

The hospitality and tourism field plays a profound and promising role in overcoming these phenomena and achieving social justice and equality for all. From the perspective of etymology, hospitality and hostility share a common root, which is related to food. The root of the word "hostis" is the "ghas" in Sanskrit, which means "to eat," "to consume," or "to destroy" (Minkkinen, 2007). The history of the relationship between hospitality and hostility implies the potential of hospitality to solve hostile behaviors between individuals. In the cultural and social context, hospitality is associated with the desire to provide friendly and generous services, care, and entertainment for guests or to help them solve problems without the expectation of recompense or reciprocity (Hemmington, 2007; Lashley, 2008). Nouwen (1975) has defined hospitality as a sense of compassion and acceptance and stakeholders in the system should be open-minded toward cultural differences. The definition of hospitality indicates that hospitality and tourism may be effective in eliminating prejudice, discrimination, and hostility and creating a peaceful environment with the efforts of scholars and educators, destination communities, and other tourism-system stakeholders in both educational and professional contexts.

First, the field of hospitality and tourism emphasizes the significance of interaction and provides various opportunities for people from diverse cultural or social groups to communicate with each other and foster mutual understanding (Var et al., 1998). Communication, as a sharing of elements of behaviors or modes of life, is the key for individuals to discover the beauty in each other (Jandt, 2017). The willingness to communicate is the premise of communication, which represents one's intention to initiate and participate in interactions when opportunities are available (McCroskey & Baer, 1985). Effective communication is seen to improve intimate interpersonal

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relationships (Gudykunst, 2004). In history, Tang Dynasty scholar, Buddhist monk, and tourist, Xuan Zang made a pilgrimage to India and established s friendship with the Indian people and maintained years of exchanging letters with them (Sen, 2006). These contacts formed a great era in a medieval civilization that deeply impacted the relationship between China and India (McIntosh, 2016; Yün-hua, 1966). Moreover, Marco Polo, the Italian merchant, explorer, and writer, traveled through Asia along the Silk Road and introduced Asia to others (Polo, 1918). His experience uncovered the mystery of unknown places in the western world and inspired people to explore and appreciate different cultures.

Cultural universals also facilitate communication by bridging the distance between individuals and relieving their concerns about cultural differences. In the intercultural context, communication has become more sophisticated as it involves people from diverse cultural backgrounds. However, the complex concept of culture shares common elements. The anthropologist George Murdock first identified the cultural universals during his research on the systems of kinship all over the globe. Cultural universals refer to the components, patterns, traits, or institutions that are globally common to all human cultures and relevant social groups (Hofstede & McCrae, 2004; Smith, 1990). Every human culture considers basic human survival, which includes food, clothing, and shelter. All the social group members must go through certain human experiences, such as birth and death or illness and healing. The concepts of family, personal names, and language are also recognized as essential elements in the cultural universals. In particular, humor is viewed as a universal way in human cultures to release tensions, create a sense of unity among individuals, and help individuals manage their conversations (Murdock, 1949). All the shared cultural components challenge the phantoms and delusions separating people from different social groups and indicate that fundamentally they are all human beings.

Based on the willingness to communicate and facilitated by cultural universals, individuals need to draw upon intercultural competence to mitigate potential issues, enhance mutual understanding, and ensure a peaceful interaction atmosphere in the intercultural context (Sharif, 2016). Although language serves as a basic tool for people to interact with each other, it involves not only spoken languages, but also body language and facial expressions. The acquisition of another language indeed facilitates communication and discovery; however, what more important is the attitudes toward culturally different people. Among all three components of intercultural communication competence, attitudes require individuals to value cultural differences, respect

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culturally different others, tolerate ambiguity and uncertainty in cultures, be aware of empathy toward individuals from diverse cultures, and be open to, curious about, and willing to learn from people with diverse cultural backgrounds and perspectives (Wiseman et al., 1989). Knowledge is mainly concerned with the understanding of beliefs, values, assumptions, and practices in one's own culture and that of others (Beamer, 1992). For instance, individuals should recognize that people from diverse cultures may follow different verbal and non-verbal communication conventions. Skills refer to the ability to discover information in conversations, interpret and relate to other cultural practices, values, beliefs, and assumptions with one's own culture, change and adopt a new way of thinking and behaviors in various settings, meet the communicative demands in an encounter, and lastly act as a mediator by translating, interpreting, and explaining in intercultural communication (Eisenchlas & Trevaskes, 2007; Williams, 2005). With intercultural communication competence, individuals are able to respond appropriately, effectively, and respectfully when communicating with others from different social groups and establish positive and constructive relationships with them (Barrett et al., 2014).

Second, all three stages of travel: pre-trip, during-trip, and post-trip involve intensive communication, discovery, and interpersonal relationships between diverse cultural and social groups. Prior to a trip, people must be motivated to travel. Extant literature has identified various push and pull factors to explain why people travel. Some popular travel motivations include curiosity, novelty, and the desire to experience different cultures and meet new people (Hsu & Huang, 2008; Prayag & Ryan, 2011). These factors indicate people's willingness and intention to communicate with different groups of people and expect the exploration process involved in traveling. Once people are motivated to travel, they engage in the information search, in which communication with service providers and former travelers takes place (Kim et al., 2007). An enjoyable information search process, which is companied by communication, increases people's expectations about the destinations and their residents (Bieger & Laesser, 2004). The during-trip is the stage where interaction between various groups and learning occur most frequently and some "quick love" may result from pleasant communication experiences (Camilleri & Neuhofer, 2017). After the trip, people share their travel experiences and travel advice with a variety of social groups. Their interpersonal relationships with local residents can be strengthened with a greater understanding of one another and overcome some stereotypes, conflicts, prejudices, discrimination, group profiling, social exclusion, and even hostility.

Moreover, extant studies have indicated that people are more willing to express themselves and share their true thoughts when they are traveling away from their home environment. The viewpoint can be explained by the concept of self-presentation and the dramaturgical framework (Goffman, 1959). Defined as the process of monitoring and influencing the impressions that one is making on others, self-presentation plays a significant role in interpersonal interactions in different settings (Goffman, 1959; Leary et al., 2011). Goffman's (1959) dramaturgical framework of self-presentation supports the argument that social interaction is compared to a theater, which is composed of the front stage and backstage. Individuals are the actors playing various characters during communication with diverse social groups. People either intentionally or unintentionally present certain images: at the front stage, people shape their images to meet the expectations of the audience; at the backstage, they can be themselves without considering their social roles (Qiu et al., 2019). As MacCannell (1976) stated, the backstage represents authenticity and the front stage demonstrates inauthenticity, in which authenticity indicates the truthful human relationships and experiences of such relationships. A change in the social environment leads to a variation in self-presentational concerns and behaviors. When traveling, people are perceived to behave differently from their home environment. Travel allows individuals to escape from their usual place of residence and is seen to provide backstage—tourism destinations—for travelers. People are more comfortable with communicating and behaving primarily based on their authentic selves during travel (Qiu et al., 2019). Mutual understanding and trustful interpersonal relationships are more likely to be developed between culturally different groups through heart-to-heart talks.

Furthermore, the field of hospitality and tourism is featured intercultural learning and intercultural competence development. In the educational context, previous literature has identified three major approaches, including student mobility, IaH, and IoC, to facilitate students' intercultural learning and improve their intercultural competence in higher education (Leask, 2015). In particular, more universities have underscored the significance of student mobility by developing educational programs, of which a variety of study abroad and international internship or exchange opportunities serve as the main design (Deardorff, 2011). These international programs have been found to allow students to not only interact with culturally different groups, but also learn and appreciate the uniqueness of host cultures and their people. Travel has been seen to contribute to acquiring knowledge and skills; increasing confidence, independence, and self-esteem; and improving cultural awareness, open-mindedness, and adaptability (Lyons et al., 2012;

Stone & Petrick, 2013). As a combination of learning and traveling, study abroad and international internship or exchange opportunities are effective for students to experience authentic lifestyles, discover the attributes of host cultures, instill a sense of wonder and empathy, interact with local residents, as well as establish friendly relationships with them. Consequently, exposure to various cultures in international opportunities is helpful for students to enhance their openness toward differences and intercultural knowledge, attitudes, and skills (Williams, 2005), which further contributes to overcoming the occurrences of prejudices, discrimination, group profiling, social exclusion, and even hostility.

In the workplace, professional training in diversity and inclusion has been viewed helpful in reducing prejudices, discrimination, social exclusion, and hostility in employees (Bezrukova et al., 2012). Hosts in hospitality and tourism settings are required to understand and appreciate different cultures to facilitate their interactions with guests from different cultures, religions, races, ages, genders, and sexual orientations. However, instilling intercultural sensitivity is significant yet difficult as it is generally not reviewed or assessed in the workplace compared with other skills such as computer skills (Glusac, 2018). As a result, not many hospitality and tourism organizations have well-designed diversity and inclusion training programs. Even if they have, some of them only suggest rather than require their employees to attend relevant training. Facing diverse guests, incidents of prejudice and discrimination remain unsolved in hospitality and tourism experiences. Professional training must be emphasized in the workplace to improve the intercultural competence in their employees in order to offer equal and high-quality hospitality offerings and services to guests regardless of their cultural backgrounds (Heal, 1990; Lugosi, 2008; Torres et al., 2014). In addition to understanding the diversity of their customers and appreciating their cultural differences, the global hospitality and tourism industries also demand employees and leaders to be able to work with their coworkers and managers from different cultural and social backgrounds in the workplace. The enhanced workplace diversity in hospitality and tourism can better serve guests with different cultural and social backgrounds. This vision can also promote equal employment opportunities for employees, which represents the improvement in fighting against discrimination in employment. To achieve justice and equality for employees and establish mutual understanding between them, many hospitality and tourism businesses have also established organizational policies, which not only discourage direct and indirect forms of prejudice and discrimination in

the workplace, but also encourage more intercultural activities to promote the intercultural competence (Glusac, 2018).

6.3 Limitations and Future Research

The research has a few limitations and provides recommendations and directions for future studies. The first limitation comes from the sample size of students participating in the questionnaire. Although 53 hospitality and tourism programs across the United States were selected and contacted for data collection, only 23 programs replied to invite their undergraduate students to participate in the study survey. Due to the COVID-19 pandemic, all learning activities were moved online, which might decrease students' motivation and willingness to participate in extra surveys in addition to their coursework, even with the gift card incentives. It was also impossible for the researcher to collect data on-site. As a result, for some of the programs, only a few valid responses were received and used for data analysis. Because of the limited sample size, the current study collected a lot more responses from domestic students than international students and failed to compare the intercultural competence of these two groups. In the future, a larger sample size from more programs is desired to investigate students' intercultural learning experiences and their intercultural competence level. In this case, scholars are suggested to conduct comparison studies. For instance, they can investigate students' intercultural competence level based on their gender, school year, and intercultural background (i.e., international vs. domestic students) in the same program and between programs. Also, scholars can examine whether the locations (i.e., urban city vs. rural area) of the programs influence their students' intercultural learning and intercultural competence development.

Moreover, the study results are limited to the four-year hospitality and tourism bachelor programs in either public or land-grant universities in the United States. Other types of programs such as four-year bachelor programs in private universities, two-year associate degree programs, certificate programs, and graduate programs are excluded in the current research. However, hospitality and tourism education in the United States had its beginnings in technical and vocational schools before entering undergraduate and graduate programs in higher education (Inui et al., 2006; Ring et al., 2009), which indicates the significance of these types of programs in hospitality and tourism field. Also, students in these programs will also become future employees

and leaders in the hospitality and tourism or related industries. Improving their intercultural learning and intercultural competence should not be underestimated. Thus, future studies can be conducted according to the characteristics of programs. It is necessary and critical for scholars to examine students' intercultural competence level and intercultural learning in different types of undergraduate programs, as well as to evaluate different programs' present curriculum design. Besides, it would also be pertinent to look into the intercultural learning and intercultural competence development in graduate students. In addition, scholars can compare and contrast the differences in students' intercultural learning experiences between different types of hospitality and tourism programs. By doing so, appropriate and effective learning materials, approaches, and assessments can be determined for students in different programs.

Furthermore, although the current study includes student mobility and IaH in the survey questionnaire to examine students' intercultural learning experiences and their effect on students' intercultural competence, these two approaches are not the foci of this study. Both student mobility and IaH have been identified as helpful methods for students to improve their intercultural competence in previous literature and are also favored by students, educators, and industry professionals during the interviews in the current study. Thus, in the future, it is worthy for scholars to explore the roles of student mobility and IaH in facilitating students' intercultural learning in hospitality and tourism higher education. The findings of this study can serve as the starting point for the other two intercultural learning activities.

In addition, the research applied a one-time survey instrument to assess the intercultural competence of students, which may lead to two limitations. For one thing, the survey results of students' relatively high intercultural competence level may be influenced by social desirability response style (SDRS). SDRS is viewed as "a temporally stable and questionnaire-independent tendency to give overly positive self-descriptions, for example by avoiding socially undesirable answers" (Peter & Valkenburg, 2011, p. 780). In order to demonstrate themselves in a more socially desirable light, participants may have untruthfully answered some of the survey questions, particularly negatively worded ones, such as "I think people from other cultures are narrow-minded" and "I would not accept the opinions of people from different cultures." As a result, differences may exist between how respondents answered the questions and how they actually thought and felt. For another, the one-time survey measurement fails to uncover the changes in students' intercultural competence over time. Deardorff (2011) has argued that intercultural

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competence can be developed and improved over time through formal and informal learning and training opportunities. To address these two limitations, scholars are recommended to conduct longitudinal studies to capture a more accurate intercultural competence level in students and examine the differences in their intercultural competence pre-, during-, and post-intercultural learning. For instance, students could be asked to complete an intercultural competence measurement survey to determine their initial intercultural competence level at the beginning of an intercultural course. Then, students could be invited to participate in the same survey in the middle of the semester and after completing the intercultural course to see if there are any changes in their intercultural competence. Such measurement can help not only detect SDRS in individuals' responses, but also identify the dimensions for enhancement, evaluate the intercultural curriculum, and improve the learning materials, activities, and assessment tools of intercultural outcomes. Similar studies can also be modified and duplicated in the workplace to investigate employees' intercultural competence and develop intercultural training programs.

Last but not least, this study focuses on the intercultural setting to investigate and discuss intercultural learning and intercultural competence in higher education in the United States. However, the findings of the research indicated that these two concepts are critical and essential for both intercultural and intracultural situations. Therefore, based on the uniqueness of cultures and their subcultures, future studies are recommended to examine intercultural learning and intercultural competence in not only intercultural but also intracultural contexts. In the intercultural setting, extant literature has identified significant differences between eastern and western cultures in the areas of values, rules of social behaviors, perceptions, and services (Reisinger & Turner, 1997). Influenced by cultures, intercultural learning and intercultural competence may be interpreted and presented differently in the domains of knowledge, attitudes, and behaviors. Additionally, in the higher educational context, the campus and classroom environments also vary from country to country. Students are likely to have various types of intercultural learning opportunities and experiences, which further impact their intercultural competence development. Hence, cross-cultural research will be meaningful in intercultural learning literature and hospitality and tourism higher education. For example, it would be interesting to conduct intercultural learning research in hospitality and tourism higher education in eastern and western countries such as China and the United States. Both countries have unique cultures, educational systems, and curriculum design perspectives, which may impact students' intercultural learning experiences and

intercultural competence development. In the intracultural context, the characteristics of subcultures that students belong to greatly influence the formation and transformation of their knowledge, attitudes, and behaviors (Sizoo et al., 2004). As a result, students from distinct subcultural groups are likely to have various intercultural learning experiences and present different levels of intercultural competence. For instance, in the United States, due to unique features of geographical locations, students from Midwest versus those from East Coast and West Coast tend to experience diverse intercultural learning opportunities, which may lead to different intercultural competence in them. Thus, scholars can investigate what factors impact students' intercultural learning and intercultural competence and how to enhance these two aspects in the intracultural context. Such studies will be helpful for students from subcultural groups in the same primary culture to develop intercultural knowledge, attitudes, and behaviors for effective and appropriate communications with each other.

APPENDIX A. LIST OF SELECTED PROGRAMS

No.	State	University	Program/Major
1	Alabama	Auburn University	Hospitality Management Program
2	Alaska	University of Alaska	Culinary Arts and Hospitality Administration Division
3	Arizona	Arizona State University	Tourism Development and Management (Resort and Hotel Leadership)
4	Arkansas	Arkansas State University	Hospitality Management
5	California	California State Polytechnic University – Pomona	The Collins College of Hospitality Management
6	Colorado	Colorado State University	Department of Natural Resources Recreation and Tourism
7	Connecticut	Central State Connecticut University	Tourism & Hospitality Studies
8	Delaware	Delaware State University	Hospitality & Tourism Management
9	Florida	University of Central Florida	Rosen College of Hospitality Management
10	Florida	Florida State University	Dedman School of Hospitality
11	Florida	Florida International University	Chaplin School of Hospitality & Tourism Management
12	Georgia	Georgia State University	Cecil B. Day School of Hospitality
13	Hawaii	University of Hawaii at Manoa	School of Travel Industry Management
14	Idaho	University of Idaho	Recreation, Sport, and Tourism Management
15	Illinois	University of Illinois at Urbana-Champaign	Recreation, Sport, & Tourism

16	Indiana	Purdue University West Lafayette	School of Hospitality and Tourism Management
17	Iowa	Iowa State University	Hospitality Management Program
18	Kansas	Kansas State University	Deptment of Hospitality Management & Dietetics
19	Kentucky	University of Kentucky	Department of Retailing and Tourism Management
20	Louisiana	University of Louisiana at Lafayette	Department of Marketing & Hospitality
21	Maine	University of South Maine	Tourism and Hospitality
22	Maryland	University of South Maine	Tourism and Hospitality
23	Massachusetts	University of Massachusetts at Amherst	Department of Hospitality & Tourism Management
24	Michigan	Michigan State University	The School of Hospitality Business
25	Minnesota	Southwest Minnesota State University	Hospitality Management
26	Mississippi	University of Mississippi	Hospitality Management Program
27	Missouri	Missouri State University	Department of Hospitality Leadership
28	Montana	Montana State University	Hospitality Management
29	Nebraska	University of Nebraska-Lincoln	Hospitality, Restaurant and Tourism Management
30	Nevada	University of Nevada, Las Vegas	Hospitality Management
31	New Hampshire	University of New Hampshire	Hospitality Management
32	New Jersey	Montclair State University	Hospitality and Tourism
33	New Mexico	New Mexico State University	School of Hotel, Restaurant and Tourism Management

34	New York	State University of New York at Plattsburgh (SUNY Plattsburgh)	Hospitality Management Department
35	North Carolina	North Carolina State University	Parks, Recreation, and Tourism Management
36	North Dakota	North Dakota State University	Hospitality and Tourism Management
37	Ohio	The Ohio State University	Hospitality Management Program
38	Oklahoma	Oklahoma state university	School of Hospitality and Tourism Management
39	Oregon	Oregon State University	Hospitality Management
40	Pennsylvania	Pennsylvania State University	School of Hospitality Management
41	Pennsylvania	Temple University	School of Sport, Tourism, and Hospitality Management
42	South Carolina	University of South Carolina	College of Hospitality, Retail and Sport Management
43	South Dakota	South Dakota State University	Hospitality Management Program
44	Tennessee	Tennessee State University	Retail, Hospitality, and Tourism Management
45	Texas	Texas A&M University	Recreation, Park, and Tourism Sciences
46	Texas	University of Houston	Conrad N. Hilton College of Hotel and Restaurant Management
47	Utah	The University of Utah	Sustainable Tourism & Hospitality Management
48	Vermont	The University of Vermont	Parks, Recreation, and Tourism Program

49	Virginia	Virginia Polytechnic Institute and State University	Howard Feiertag Department of Hospitality and Tourism Management
50	Washington	Washington State University	School of Hospitality Business Management
51	West Virginia	West Virginia University	Hospitality and Tourism Management
52	Wisconsin	University of Wisconsin – Stout	School of Hospitality Leadership
53	Wyoming	University of Wyoming	Outdoor Recreation and Tourism Management

APPENDIX B. RECRUIMENT EMAIL TO SELECTED PROGRAMS

Subject line: Request for Survey Participation from Purdue University

Dear [Department Head],

My name is Jieyu (Jade) Shi and I am a doctoral candidate in the School of Hospitality & Tourism Management at Purdue University.

I am currently working on my dissertation about intercultural learning in hospitality and tourism undergraduate students as related to curriculum. The study targets hospitality and tourism related programs/majors/concentrations with a minimum of one for each state in the US. I am sending this email to ask for your kind help to distribute the study survey among undergraduate students in your program. The study has been approved by Purdue University's IRB (protocol number IRB-2020-535). The survey is to examine the intercultural competence level in current hospitality and tourism undergraduate students. In appreciation of students' participation, a $5 Starbucks gift card will be given away to each eligible participant.

The survey link is [Insert Link].

It is highly appreciated if you could extend the favor and help forward the email/survey link to your undergraduate students. If there is someone else to whom I should make this request, please feel free to forward this email or let me know whom I should contact.

I may reach out to you again with an interview invitation for the second phase of my data collection as you are an expert in the field of hospitality and tourism and your opinions are valuable to my research on intercultural learning.

Thank you very much for your time and help. If you have any questions or concerns, please feel free to email me at shi302@purdue.edu.

Best regards,

Jieyu (Jade) Shi | Doctoral Candidate

Dr. Liping Cai | Professor

Dr. Susan Gordon | Assistant Professor

Dr. Alei Fan | Assistant Professor

School of Hospitality & Tourism Management

College of Health and Human Sciences

Purdue University

APPENDIX C. SURVEY INSTRUMENT

1. **Internationalization of Curriculum**

   - The courses or instructors often involve topics about different material cultures such as foods, clothing, goods, and tools.

   - The courses or instructors often involve topics about different social cultures such as languages, religions, and laws.

   - The courses or instructors often involve topics about different subjective cultures such as beliefs, values, and assumptions.

   - The courses or instructors often encourage me to complete class projects with students from different cultures.

   - The courses or instructors often create opportunities for me to interact with students from different cultures during class.

   - The courses or instructors often encourage me to interact with students from different cultures outside the classroom.

   - The courses or instructors often bring in guest speakers with diverse cultural backgrounds.

2. **Student Mobility**

   - The study abroad or international internship or exchange experiences allow me to gain knowledge about the host cultures.

   - The study abroad or international internship or exchange experiences allow me to interact with people from the host cultures.

   - The study abroad or international internship or exchange experiences allow me to interact with students in the same program but from different cultures.

   - The study abroad or international internship or exchange experiences allow me to establish close relationships with someone from the host cultures (e.g., friendship and/or romantic relationship).

   - The study abroad or international internship or exchange experiences allow me to establish close relationships with someone in the same program but from different cultures (e.g., friendship and/or romantic relationship).

3. Internationalization at Home

- The campus environment of my university is diverse with students from different cultural backgrounds.
- My university regularly offers cultural-oriented extracurricular activities to students.
- I often participate in culturally-oriented extracurricular activities on campus.
- I tend to interact with people from different cultures when I attend culturally-oriented extracurricular activities on campus.
- The community that my university is located in is diverse with people from different cultural backgrounds.
- The community that my university is located in regularly organizes culturally-oriented activities.
- I often participate in culturally-oriented activities in the community.
- I tend to interact with people from different cultures when I attend culturally-oriented activities in the community.
- I live with people from different cultures (e.g., roommates).

4. Intercultural Sensitivity Scale

(1) Interaction engagement (7 items)

- I enjoy interacting with people from different cultures.
- I tend to wait before forming an impression of culturally-distinct counterparts.
- I am open-minded to people from different cultures.
- I often give positive responses to my culturally different counterpart during our interaction.
- I avoid those situations where I will have to deal with culturally-distinct persons.
- I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
- I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

(2) Respect for cultural differences (6 items)

- I think people from other cultures are narrow-minded.
- I don't like to be with people from different cultures.

- I respect the values of people from different cultures.
- I respect the ways people from different cultures behave.
- I would not accept the opinions of people from different cultures.
- I think my culture is better than other cultures.

(3) Interaction confidence (5 items)

- I am pretty sure of myself in interacting with people from different cultures.
- I find it very hard to talk in front of people from different cultures.
- I always know what to say when interacting with people from different cultures.
- I can be as sociable as I want to be when interacting with people from different cultures.
- I feel confident when interacting with people from different cultures.

(4) Interaction enjoyment (3 items)

- I get upset easily when interacting with people from different cultures.
- I often get discouraged when I am with people from different cultures.
- I often feel useless when interacting with people from different cultures.

(5) Interaction attentiveness (3 items)

- I am very observant when interacting with people from different cultures.
- I try to obtain as much information as I can when interacting with people from different cultures.
- I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.

5. Control variables

(1) I often travel internationally for purposes other than study abroad (e.g., vacation; visiting family and friends).

- Yes
- No

(2) I have grown up in a bicultural or multicultural family.

- Yes
- No

(3) I have the conversational ability in more than one language.

- Yes
- No

6. Demographics

(1) Please indicate your age in numbers. (e.g., 20)

(2) Please indicate your gender.

- **Male**
- **Female**
- **Non-binary/Third gender**
- **Prefer to self-describe**

(3) Please indicate your nationality. (e.g., American)

(4) Please indicate your ethnicity.

- Caucasian – Non-Hispanic
- African American/Black
- Hispanic/Latino
- Asian
- American Indian, Alaskan, Hawaiian, or Pacific Islander
- Other

(5) Please indicate your year in school.

- Freshman
- Sophomore
- Junior
- Senior

(6) Do you consider yourself an international or domestic student?

- International student
- Domestic student

(7) Are you an in-state or out-of-state student?

- In-state student
- Out-of-state student

(8) I am the first generation in my immediate family to go to college.

- Yes

- No

APPENDIX D. INTERVIEW QUESTIONS

1. When you hear intercultural competence and intercultural learning, what are your first thoughts?

2. Do you think intercultural competence is or is not important for today's hospitality and tourism undergraduate students? And why?

3. What intercultural knowledge, attitudes, and skills should hospitality and tourism undergraduate students have after graduation?

4. What intercultural knowledge, attitudes, and skills do hospitality and tourism undergraduate students currently have?

5. What intercultural knowledge, attitudes, and skills are hospitality and tourism undergraduate students currently lacking?

6. How is the current intercultural learning education in your institute, particularly in hospitality and tourism undergraduate programs?

7. What topics/content can be included in the curriculum to facilitate hospitality and tourism undergraduate students' intercultural learning?

8. What learning materials can be included in the curriculum to facilitate intercultural learning in hospitality and tourism undergraduate students?

9. What teaching approaches can be helpful in the intercultural learning process for hospitality and tourism undergraduate students?

10. What measurements can be used to assess hospitality and tourism undergraduates' intercultural learning outcomes in the intercultural courses?

11. What are the potential challenges that hospitality and tourism programs may have in intercultural learning through the curriculum?

12. What do you think of the effect of study-abroad or international internship or exchange programs on hospitality and tourism undergraduate students' intercultural learning?

13. What do you think of the effect of intercultural-oriented extracurricular activities on hospitality and tourism undergraduate students' intercultural learning?

14. What do you think of the effect of personal intercultural experiences on hospitality and tourism students' intercultural learning?

15. What do you think of the effect of personal intercultural experiences on hospitality and tourism students' intercultural learning?

16. What do you think of the effect of family background on hospitality and tourism students' intercultural learning?

17. What do you think of the role of intercultural competence in one primary culture but many subcultures?

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