



International Journal of Social Sciences & Cultural Studies (IJSSCS)

VOLUME 1 ISSUE 2 (2025)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Unlocking Global Potential: Intercultural Competence and Challenges of Tourism Management Graduates

Catherine Campo^{1*}, Daileen Mae Jalos Srechomphoo¹

Article Information

Received: September 20, 2025

Accepted: October 22, 2025

Published: December 24, 2025

Keywords

Affective Dimension, Behavioral Dimension, Cognitive Dimension, Environmental Dimension, Intercultural Competence

ABSTRACT

Tourism is an industry that emanates on cultural exchanges; thus, understanding and respecting diverse cultures is vital for its success. This quantitative study investigates tourism management graduates' intercultural competency (IC) based on Reisinger's dimension-environmental, behavioral, emotional, and cognitive (language and communication). One hundred thirteen (113) graduates were asked through online survey. It reveals that they had notable capabilities in honoring cultural differences, displaying empathy and engaging in language acquisition. They are evidently receptive to diversity. However, the study also revealed that graduates encountered difficulties in conflict resolution across cultures and exhibited inadequate confidence in professional intercultural communication. Furthermore, a significantly low number of graduates had undergone official intercultural training. This discrepancy indicates that although graduates are perceptive and flexible, they may struggle with high-pressure professional environments. The findings urge the academic unit to transcend theoretical frameworks and integrate intercultural ability into practical applications via immersive internships, exchange programs, micro credentials on cultural diversity and foreign language and local dialect instruction. This study will also be a basis for instructional material development that can enable students to flourish as globally aware and interculturally competent tourism professionals.

INTRODUCTION

Tourism is an industry that thrives on cultural exchanges; thus, understanding and respecting diverse cultures is vital for its success. According to the Organization for Economic Cooperation and Development (OECD), tourism is a significant sector, which, on average, accounts for 4.2% of the gross domestic product and represents 6.9% of employment and 21.7% of exports in the Philippines. Pre-pandemic tourist employment share peaked at 13.6% in 2019, representing 0.167% annual gains (Lelis, 2023). From roughly 1.48 million tourists in 2020, international visitor numbers rose to around 5.44 million in 2024. Despite the increase, this number remains much lower than the pre-pandemic level.

People from different countries and cultures come into contact while traveling for various purposes; they share their languages and customs, but this interaction also led to difficulties in effective communication due to the differences in cultural norms, expectations, and communication styles. Effective communication involves the exchange of information but also a genuine understanding of each other's needs and desires. Within the tourism industry, obstacles to intercultural communication may manifest between tourists and personnel in various tourism-related establishments (Setiawan, 2023). Challenges in intercultural communication are often due to different perceptions and attitudes toward other people's language and culture, particularly in linguistically and culturally diverse contexts. Negative stereotypes may also be activated as well as communication hurdles

amongst employees and clients (Setiawan, 2023). Other studies found various challenges which may also include cultural norms, biases, cultural sensitivity, contextual factors, language proficiency, exposure, and conflict resolution. It is important to recognize that culture is not static or fixed; adherence to cultural elements like norms, beliefs and values may vary among members of the same ethnic group based on differences in age, gender, class, personality, and other factors, highlighting the heterogeneity or within-group differences in ethnic group (Vandecasteele *et al.*, 2024).

Moreover, these challenges may easily be bridged by multicultural education, fundamentally an organized effort to instill values and foster a multicultural mindset in individuals. To effectively interact with tourists from diverse backgrounds, workers should possess cross-cultural communication skills, including understanding non-verbal cues and addressing language barriers. Promoting diversity within the tourism workforce is crucial, especially during crises like natural disasters or health pandemics. Staff should be educated on handling cultural sensitivity, minimizing negative impacts on local cultures and environments, and maximizing positive contributions like cultural exchange and economic benefits. Given the growing foreign tourist arrivals, it is obvious that interpersonal interactions between individuals of different nationalities and cultures are likely to continue. Thus, to operate successfully, hospitality and tourism professionals should understand and empathize with people from different cultural backgrounds

¹ Mindoro State University-Bongabong Campus, Philippines

* Corresponding author's e-mail: campocatherinem@gmail.com

(Grobelna, 2015). Educating employees about multicultural diversity in tourism management is essential for creating a welcoming and inclusive tourism industry. It improves the tourist experience and helps the industry survive in a diverse world. Employees must recognize that their operations come along with different cultural backgrounds, preferences, behaviors, and expectations that may vary significantly. Therefore, awareness and training can involve learning about the customs, traditions, and taboos of various cultures to ensure that employees can provide a warm and respectful environment for all visitors. Understanding the current state of the industry in this situation, multicultural diversity is needed to keep coming up with the right solutions to deal with and adapt to the environment's constant changes. The ever-dynamic nature of the tourism industry necessitates a flexible, adaptable, and effective workforce, which is a result of multicultural diversity. Therefore, it should start within the school setting.

This is where the academe came into play. The role of the Higher Education Institutions (HEIs) in the Philippines in honing the industry workforce is pivotal in determining the placement in the tourism industry's future. HEIs play a major role in developing and enhancing the skills, knowledge, and qualifications of individuals who will eventually become part of the industry's workforce. The quality of education and training provided by these institutions can have a direct influence on the industry's success, competitiveness, and innovation in the years to come. Therefore, their effectiveness in preparing students for their roles in the industry is a critical factor in determining the industry's future success and direction. Human capital has become so vital that undergraduate students in this discipline need a strong foundation and development (Jhaiyanuntana & Nomnian, 2020). It emphasizes the crucial significance of HEIs in shaping and preparing the workforce for the industry, and how this preparation can greatly impact where individuals and the industry stand in the future. However, even with the utmost effort of the HEI in creating educational strategies and approaches, challenges dealing with multicultural diversity are inevitable, especially when faced with the complexities and dynamism of the tourism industry. Adopting a global perspective in tourism management helps understand geopolitical factors and industry trends. Offering cultural competency training programs can be beneficial. Tourism organizations backed up by universities must adapt to global changes and adapt to evolving difficulties. This can be done by increasing manpower quality and quantity through training and development and employee engagement and motivation (Bharwani & Butt, 2012). Training programs for students provide a deeper understanding of multiculturalism, biases, and the importance of empathy in their interactions with tourists. Incorporating real-life scenarios and providing practical experience in diverse cultural settings can greatly enhance the worker's multicultural competence. This all happens in the educational process that begins with the inclusion

of multicultural topics in curriculum development, allowing students to build knowledge about diverse cultures (Susanto *et al.*, 2018). Ultimately, the goal is to establish a culture that actively embraces and promotes positive perceptions of cultural diversity.

This study generally aims to evaluate the intercultural competence of tourism management graduates. Specifically, it aims to evaluate graduates' intercultural competency in addressing multicultural diversity in the workplace in terms of environmental dimension, behavioral dimension, affective dimension and cognitive (language and communication) dimension. It also aims to assess what challenges experienced by tourism management graduates that arise in tourism and hospitality business setting concerning multicultural diversity; and use the findings to develop an instructional material and international linkages that that can enable students to flourish as globally aware and interculturally competent tourism professionals.

LITERATURE REVIEW

Multicultural Diversity Management in the Workplace

Diversity management refers to utilizing the organizational culture and human resource management practices to increase or maintain variety of the human capital on some given aspects and ensure that the variety in the human capital on these given aspects do not hinder the achievement of organizational objectives (Alaa-Eldeen *et al.*, 2022). Studies on diversity management have found that various aspects in consideration of diversity management in tourism and hospitality workplace, such aspects are disability inclusion, ethnic minority, gender diversity, and language diversity. Previous studies identified two strategies to handle diversity management, the first is identity-blind approach wherein the differences between employees for human resource decision-making process is not take account to, while the other approach is identity-conscious approach wherein demographics play a crucial role in the decision-making process. The main goal of diversity management is to train employees to manage their attitudes when dealing with co-workers and diverse guests, ultimately leading to satisfactory experiences.

According to Knap-Stefaniuk (2020), managers (especially leaders) working in cross-cultural environments should be aware that the same values may not be shared across cultures and that some values may be obvious and understood in one culture but not in others. Hence, the managers (leaders) should be ready to constantly expand and update their knowledge of other cultures, and they must also be open to new ideas, ways of working, and business practices. Organizations employing a diverse workforce are supplied with a greater variety of solutions to problems, especially in customer service (Devine *et al.*, 2007). When people have different views and backgrounds, they often perceive a problem from distinct perspectives. Diverse members can better understand and ultimately help those customers who are like them. From

the customer's perspective, they feel more comfortable when dealing with an organization's employees that are like them. They feel an identity with associates like them and are more willing to interact with organizational employees who are culturally knowledgeable Sekiguchi *et al.* (2016). Also, language proficiency of culturally diverse employees often has a positive impact with guests. Having employees with multilingual abilities in hotels can be a substantial source of competitive advantage (Choi *et al.*, 2017; Markova *et al.*, 2013).

Accordingly, concerning issues linked to the training of human resources, has become imperative (Roque & Ramos, 2019). Included in the training is the intercultural communication of the employees because of the diversity in their workplace is apparent and common, the need for training of the human resource or employees is imperative to cater different clients' needs and wants despite their cultural backgrounds. The hospitality and tourism industry has developed significantly because of globalization which leads to a very diverse work environment, professionals from all over the world has come together as a team to cater and provide services to vast clients who also came from different origins. In consideration of diversity, it is essential to recognize the varying cultural expectations of their guests, as these differences affect guest behavior, interactions with staff, and their assessment of services. For instance, guests from collectivist cultures (e.g., Asians) tend to report incidents related to social issues discreetly, while those from individualistic cultures (e.g., Americans) are more likely to focus on incidents affecting their personal image or financial status (Roque & Ramos, 2019). Taking account of such nuances in the service industry like tourism is essential to effectively assess and address the wellbeing of the tourists.

Intercultural Competence

As globalization increases the mobility of foreign tourists

to cross borders for business and leisure purposes, inevitable exchanges and challenges arise in intercultural encounters through which languages and cultures are essential. Intercultural competence refers to an individual's ability to engage effectively with individuals from diverse cultural backgrounds (Korez-Vide *et al.*, 2016). Given the diversity of tourism and hospitality industry because of it being the melting pot of different cultures, it is inevitable that tourism workforce encounters everyday success and dilemma in managing multiculturalism in the workplace. From various literatures, several authors explored intercultural competence including Byram (1997) and Reisinger (2011).

Intercultural communicative competence (ICC) refers to an individual's capacity to engage with individuals from many countries and cultures in a foreign language, serving as a mediator between people of varying cultural backgrounds (Byram, 1997). However, ICC was also introduced as a support with the claim that effective 'communication' is not assessed exclusively based on the efficiency of information exchange. It is concentrated on developing and sustaining relationships. Relationships are the foundation of multicultural diversity as tourism and hospitality industry benefit from the assortment of people working in the industry. Intercultural communicative competences (ICCs) are a key success factor in international business (Beydilli & Kurt, 2020). ICC involves effective communications and interactions with people from different cultural backgrounds and avoiding the communication barriers which are commonly associated with cultural misunderstandings. Developing cross-cultural understandings and intercultural communication competences can help hotels and the wider tourism sector to operate effectively and efficiently (Jhayanuntana & Nomnian, 2020) and respond proactively to the human capital challenges associated with globalization (Phumpho & Nomnian, 2020). It is grounded in the following aspects.

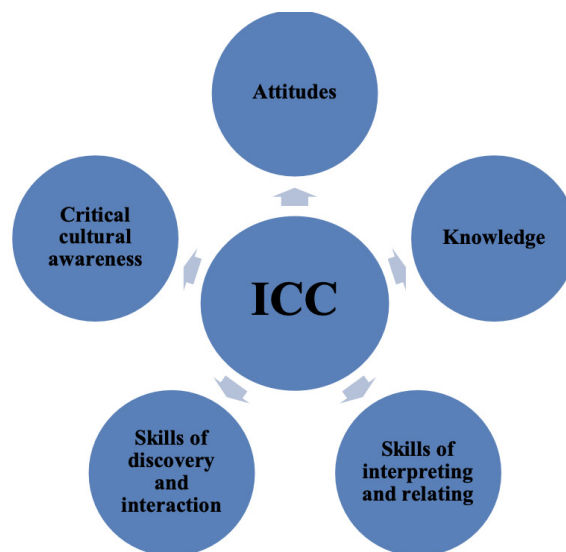


Figure 1: The Intercultural Communicative Competence (ICC) Model, Byram (1997).

Critical Cultural Awareness

According to Manoharan *et al.* (2021), culture and cultural awareness are advantages of employing culturally diverse employees. This is considered to enrich the work environment. When people from different ethnic backgrounds sit together during different activities such as breaks and lunch time, all sitting and talking, they exchange their cultures, traditions and customs that adds benefit to both customers and employees. The number of culturally diverse employees working in hotels reflects the multicultural setting, and can be a source of sustainable competitive advantage, because diversity can bring in a breadth of knowledge and is valuable, rare, and difficult to imitate (Richard, 2000). In addition, culturally diverse employees enhance work ethics and broaden the group's perspectives about every culture leading to enhanced performance (Patrick & Kumar, 2012; Iguchi, 2016).

Knowledge

Cultural diversity enables employees to become more knowledgeable of diverse colleagues and customers of the organization. The quality of ideas and solutions produced by diverse groups is higher than the quality of ideas from homogeneous groups (Manoharan *et al.*, 2021). Culturally diverse employees are unique, bringing broad experience and a wide range of knowledge, which can provide hotel guests with novel, diverse cultural experiences (Guo & Al Ariss, 2015; Iguchi, 2016). It can help broaden their views and the way they approach problems in the future (Devine *et al.*, 2007). Employees bring experiences and individual skills to the work community as well as more ideas and suggestions that are flexible in adapting to fluctuating markets and customer demands.

Attitudes

Colleagues from different cultures can also bring with them different workplace attitudes, values, behaviors, and etiquette. While these can be enriching and even beneficial in a diverse professional environment, they can also cause misunderstandings between team members. For instance, expectation of formality or relative informality, and even working hours can conflict across cultures. Where a Japanese colleague may not feel it appropriate to leave work before their manager, a Swedish professional may be used to a 6-hour working day (Reynolds, 2019). Additionally, working styles and attitudes towards work can be very different. If these are not recognized and accounted, conflicting approaches to work can put the brakes on productivity. For instance, approaches to teamwork and collaboration can vary notably. Some cultures, including many in Asia and Central America, value collective consensus when working towards a goal. Whereas others, such as Germany and America, place emphasis on the independence of the individual.

Skills of Interpreting and Relating

Successful communications are the most important aspect to form a working system. It is suggested that people

take social interaction into their own hands, and they communicate directly to the person they need to convey their message with. This may lead to miscommunication when the shift is changed and the staff in charge is no longer the same ones. The miscommunication may lead to many unfinalized guests' requests because written communication is not available to remind the next shift. Foreign workers will have to adjust to this environment because if they do not do, they tend to end their foreign assignments early because of poor performance. It is a challenge for the hospitality industry to be well equipped with qualified staff with required languages proficiency to interact with hotel guests from different countries. It is also happening that announcements in hotels be broadcast in multiple languages and multilingual warning signs should be placed in front of the elevator on each floor (Tsai *et al.*, 2020). As stated above, the globalization may also influence the mobility of hospitality workers to enhance their career in a broader environment more specifically within international opportunities.

Skills of Discovery and Interacting

According to Butow & Hoque (2020), communication is something complex, through messages sent via verbal, para verbal like tone of voice and non-verbal like eye gaze and expressions. To confirm what was stated by Miller (2012), organizations run in a classical style are dominated by written communication because a strong value is placed on permanence. Thus, the receiver's feedback can be valued as very important and written communications in an organization may help the smooth communication between sender and receiver. In this study, a hospitality working environment at present would require both verbal and written communication to ensure the smooth running of the operations.

On the other hand, it has been presented that the different aspects of ICC from Byram (1997) is interrelated with the intercultural competence introduced by Reisinger (2011) which includes environmental, behavioral, affective (emotional) and cognitive (language and communication skills) dimension. The authors opt to create a holistic assessment of the competence of tourism management graduates based on this dimension. This purposely aim to create the aspects of intercultural model on assessing intercultural competence. The following dimensions are discussed accordingly.

Environmental Dimension

The environmental realm covers human-environment connections. A person who knows a new environment's culture can fully integrate. It includes social connections. It can be from the professionals to their co-employees, supervisors, and as well as their subordinates

Behavioral Dimension

The behavioral domain includes cultural knowledge-use skills. Someone with certain capabilities can adapt to a new culture. Social skills (relational, interpersonal),

comparative skills (comparing cultural values), task-completion skills, and affective skills (human warmth) are abilities. Abilities include the ability to adapt to a new cultural, social, or political environment, understand others, form relationships, see the world from others' perspectives, manage stress, anxiety, risk, patience, resolve misunderstandings, solve problems, avoid problems, resolve conflicts, work cooperatively, and accept different ways of doing things.

Affective Domain

The emotional (affective) domain includes reasons to employ cultural information and emotions, sentiments, and attitudes gained from it. Positive feelings and attitudes toward a new culture help people adapt. The affective domain includes (1) impulses to use the learned knowledge, (2) sensitivity to cultural variations, (3) attitudes toward a new culture and others from different cultures, and (4) personal traits that assist a person employ cultural knowledge. The affective domain includes good feelings toward culturally different people and respect for their traditions, histories, and ways of doing things. In addition to home culture values, conventions, and beliefs, intercultural competency requires personality qualities or attributes. These personality traits include respect for others, tolerance of cultural differences, courage to interact with others, emotional intelligence, cultural intelligence, empathy, flexibility, understanding, curiosity, ambition, patience, persistence, passion for other cultures, willingness to suspend judgements, self-disclose, and openness.

Cognitive Domain

The cognitive domain includes knowledge, consciousness, language, and learning to acquire cultural information. People with general and cultural knowledge can function in a specific culture since they can reduce misunderstandings with locals. Effective multicultural interactions require self- and other awareness. Those who know their own culture, values, traditions, and customs can understand others (Reisinger, 2011).

According to Trang and Phuong (2023), based on the analysis that they conducted using the ICC model where they determine the should not and should do aspects of students, the attitude of tourism management students should conform with the standard of offering respect. The graduates were also required to perform tasks related to the attitudinal aspect, such as demonstrating politeness and flexibility when addressing guests' shortcomings. Secondly, the study of Babao and Adiatma (2023) introduced another two dimensions which are affective and behavioral. Affective pertains to emotional and motivational influences on effective communication. It is the capacity to embrace challenges and ambiguity while adapting to cultural environments. Relatively, an affirmative disposition towards the host culture will diminish psychological distance, hence facilitating mutual respect and understanding (Babao & Adiatma,

2023). On the other hand, behavioral dimension is intricately associated with the capacity to act suitably and efficiently in a certain context, as well as the proficiency to communicate meaning with the host culture (Babao & Adiatma, 2023). Lastly, language and communication dimension were introduced by Korez-Vide *et al.* (2016) on their assessment of the front office employees, who stated that the intercultural competence is high among these front lines as evident on their continuous interaction with guests.

Multicultural Education

The birth of multicultural education is linked to the movements of civil rights in the 1960s, where education was still a privileged thing (Grant & Chapman, 2021). At that time, women, people with disabilities, and members of other cultural communities, who dropped out of education, wanted to continue their education. Multicultural education is, in fact, an endeavor to remodel traditional education, because of which development is a carefully considered and socially prepared personality. Multicultural education is an educational concept of which primary goal is to raise the educational structure onto a level where everyone has equal opportunities in terms of education (Semila, 2025). Developing a multicultural perspective and encouraging people to think requires cognitive education that enhances caring for others. In the context of this significant transformation, it is crucial to develop a curriculum and tactical plan to be used in education, and educators, students themselves, and their families also have an essential role to play. Multicultural education does not only include the education of students for cultural diversity and the education of children of different ethnicities but goes far beyond this, as it shapes the institution's image and seeks to meet the broadest possible range of needs (Karacsony *et al.*, 2022). Values starts from home, and schools are known to be a second home to students. Therefore, it is essential to educate young students who are about to become professionals on how to handle multicultural diversity in the workplace. It is significant that the curriculum possesses the capability to train and familiarized students about intercultural communication and how to deal with the diversity in the workplace to equip them with knowledge to thread through diversity.

Multicultural Challenges in the Workplace

While some individuals may perceive diversity as merely a barrier, multicultural organizations undoubtedly confront challenges. Intercultural conflict, implicit bias, and cross-cultural communication hurdles are key challenges, however Silalahi and Rumambi (2024) emphasize that correctly managed diversity boosts creativity, innovation, and decision-making. Like what is happening in any organization, communications may play an important role in its day-to-day operations, but it may also affect the organization's future development more particularly in the services industry such as the tourism.

However, Wang *et al.* (2020) argues that when employees are motivated, they tend to share information when errors occur, analyze and learn from the errors, and help each other in error situations. According to Thakur *et al.* (2023), successful communications are the most important aspect to form a working system in this hotel industry. Goh & Lee (2018) also consider the discrimination issues that may be encountered in the hospitality industry must be taken seriously, especially in the diverse multicultural hospitality workforce. According to Butow and Hoque (2020), communication is something complex, through messages sent via verbal, para-verbal like tone of voice and non-verbal like eye gaze and expressions. A hospitality working environment would require both verbal and written communication to ensure the smooth running of the operations, especially in a multicultural environment. To reduce the problems caused by cultural diversity in the workplace, employees must be open to interacting with colleagues who come from various cultures, and they must have the ability to build interconnections with people who are different from them (Afsar *et al.*, 2020). Reddy and van Dam (2020) argue that the use of language in multiculturalism is present both at the informal as it used in the daily life and formal level as people need to remember what has been said. This argument supports the next issue as well about written and verbal communications that are found in the next point. As Miller (2012) suggested, in an organizational context, the role and expected behaviors of each team members should be well-understood by all parties. Reddy and van Dam (2020) suggested that in multicultural societies, culture is often recreated and reconstructed as it interacts with different social elements it is exposed to. Thus, the result in this study has revealed that the working environment has been recreated by the key informants to be understood by others. Afsar *et al.* (2020) that cross-cultural interactions and communication with people from other cultures helps to assimilate and disseminate knowledge, thereby, increasing the knowledge sharing, and due to accumulation of knowledge, better and more frequent creation of ideas occur. Moreover, cultural groups distinguish themselves because the values, norms, and beliefs that characterize them and the behaviors that their members typically engage in to solve problems of social interaction are not all the same. Hospitality students, regardless of their backgrounds, have been found to face common challenges during their placements at hotels. In general, hospitality students are concerned with the capitalization of their internship to find jobs, working conditions, their relationships with their co-workers and supervisors (Kim & Park, 2013), and preparing themselves for the reality of work in the industry.

MATERIALS AND METHODS

Research Design

This descriptive research was carried out through an online survey administered from March to July 2025 to assess intercultural competence of tourism management

graduates. Moreover, an open-ended question was asked to assess the challenges encountered by tourism management graduates in daily operations related to multicultural diversity stipulated in the administered Google form. ChatGPT was used for the refinement of sentence construction in the article. Elicit was used as assistant in finding relevant literatures as support for this study.

Participants and Sampling Technique

This study aims to assess and improve the intercultural competence of tourism management graduates who have been working in multicultural environments for the past three (3) years. A total of 228 tourism management graduates were purposely invited to answer the Google form. Only one hundred and thirteen (113) took the time to answer the survey. These composition of graduates are from these intercultural environments include, but are not limited to, international hotel chains where graduates manage diverse clientele in front desk, concierge, or food and beverage roles, tour operators and travel agencies coordinating international packages and serving diverse tourist groups, airlines and airport services interacting with global passengers, cruise lines catering to international passengers, and restaurants offering international cuisine.

Research Instrument

Five experts evaluated the self-made instrument for content validity, assessing the appropriateness, conciseness, and clarity of statements among other factors. The Cronbach's Alpha scores indicate the dependability of each indication in assessing intercultural competency. A coefficient exceeding 0.9 is deemed exceptional, indicating that the elements within each indicator exhibit high consistency and reliability. The environmental (0.981), behavioral (0.968), affective (0.967), and cognitive (language and communication (0.968) indicators exhibit exceptional internal consistency. This indicates that the self-made instrument employed is a dependable measure for evaluating various aspects of intercultural ability.

Data Gathering Procedure

The data study was collected using a self-made questionnaire that utilized a four-point Likert-scale system. The researchers gathered the data via google forms, it was then disseminated online to the responders.

Data Analysis Procedure

To evaluate graduates' intercultural competency, descriptive statistics such as mean, and frequencies were used to understand graduate's intercultural competence. Qualitative data, gathered from open-ended survey responses, was analyzed using content and thematic analysis. A four-point Likert scale was used to measure the intercultural competence from the four dimensions by Keisinger (2011) namely: 4-Highly competent, 3-competent, 2-moderately competent and 1-not competent.

Ethical Considerations

Participants' data protection was the priority throughout the data gathering procedure. Prior to answering the questionnaire, informed consent was obtained from the respondents, ensuring that they are fully aware of their rights and the objectives of the study. Though the data is collected online via google forms, confidentiality of the respondents data were prioritized. The personal information of the respondents were kept anonymously, and their responses were securely stored to maintain integrity which can only be access by the researchers.

graphs, and figures; repetitive presentation of the same data in different forms should be avoided. The discussion of results should provide descriptions and explanations of observed phenomena, trends, optimized values, and other information that illustrate how these results relate to those obtained in similar previous works. Results and discussion are not separated, meaning, each result must be followed directly by its corresponding discussion. Use subheadings to divide the different parts (i.e., demographic data, descriptive results, inferential results, etc.)

RESULTS AND DISCUSSION

Results should be presented logically in the text, tables,

Demographics

Table 1 and 2 shows the distribution of respondents in terms of age and gender.

Table 1: Frequency and percentage distribution of respondents in terms of Gender

Sex	Frequency	Percentage (%)
Male	31	17.60
Female	145	82.40
Total	176	100.0

Table 2: Frequency and percentage distribution of respondents in terms of Age

Age	Count of Age	Percentage (%)
24	29	25.66
30	17	15.04
23	17	15.04
25	16	14.16
26	13	11.50
22	9	7.96
27	4	3.54
33	4	3.54
32	4	3.54
Grand Total	113	100.00

Table 3: Job composition of the BSTM Graduates

Industry/Sector	Current Job Title
Administrative/Communication/GSS/	Lead Administrative Assistant at International SOS (Department of State)
Architecture and Design Industry	Architectural Model Maker / Model Fabricator
Aviation Industry	Audit Staff Senior Associate Passenger Service Agent/Customer Service Officer
Food and Pastries	Bakery Shop Service Crew
Bank	Account officer
Entertainment	Customer Crew
Government	Tourism operations assistant Government Intern Administrative Aide II
Hotel	Captain waitress Office Concierge Officer-in-charge
Logistics and Courier Industry	Admin Generalist

Retail & Merchandise	Sales Lady Verkäuferin in Einzelhandel Jedi Distributors
Private services	Personal assistant
Restaurant	Waitress
School Main Admin	Administrative Aide
Travel Agency	Barkota Corp. Starlite Ferries - Ticketing Clerk Starlite - Ticketing Clerk

Table 3 shows that the BSTM graduates are employed current job titles interact with guests from different across diverse industries. Many of the respondents' background.

Table 4: Duration of work in a multicultural environment

Duration of employment in multicultural Environment	Have you worked with individuals from different cultural backgrounds?			
	Yes	No	Grand Total	Percentage (%)
Less than 1 year	45	11	56	49.56
1-3 years	24	9	33	29.20
Over 3 years	24	0	24	21.24
Grand Total	93	20	113	100.00

Table 4 shows the frequency and percentage distribution of the duration of work in a multicultural setting and work experience with a multicultural individual of the respondents.

Table 5 shows the frequency and percentage distribution of the work location of the respondents.

Table 5: Work Location of the respondents

Work Location				
If abroad, in what country?	Local	Abroad	Grand Total	Percentage
Local	72		72	63.72
United Arab Emirates		17	17	15.04
Germany		4	4	3.54
London	4		4	3.54
Taiwan	4		4	3.54
MACAU		4	4	3.54
USA		2	2	1.77
JAPAN		2	2	1.77
Qatar		4	4	3.54
Grand Total	80	33	113	100.00

Table 6: Percentage of respondents with intercultural training/s

Gender	Frequency	Percentage (%)
Yes	33	29.00
No	80	71.00
Grand Total	113	100.00

Table 6 shows that a significant low number of 29% of the respondents undergone intercultural training/s which equipped the graduates to work in a multicultural environment.

Level of Graduate's Intercultural Competence

Table 7 indicates that question number 3, "I demonstrate competence through my respect for cultural differences," recorded the highest mean of 3.71 with 11.56%, which

Table 7: Environmental Dimension

	Items	Mean	Verbal Description
Q1	Demonstrate interest in understanding and learning about new cultures.	3.52	Highly Competent

Q2	Engage with individuals from different cultural backgrounds.	3.63	Highly Competent
Q3	Respect cultural differences.	3.71	Highly Competent
Q4	Demonstrate openness and tolerance toward different cultures.	3.52	Highly Competent
Q5	Reflect on my behavior during cross-cultural interactions.	3.45	Competent
Q6	Recognize the value of cultural diversity.	3.48	Competent
Q7	Adjust my communication style to avoid offending others.	3.62	Highly Competent
Q8	Adapt how I interact with people from other cultures.	3.66	Highly Competent
Q9	Avoid cultural prejudice (judgement).	3.51	Highly Competent
		3.57	Highly Competent

signifies that the respondents strongly agree. On the other hand, question number 5, “I demonstrate competence through my reflection on my behavior during cross-cultural interactions,” recorded the lowest mean, with 10.75%; still, it signifies that the graduates can reflect on their behavior during cross-cultural interaction.

According to Khalaila *et al.* (2023), respect is deeply ingrained in our custom because it acts as a guide for social interaction, which is a crucial part of the tourism and hospitality industry. Despite culture being a complex concept due to

its diverseness, a deep understanding of it aids in much better cross-cultural communication. Further, research by Zhang (2023) unveils that in complex organizational settings like the tourism and hospitality industry, cross-cultural communication leads to a series of communication challenges. Strategizing, like being able to reflect on one’s behavior, can greatly minimize such conflicts in a multicultural work environment, Zhang (2023) also implies that cross-cultural communication requires comprehensive training to effectively promote cultural sensitivity.

Table 8: Behavioral Dimension

	Items	Mean	Verbal Description
Q1	Overcome cultural differences to achieve communication goals	3.31	Competent
Q2	Adapt to different cultures and manage stress effectively	3.49	Competent
Q3	Resolve cross-cultural conflicts and misunderstandings	3.19	Competent
Q4	Quickly adapt to multicultural work environments	3.31	Competent
Q5	Adjust to my behavior to communicate appropriately in diverse cultural settings	3.34	Competent
Q6	Communicate flexibly with people from other cultures	3.42	Competent
Q7	Take on different roles effectively in multicultural environments	3.35	Competent
		3.34	Competent

Table 8 indicates that question number 2, “I demonstrate competence through my ability to adapt to different cultures and manage stress effectively,” recorded the highest mean of 3.49 with 14.91% conservatively from 63 out of 113 respondents. It also indicates that question number 3, “I demonstrate competence through my ability to resolve cross-cultural conflicts and misunderstandings,” recorded the lowest mean of 3.19 with 13.63% conservatively from 37 out of 113 respondents.

From the research of Arjona-Granados *et al.* (2024), underestimating the importance of cultural variation can result in a misinterpretation of cultural homogenization, a concept that arises from globalization. In tourism, cultural influences have been shown to significantly shape attitudes and behaviors during service delivery.

For this case the adaptation of the respondents to different cultures has greatly led them to manage their stress in a multicultural environment. Moreover, it is also indicated that there is a visible competency when it comes to resolving cross-cultural conflicts and misunderstandings because of intercultural competency. Arjona-Granados *et al.* (2024) also stated in his research that cultural intelligence has been shown to support the effective adaptation of staff, enabling them to integrate into unfamiliar cultural environments and build positive relationships with people from diverse cultural backgrounds. In this sense, employees that can work their way through cross-cultural conflicts have a higher capacity to handle multicultural behaviors and can satisfy a diverse market.

Table 9: Affective Dimension

	Items	Mean	Verbal Description
Q1	Accept other cultures strengthens my own cultural identity.	3.45	Competent
Q2	Understand the perspectives and feelings of people from other cultures (empathy).	3.50	Highly Competent
Q3	Feel confident communicating effectively with people from different cultural backgrounds in a professional setting.	3.34	Competent

Q4	Adapt behavior to work successfully with colleagues and clients from diverse cultures.	3.50	Highly Competent
Q5	Aware of potential cultural misunderstandings and know how to address them constructively in the workplace.	3.46	Competent
		3.45	Competent

Table 9 indicates that question number 2 “I demonstrate competence through understanding the perspectives and feelings of people from other cultures (empathy)” recorded the highest mean of 3.5 with 20.29% conservatively from 68 out of 113 respondents and question number 4 “I demonstrate competence through adapting my behavior to work successfully with colleagues and clients from diverse cultures” also recorded the highest mean of 3.5 with 20.29% conservatively from 64 out of 113 respondents. On the other hand, question number 3 “I demonstrate competence through feeling confident communicating effectively with people from different cultural backgrounds in a professional setting” recorded the lowest mean of 3.34 with 19.36% conservatively from

54 out of 113 respondents.

The concept of ableness to practice empathy and understand different culture perspective can be linked to cultural humility which base on the research of Stubbe (2024) which stated that cultural humility stresses recognizing one’s underlying views, enhancing self-awareness, and developing interpersonal sensitivity while fostering an appreciation for the diverse aspects of each individual, including culture, gender, sexual identity, color and ethnicity, religion, and lifestyle. Being able to adapt and work with colleagues from different cultures exhibits awareness, it is the same as being able to understand the perspective of cultures. This entails to culture sensitivity which is crucial for making a welcoming environment.

Table 10: Cognitive Dimension (Language and Communication)

	Items	Mean	Verbal Description
Q1	Effectively communicate in English.	3.34	Competent
Q2	Learn new languages to improve communication.	3.60	Highly Competent
Q3	Use language skills to resolve conflicts in multicultural settings.	3.44	Competent
Q4	Actively seek opportunities to practice and improve my language abilities.	3.60	Highly Competent
Q5	Understand the importance of non-verbal communication differences across cultures.	3.55	Highly Competent
		3.51	Highly Competent

Table 10 indicates that question number 2 “I demonstrate competence through being willing to learn new languages to improve communication” recorded the highest mean of 3.6 with 20.54% conservatively from 82 out of 113 respondents. Also, question number 4 “I demonstrate competence through actively seeking opportunities to practice and improve my language abilities” recorded the highest mean of 3.6 with 20.25% conservatively from 86 out of 113 respondents. It also indicates that question 1 “I demonstrate competence through effectively communicating in English” recorded the lowest mean of 3.34 with 19.05% conservatively from 59 out of 113 respondents.

To diminish communication barriers in tourism and hospitality industry, learning a foreign language becomes an apparent part of its responsibility to cater its diverseness, this entails the research of Uchenna (2020) which briefly states that the proficiency in multiple foreign languages is a basic prerequisite for successful communication in the tourism industry. In today’s globalized world, the importance of knowing foreign languages is a necessity and multilingualism is viewed as an investment in the future. In this process learning new languages becomes a part of intercultural competencies, as learning new languages requires one to learn about the culture to where the language belongs to, leading to

unique and exclusive services that can be tailored for each customer. Lastly, Uchenna (2020) stressed that to develop intercultural competence, students should not only learn a foreign language, but such a process should also include intercultural training and intercultural exchange of ideas.

Multicultural Workplace Challenges

Focusing on the graduates’ challenges working in a multicultural workplace setting, the following themes are developed from the respondent’s answers.

Language and Communication Barriers

Communication obstacles in multicultural environments provide considerable difficulties in several professional scenarios. Language diversity presents significant challenges, increasing the likelihood of misinterpretation and miscommunication in multinational industry like tourism (Daramola *et al.*, 2024). Cultural differences affect communication styles, leading professionals to face issues stemming from excessively direct or indirect communication methods and misunderstandings when conversing in non-native languages (Devjak *et al.*, 2023). These obstacles surpass operational inefficiencies, potentially resulting in delays, budget overruns, and disrupted stakeholder relationships (Daramola *et al.*,

2024). In diverse environments like the tourism and hospitality industry, miscommunication can lead to misunderstandings, diminished trust, and inequitable outcomes, especially impacting clients from diverse cultural and language backgrounds (Annet, 2025).

From the tourism and hospitality graduates' point of view, understanding local dialects (e.g., Bicol), navigating different communication styles, and dealing with nuances like tone, idioms, and indirect speech are their key challenges. These barriers often lead to misunderstandings, hesitation, and difficulty expressing ideas clearly. Respondents clearly stated their issues in multicultural setting, "I had difficulty understanding and speaking local language (Bicol)." Bicol language is one of the dialects prevalent in the Philippines, specifically in Region III. One also mentioned that language barriers made it impossible for them to gain confidence, "The most challenging thing for me is the language barrier. Language plays a critical role in communication, and when I don't fully understand or speak the same language as the people around me, it becomes very difficult to express my thoughts, ask questions, or understand instructions. This affects both my ability to work and to build relationships with others. In a professional setting, not knowing the language can lead to misunderstandings or missed opportunities. I might struggle to participate in meetings, follow detailed tasks, or explain my ideas clearly. It also makes it harder to feel confident, which sometimes makes me hesitate to speak at all."

Adapting to Cultural Differences

In the hospitality sector, multicultural management improves collaborative skills, conflict resolution capabilities, and overall organizational performance, while favorable employee attitudes towards diversity boost the work environment (Skordoulis *et al.*, 2024). Adapting to cultural differences may pose a great challenge for the tourism workforce but overcoming it will lead to larger outcomes.

Respondents' common challenges revolve around the need to adjust to diverse beliefs, customs, traditions, and work habits. It includes respecting authority, adapting to different perspectives, and being open to new cultural experiences. Key points include differences in religion, customs, and traditions, varying attitudes toward hierarchy and authority, readiness to learn and adapt to new cultures and climates. It is notable that when people of different backgrounds come together in a room, several differences in behavior can be observed, one might affect one's productivity as well as the person's cause of stress. One respondent mentioned, "(My challenge is) readiness of encountering newfound culture, knowledge, and situational conditions like climate and vast diversity".

Emotional and Behavioral Challenges

Studies on multicultural groups in travel and hospitality indicate considerable interpersonal difficulties associated with managing varied temperaments and behavioral

discrepancies. It is asserted that language-related difficulties in multicultural teams heighten the probability of emotional conflict, raising doubts about the universal efficacy of conventional "talk-based" conflict resolution methods across many cultural contexts. Malik *et al.* (2017) assert that ignorance of diversity engenders issues in intercultural communication among managers, employees, and consumers, necessitating meticulously executed strategies to foster amicable connections between expatriates and local staff. It includes interpersonal issues such as dealing with short-tempered individuals, behavioral differences among co-workers (even of the same nationality), and the emotional toll of adjusting to a multicultural environment in tourism.

Key points include managing temperaments and emotional reactions, behavioral conflicts within diverse teams and building trust and maintaining patience as well as adapting to various guest attitudes and behavior. One respondent mentioned, "People with a short temper". Additionally, one respondent voiced out that people of different backgrounds if a major challenge, "(They) had a different perspective and opinions".

Personal Growth and Workplace Skills

Positive outcomes of working in multicultural settings include improved communication, cultural sensitivity, time management, and patience. It emphasizes the importance of respect and continuous learning. Key points include development of patience and time management. Key points include becoming a better communicator and team player and respect as a foundation for successful interactions.

Graduates candidly discuss the problems they have encountered; yet, it is noteworthy that their practical experiences yield a singular term addressing their intervention in multicultural diversity in the workplace: respect. One respondent mentioned, "Based on my experience for more than a year working abroad, I've talked and engaged to many different cultures already and as I can say that as much as you can respect them there will be no problem. I've been in Thailand and now I'm currently working here in Dubai, and I can say that I still didn't experience anything bad. You just need to adjust and learn about what country and culture they have."

CONCLUSION

This study indicated that graduates of Mindoro State University in tourism management demonstrate attitudinal, behavioral, emotional, and communicative intercultural competence, exhibiting significant respect for cultural variety, sensitivity, and an eagerness to acquire new languages. Nonetheless, obstacles persist in cross-cultural conflict resolution and professional communication. Insufficient formal intercultural training indicates a deficiency in organized multicultural experience. The majority of graduates are employed locally, with a minority working internationally, primarily in the Middle East and Europe. A significant number

are still acclimating to cross-cultural settings, with approximately fifty percent possessing less than one year of multicultural employment experience.

The tourism and hospitality sectors anticipate that graduates will have global competencies, including empathy, adaptability, and language proficiency. Although graduates are typically perceptive and adaptable, they may encounter challenges in high-pressure environments. Consequently, intercultural competency necessitates ongoing training, immersion, and institutional backing. Higher education institutions must enhance curricula by incorporating intercultural communication courses, case studies, role-playing, and simulations. Exchange programs, internships, and collaborations with international tourism industries should augment practical experience.

Moreover, international and domestic language classes, professional communication programs, micro credentials and cultural intelligence training can enhance confidence and inclusion. Universities must integrate intercultural competence into curricula, evaluations, and faculty training to cultivate internationally competitive tourism professionals.

REFERENCES

- Afsar, B., Al-Ghazali, B. M., Cheema, S., & Javed, F. (2020). Cultural intelligence and innovative work behavior: the role of work engagement and interpersonal trust. *European Journal of Innovation Management*, 24(4), 1082–1109. <https://doi.org/10.1108/ejim-01-2020-0008>
- Alaa-Eldeen, M., Tawfik, A., Eldaly, S., & Tag-Eldeen, A. (2022). Exploring the growing importance of cultural diversity: case studies of the hospitality industry. *Athens Journal of Tourism*, 9(4), 243–264. <https://doi.org/10.30958/ajt.9-4-4>
- Annet, K.A. (2025). Communication Barriers in Cross-Cultural Legal Situations. *Research Invention Journal of Current Issues In Arts and Management*. <https://doi.org/10.59298/rijciam/2025/423437>
- Arjona-Granados, M. D. P., Galván-Vera, A., Sevilla-Morales, J. Á., & Legarreta-González, M. A. (2024). *Cross-cultural competence in tourism and hospitality: A case study of Quintana Roo, Mexico*. MDPI. <https://doi.org/10.3390/world6030108>
- Babao, J. N. A., & Adiatma, D. (2023). Intercultural communication competence: Unraveling the role of cognitive, affective, and behavioral factors. *International Journal of Advanced Multidisciplinary*, 2(2), 393-397. <https://doi.org/10.38035/ijam.v2i2>
- Balita, C. (2025, August 8). *International tourist arrivals Philippines 2012-2024*. Statista. <https://www.statista.com/statistics/1053908/philippines-number-of-foreign-visitor-tourist-arrivals/>
- Beydilli, E. T., & Kurt, M. (2020). Comparison of management styles of local and foreign hotel chains in Turkey: A cultural perspective. *Tourism Management*, 79, 104018. <https://doi.org/10.1016/j.tourman.2019.104018>
- Butow, P., & Hoque, E. (2020). Using artificial intelligence to analyse and teach communication in healthcare. *The Breast*, 50, 49–55. <https://doi.org/10.1016/j.breast.2020.01.008>
- Bharwani S, Butt N (2012) Challenges for the global hospitality industry: an HR perspective. *Worldwide Hospitality and Tourism Themes* 4(2), 150-162. <https://doi.org/10.1108/17554211211217325>
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters. https://spada.uns.ac.id/pluginfile.php/253332/mod_resource/content/1/ICC%20Byram.pdf
- Choi, H.-M., Kim, W. G., & McGinley, S. (2017). The extension of the theory of person–organization fit toward hospitality migrant workers. *International Journal of Hospitality Management*, 62, 53–66. <https://doi.org/10.1016/j.ijhm.2016.12.003>
- Daramola, G. O., Adewunmi, A., Jacks, B. S., & Ajala, O. A. (2024). Navigating complexities: A review of communication barriers in multinational energy projects. *International Journal of Applied Research in Social Sciences*. <https://doi.org/10.51594/ijarss.v6i4.1062>
- Devine, F., Baum, T., Hearn, N., & Devine, A. (2007). Managing cultural diversity: Opportunities and challenges for Northern Ireland hoteliers. *International Journal of Contemporary Hospitality Management*. <https://doi.org/10.1108/09596110710729238>
- Devjak, I., Sabidussi, A., Bezcioglu-Goktolga, I., & Smeets, R. (2023). Intercultural communication: hampering and facilitating factors in international business. *Journal of Intercultural Management*, 15(2), 21–44. <https://doi.org/10.2478/joim-2023-0006>
- Goh, E., & Lee, C. (2018). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. *International Journal of Hospitality Management*, 73, 20–28. <https://doi.org/10.1016/j.ijhm.2018.01.016>
- Grant, C. A., & Chapman, T. K. (2021). *Multicultural education: A foundation of curriculum studies (CS)*. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.1099>
- Grobelna, A. (2015). Intercultural challenges facing the hospitality industry: Implications for education and hospitality management. *Journal of Intercultural Management*, 7(3), 101–117. <https://doi.org/10.1515/joim-2015-0023>
- Guo, C., & Ariss, A. A. (2015). Human resource management of international migrants: current theories and future research. *The International Journal of Human Resource Management*, 26(10), 1287–1297. <https://doi.org/10.1080/09585192.2015.1011844>
- Karacsony, P., Pásztóová, V., Vinichenko, M., & Huszka, P. (2022). The impact of the multicultural education on students' attitudes in business higher education institutions. *Education Sciences*, 12(3), 173. <https://doi.org/10.3390/educsci12030173>
- Knap-Stefaniuk, A. (2020). The role of leadership in managing multicultural Teams. Polish Managers' Point of View: Preliminary research. *Rocznik Wyzdziału*

- Pedagogicznego Akademii Ignatianum W Krakowie*, 23(3), 43. <https://doi.org/10.12775/spi.2020.3.002>
- Kim, S., & Park, H. (2012). Effects of various characteristics of social commerce (s-commerce) on consumers' trust and trust performance. *International Journal of Information Management*, 33(2), 318–332. <https://doi.org/10.1016/j.ijinfomgt.2012.11.006>
- Korez-Vide, R., Tansek, V., & Milfelner, B. (2016). Assessing intercultural competence of front office employees: the case of hotels in Slovenia. In *Biennial International Congress, Tourism & Hospitality Industry* (pp. 158-173).
- Jhaiyanuntana, A., & Nomnian, S. (2020). Intercultural communication challenges and strategies for the Thai undergraduate hotel interns. *PASAA: Journal of Language Teaching and Learning in Thailand*, 59, 204–235. <https://doi.org/10.58837/CHULA.PASAA.59.1.9>
- Khalaila, R., Dasgupta, J., & Sturm, V. (2023). The neuroscience of respect: insights from cross-cultural perspectives. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1259474>
- Lelis, C. C. (2023). Regression analysis on share of employment of tourism industries to total employment. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 3(2). <https://doi.org/10.48175/ijarsct-11979>
- Malik, R.P., Madappa, T., & Chitranshi, J. (2017). Diversity management in tourism and hospitality: an exploratory study. *Foresight*, 19, 323-336. <https://doi.org/10.1108/FS-12-2016-0058>
- Manoharan, A., Gross, M. J., & Sardeshmukh, S. R. (2021). Antecedents and outcomes of a culturally diverse workforce in hotels. *Journal of Hospitality & Tourism Research*, 45(8), 1383–1416. <https://doi.org/10.1177/1096348020986906>
- Miller, J. G., & Boyle, J. P. (2012). Culture and social psychology. *Handbook of Psychology, Second Edition*. <https://doi.org/10.1002/9781118133880.hop205024>
- OECD, Kamal-Chaoui, L., Stacey, J., Ahmad, N., Corrie, K., Jardim, A., Tops, J., Haxton, P., Reimann, J., & Thees, H. (2024). *OECD tourism trends and policies 2024*. OECD Publishing. https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/07/oecd-tourism-trends-and-policies-2024_17ff33a3/80885d8b-en.pdf
- Patrick, H. A., & Kumar, V. R. (2012). Managing workplace diversity. *SAGE Open*, 2(2), 1–15. <https://doi.org/10.1177/2158244012444615>
- Phumpho, R., & Nomnian, S. (2019). Challenges for Thai business people using English in ASEAN. *Kasetsart Journal of Social Sciences*. <https://doi.org/10.34044/j.kjss.2019.40.3.10>
- Reisinger, Y. (2011). *International tourism: Cultures and behavior*. <https://doi.org/10.4324/9780080941288>
- Reynolds, K. (2025, January 13). *13 benefits and challenges of cultural diversity in the workplace*. *Hult International Business School*. <https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace>
- Roque, H. C., & Ramos, M. (2019). The importance of cultural training in the hospitality sector. *European Journal of Tourism, Hospitality and Recreation*, 9(2), 58–67. <https://doi.org/10.2478/ejthr-2019-0007>
- Seikiguchi, T., Froese, F. J., & Iguchi, C. (2016). International human resource management of Japanese multinational corporations: Challenges and future directions. *Asian Business & Management*, 15(2), 83–109. <https://doi.org/10.1057/abm.2016.5>
- Semila, C.E., Señal, N.P., & Baculio, J.K. (2025). The Roles of Multicultural Education: A Research Article on Promoting Inclusivity, Cultural Awareness, and Global Preparedness. *International Journal of Research and Innovation in Social Science*. <https://doi.org/10.47772/ijriss.2024.8120133>
- Setiawan, A. R. (2023). Tourism and Intercultural Communication: A theoretical study. *Jurnal Komunikasi*, 17(2), 186–195. <https://doi.org/10.21107/ilkom.v17i2.22733>
- Silalahi, V.A., & Rumambi, F.J. (2024). Diversity Management Strategies in Multicultural Organizations: Challenges and Opportunities. *Indonesian Journal of Advanced Research*. <https://doi.org/10.55927/ijar.v3i11.12309>
- Skordoulis, M., Patsatzi, O., Kalogiannidis, S., Patitsa, C., & Papagrigoriou, A. (2024). Strategic Management of Multiculturalism for Social Sustainability in Hospitality Services: The Case of Hotels in Athens. *Tourism and Hospitality*, 5(4), 977-995. <https://doi.org/10.3390/tourhosp5040055>
- Stubbe, D. E. (2020). Practicing cultural competence and cultural humility in the care of diverse patients. *FOCUS the Journal of Lifelong Learning in Psychiatry*, 18(1), 49–51. <https://doi.org/10.1176/appi.focus.20190041>
- Susanto, H. (2017, November). *Perception on cultural diversity and multiculturalism education*. In *1st International Conference on Social Sciences Education—“Multicultural Transformation in Education, Social Sciences and Wetland Environment” (ICSSE 2017)* (pp. 125–129). Atlantis Press. <https://doi.org/10.2991/icsse-17.2018.30>
- Thakur, M. K., & Bhardwaj, A. (2023). The role and importance of effective English communication skills in tourism & hotel industries. *Journal of the Asiatic Society of Mumbai*, 46(3), 97–101. <https://doi.org/10.13140/RG.2.2.18154.49608>
- Trang, T. T. T., & Phuong, V. T. (2023). Needs analysis about intercultural communicative competence among undergraduate tourism students. *Journal of Psycholinguistic Research*, 52(6), 2599–2620. <https://doi.org/10.1007/s10936-023-10012-1>
- Tsai, C., Linliu, S., Chang, R. C., & Mak, A. H. (2020). Disaster prevention management in the hotel industry: Hotel disaster prevention literacy. *Journal of Hospitality and Tourism Management*, 45, 444–455. <https://doi.org/10.1016/j.jhtm.2020.09.008>
- Uchenna. (2020). *The relevance of French language skills in developing Nigerian polytechnic graduates*. Department

- of Humanities, School of Humanities and Social Sciences. https://www.researchgate.net/publication/342765374_the_relevance_of_french_language_skills_in_developing_nigerian_polytechnic_graduates
- Vandecasteele, R., Robijn, L., Willems, S., De Maesschalck, S., & Stevens, P. a. J. (2024). Barriers and facilitators to culturally sensitive care in general practice: a reflexive thematic analysis. *BMC Primary Care*, 25(1). <https://doi.org/10.1186/s12875-024-02630-y>
- Wang, X., Guchait, P., & Paşamehmetoğlu, A. (2020). Tolerating errors in hospitality organizations: relationships with learning behavior, error reporting and service recovery performance. *International Journal of Contemporary Hospitality Management*, 32(8), 2635–2655. <https://doi.org/10.1108/ijchm-01-2020-0001>
- Zhang, C. (2023). Addressing cultural differences: Effective communication techniques in complex organization. *Academic Journal of Management and Social Science*, 5(3), 30–33. <https://doi.org/10.54097/5txujkkg>