

Preparing Public Agencies to Manage Multicultural Workplace Effectively: A Qualitative Study

¹Dr. Najwa Mordhah

¹Management Science Department, Yanbu University College, Yanbu Industrial City, SA, Email: mordhahn@rcyci.edu.sa

Abstract

Since there is scarcity of research relating to the cruise industry in general and its workplace in particular, this study aims to explore the factors creating a successful culturally competent workplace in the US industry cruise. In completing this study and presenting the results, lessons and a framework are provided that are intended to assist the public administration sector develop an effective workplace. According to what this paper found, the cruise industry gives lessons to be learned. Public administration has to take advantage of others' experiences dealing with diversity. Adopting the concept of cultural competency does not benefit only the public administrators at the workplace but it goes beyond that to enhance responsiveness. It is not only the workplace that has diversity but also the entire community; therefore, public administrators have to be culturally competent to be able to interact with citizens and co-workers successfully. This exploratory study ends up with five factors generating a successful multicultural workplace in the cruise industry. Many lessons have been extracted to develop a framework for public administration as an initiation to overcome the challenges of inevitable diversity either in the workplace or community.

Keywords: public agencies, multicultural workplace; cruise industry; qualitative study, managing diversity.

Introduction

Johnson III and Borrego (2009) state the number of Hispanics, Asians, and African-Americans has increased in the United States. Furthermore, White (2004) points out that between 2000 and 2010, non-Hispanic Whites will make up only 31 percent of newcomers in the workforce. She states: "it is expected that during this period of time, African Americans, Hispanics, and Asian Americans will represent 16.5 percent, 16.2 percent, and 8.8 percent, respectively, of new entrant" (p.111). Adding to this changing demographic is that a mostly homogenous baby boomer generation (approximately 78 million) has been eligible to retire since 2009, and many were starting to retire before then. As a result of this, the United States will face inevitable change since baby boomers will be replaced by a multicultural population. Tshikwatamba (2003) states that "diversity in the workplace is recognized when the identification of the worldviews that the workforce subscribes to is carried out. It is at this level of the discussion that the seed of recognition requires to be planted" (p.2). It includes variations of languages, background,

racess, religions, and lifestyle; simply, all facets of human cultures. It is not easy to create an effective workplace that has diverse cultures. Rice (2004) clarifies this issue when he states that multiculturalism is a crucial issue since public administration operates in a postmodern period where traditional methods are not relevant to the constructs and realities of change. Many scholars identify understanding others and being sensitive as the first step to building a competent multicultural workplace. Accordingly, developing an understanding of diverse worldviews, cultures and values regarding multicultural group membership is extremely essential to the field of public administration (White, 2004). Some scholars even go far as to argue that even though building an effective multicultural workplace is often crucial, diversity might be a barrier (Thomson, 1993; Tshikwatamba, 2003).

There is concurrence that creating a successful multicultural workplace goes beyond understanding differences between individuals and drawing connection between them (Jackson, 1992). The cruise industry is a current example of a successful multicultural workplace. According to

The Cruise Lines International Association (CLIA) report, the cruise industry is considered as the greatest growing segment of the travel industry (CLIA, 2012). It has achieved approximately 30000% growth since 1970, when it was estimated that 500,000 people took a cruise. In 2010, the industry estimated about 15 million people took a cruise vacation and more than 16 million passengers cruised in 2011. As a result of this undeniable growth, new ships have been built, many of them capable of carrying between 1,200 and 2,300 crew (Gibson & Swift, 2011). On the other hand, it was estimated that more than 22 million passengers would take cruises in 2015 and the number will be rapidly increased. It has to be highlighted that international cruise tourism has grown way faster than other tourism markets, yet, the North Americans and Europeans have the lead (Clancy, Dowling & Weeden, 2017)

Papatheodorou (2006) states that industry cruise crews are multicultural workers functioning in different areas such as operation, maintenance, and hospitality. He also identifies the diversity as essential for success since the cruise deals with multicultural customers. The cruise industry line is smart and embraces the idea that a wide range of people with a variety of skill pattern is an essential issue. In his view, these ships are described as floating cities with multicultural employees fulfilling different functions that give the industry cruise its uniqueness. The continuing growth of the global cruise industry has turned attention to how these huge cruise ships with a highly globalized labor market successfully manage their diverse crews. Here, this paper aims to explore the factors that create a successful workplace in the cruise industry in order to provide lessons for the public administration workplace.

Since there is scarcity of research relating to the cruise industry in general and its workplace in particular, this study aims to explore the factors creating a successful cultural competent workplace in the US industry cruise. In completing this study and presenting the results, lessons and a framework are provided that are intended to assist the public administration sector develop an effective workplace. In doing so, this paper first presents an overview of the cruise industry literature and then the methodology is outlined and discussed.

Overview of Cruise Industry in the USA:

Gisnas and his colleagues (2008) see the definition of the cruise industry as “ships regularly used for cruising activities exceeding one day, not in ordinary passenger transport between port A and B,

but with passengers normally returning to the port of embarkation” (p.4). They state that it might be thought that the international cruise industry is young, only about 40 years old, but it is actually much older. The concept of cruise goes back to the late of nineteenth century. Specifically, in 1882, the first cruise route was set up by British P&O to introduce the S/Y Ceylon for pleasure cruising. It was characterized as the first ocean going steam yacht established for cruising. According to ShipPax (2007), however, cruise industry is often known as a North American phenomenon although the European cruise industry has remarkably developed. Kamery (2007) points out that although the European cruise industry is smaller in operating cruise lines than the North American industry, the number of cruise passengers has been growing faster in Europe than in North America.

Broadly speaking, Gisnas and his colleagues point out that there are three main players dominating the market today which are: Royal Caribbean International, Carnival Corporation, and Star Cruises. Kamery (2004) states that there are only a few large competitors in the North American cruise industry. He attributes this small pool to high entrance barriers into the cruise industry market. This lack of competition, in his view, makes it difficult to find variety of prices. He identifies Star Cruises, Disney, and Carnival as key competitors in the USA.

There are different ways to classify types of cruises, but many scholars classify the cruise according to customer needs, and then divide these needs into three main categories. Contemporary cruises are suitable for everyone, whether singles, couples or families and carry out different events such as wedding parties and celebrations. This type of ship offers diverse activities at a cost of up to \$249 a day. Premium Cruises is the second type of cruise that is designed to provide quality for a reasonable price. It often costs \$150 to \$400 per person per day. The size of this type of ship usually ranges between mid and large and carries between 700 and 1500 or more guests. Finally, there are high quality cruise ships with advanced and personalized service catering to wealthy people and the price is at least \$500 per day (CLIA, 2007; Kamery, 2004). Terry (2011) turns our attention to the importance of the cruise industry workplace when he writes:

“Labor in the cruise industry provides an ideal empirical study area since it is the most globalized of any industries and therefore provides a snapshot of potential labor–capital relationships in the advent of more liberalized global work regimes. While there are many industries that operate transnationally, the shipping industry in general

and the cruise industry in particular are unique in the ability to leverage an extremely liberalized labor market that allows companies to recruit the most globally diverse set of workers possible”(p. 660).

Testa (2004) and Dowling & Weeden (2017) emphasize that many cruise lines hire from approximately 100 different nations which generates a truly multicultural environment in which either managers or subordinates might possess very different cultures. Wood (2006) highlights an important point by asserting that this globalized labor is established as panacea to keep costs down. Explicitly, the majority of the laborers working on cruise ships are from low wage countries such as Asia, Latin America and Eastern Europe.

There is not a lot written or studied on the cruise industry workplace. Testa (2004) and (2002) are considered exceptions. Testa (2002) investigates cultural congruence of the supervisor-subordinate and its impact on trust, commitment and satisfaction with supervisor. The study included more than 365 highly multicultural managers of a large US cruise line and two subsidiaries. The results show that each group responded differently to their supervisors. Subordinates within similar dyads rated their supervisors higher in the categories of consideration behaviors, greater trust and satisfaction. The researcher conducted another study in 2004 to examine whether similarity in national culture between service leaders and subordinates impacted perceived leadership style, goal clarity and organizational satisfaction. It is reported that people viewed their managers as people-oriented leadership if they were from the same culture and also expressed higher overall organizational satisfaction. Both studies have consistent results that when cultural similarity exists, employees may see their supervisors as more supportive and that impacts their trust, commitment and satisfaction.

Accordingly, it could be suggested that cruise labor is multicultural and having a good leader is one of the key factors that could create a successful workplace for truly globalized labor. Furthermore, how employees perceive their leader impacts their satisfaction and motivation. The researcher also assumes that this type of workplace necessitates employees having inner motifs to encourage their understanding of other cultures. That leads to the important ability of being culturally competent. Cultural competence has numerous definitions. Satterwhite & Teng (2007) show cultural competency as “having the knowledge, skills, and values to work effectively with diverse populations

and to adapt institutional policies and professional practices to meet the unique needs of client populations.” (p. 2).

Therefore, as Terry (2011), Gibson (2006) & Klein (2017) emphasize, the cruise industry’s employment has faced undeniable challenges in looking for and selecting employees that are well fitted to the brand dynamics. Up to this point, the researcher assumes there are many factors of an effective workplace for multicultural employees. However, the study aims to explore these factors from crew’s perspectives.

Methodology:

In order to conduct the goal of this study, the (qualitative) phenomenological approach was used. This approach allows participants to describe their lived experience (Creswell, 2007) as crew employees of the cruise industry. Moreover, since the topic has not been covered before, the researcher depends on the participants’ responses to explore more factors regarding their workplace. Therefore, inductive analysis is the best method to utilize in this study. Briefly, this study is considered as exploratory, phenomenological and utilizes grounded theory because it aims to explore a phenomenon that was not covered before.

Explicitly, this study has implemented a qualitative method to answer this question: what are the factors creating a successful multicultural workplace from the perspectives of cruise industry employees in the USA? In order to accomplish this exploration, the researcher used blogs and vlogs analysis. A blog is a type of private or public journal that is written online and reflects bloggers’ experiences and thoughts, while a vlog is a new generation of blogs that uses a video to interpret the diary-life (Hays & Singh, 2011). The researcher relied on analyzing public blogs, vlogs and documentaries because they provide numerous and a variety of cruise crew’s perspectives and experiences in addition to the idea that it is an inexpensive, publicly available and unobtrusive aspect of data.

The researcher aimed to limit her sample to crews on only big cruise ships in the United States. However, even though the researcher tried her best to do so, it was hard, specifically in blogs analyses, to determine the region of the blogger which is one of shortcomings of using this method. Conversely, using this method allows the researcher to review naturalistic data with no boundaries. Due to limited time, this paper relied on 17 crew employees’ perspectives, either bloggers or vloggers or participants from video documentaries.

In terms of ethical issues, even though the aforementioned methods are considered more public than private, the researcher uses pseudonyms to guarantee confidentiality for both participants and cruise ships. Explicitly, each participant is given a pseudonym and “AB” refers to any cruise ship mentioned by the participants. To answer the research question “what factors create a successful multicultural workplace from the perspectives of the employees in cruise industry in USA?” the researcher uses systematic principles in searching for industry cruise bloggers who reflect on their experience in their workplace.

The first step the researcher took was constructing a sample of blogs that matched the aims and objectives of the research. On October 7-11, 2019, the researcher conducted an internet search for the phrases “cruise industry”, “working on cruise ships”, “cruise industry workplace”, “crew employee”, “crew members”, “crew staff” and “cruise industry crews’ experiences” on different blogs such as Crew blogs and Word Press. A large number of results were generated; however, the researcher selected data that mostly fit the purpose of this investigation. It has to be said, the researcher frequently checked whether bloggers and blogs were suitable to include in the sample or not. In doing so, the researcher created criteria which are: cruise industry crews workers or managers and having work life experience on US big cruise ships. The researcher established a table that she divided into the following categories: the link, the question of whether the author meets the criteria, the author’s name and his or her pseudonym and factors which are articulated in each blog. This information has been saved for the record. It was not easy to find the desired blogs that meet the criteria and serves the purpose of the study. It took five days to gather eight bloggers who met the criteria. After the sample was finalized, the researcher double checked the sample before coding and analyzing the data. More importantly, the researcher built her expectations regarding an effective workplace according to the cruise industry study that has been written so far. In doing so, the researcher developed her preliminary protocol to include only good leadership. However, reading and then rereading each text is a good method to explore unexpected factors.

In the coding stage, the researcher decided to convert the blogs to texts and save them chronologically. Then she combined all the texts in one file to facilitate comparing them. Furthermore, the researcher had up to more than 9000 words to analyze, and needed to find an easy way to code and manage the data. While blogs contain written texts, ads, comics and photos, the researcher focused

more on the written texts than the visual aspects of blogs. Even just paying attention to the written text was time-consuming but was worth the hassle because it enabled the researcher to manage the process of coding and analyzing with ease. Additionally, to facilitate the coding, the researcher first looked for her expectations, then relevant data, and lastly reread entire texts. In doing so, each textual blog was reviewed at least three times. She used her notes to write down the factors related to the topic, both expected factors and new ones. Moreover, the researcher also wrote down what mostly took her attention and why.

According to the factors extracted from blogs, the expected factors are expanded and used in the next step. In addition to vlogs, the researcher also depended on analyzing documentary videos. The researcher relied on two documentaries where individuals, pairs, and mini-groups on two of the biggest cruise ships in the USA are interviewed. Additionally, the researcher watched these videos at least three times between the dates of October 12 and October 13. Moreover, the researcher found a series of vlogs from an employee working on a big cruise ship. These series were watched on October 15th. Belisle (2006) states that “the on-location video added emotion, reality, and immediacy to the presentation, as did the decision to shoot the footage with a “hand-held” look” (p.12). The researcher checked the cell under the expected factor in the preliminary protocol and added factors that emerged. It must be noted that other notes were taken, such as the concepts that most captured the researcher’s attention. The researcher then transcribed and analyzed the videos separately, taking approximately eight to ten hours. After the videos were transcribed they were reviewed by a researcher’s friend to guarantee accuracy.

At this point, both transcripts and blogs texts were ready to be analyzed. The researcher read and reread this document at least three times. She then highlighted quotes reflecting each factor and placed comments in the margins. After engaging in careful consideration, the researcher ended up with five factors that create a culturally competent workplace in the US industry cruise. These factors are: training, good leadership, hiring the right people, building commonalities and motivation. In light of these emerging factors, a new protocol was developed to facilitate analyzing the data. After the researcher determined what the factors and sub factors were, she read the transcription many times to classify the quotes then replaced the quotes under each factor in the newly developed protocol. Finally, the researcher ended up with five factors

that create a successful multicultural workplace. Figure I, briefly illustrates the topic and the factors.



Figure I: Illustration of the topic and categories

Results:

Depending on unobtrusive data collection and analyzing the data, the researcher explored the factors generating an effective multicultural workplace. But before demonstrating the results, description of the cruise workplace from crewmembers' perspectives should be presented to give general pictures about the crews' work and lives. Terina, a cruise ship director, succeeds in describing the cruise workforce. She identifies two categories of ship workers: crewmembers and staff. "Crewmembers include cooks, waiters, busboys, bartenders, housekeeping and maintenance. They eat, sleep and live on the two crew-only decks when they are off-duty, and only enter passenger areas to work." She said. Terina turns our attention to the fact that only staff members can interact with the customers. Staff members, as she said, "are higher on the job scale; include the captain and his team of officers, and the hotel department, including the guest relations and entertainment staffs. ...Staff also includes theater techs, computer techs, videographers, sports and fitness". However, in this paper, "crew employees" refers to both workforce types (crew members and staff). It has to be noticed that there are also many people working on cruise ships but not for the cruise line such as gift shop cashiers, casino employees, medical staff, entertainers and photographers.

Katrina and other participants emphasize the idea that crewmembers are far away from having a luxury life on the cruise ship.

"...whilst all cabins are en suite, they do vary in size and numbers sharing each cabin. For example, house keeping staff may share a cabin with 4-6 others, whereas cruise staff get a slightly better deal and will usually end up sharing with just 4-2 others. All were comfortable and cabins were viewed purely for sleeping in." Katrina said.

So, the size of the cabin and the number of crewmembers sharing the same cabin differ according to which type of crew force, whether staff or crewmembers. However, these are not the only factors affecting crew living conditions, but also it depends on the cruise ship itself.

"During my first contract, I got lucky and shared my cabin with just one other crew member. The cabin was pretty large, en suite with my own drawers and cupboard space. When I started my second contract, on the (AB) ship, I ended up in a top bunk in a much smaller cabin." Katrina said.

However, Terina states that crewmembers on her ship live on the lower deck, usually two to a cabin, and staff members live on the upper deck in individual cabins. Nick also goes on with Terina and he has recorded that his cabin has a bunk bed with a small cupboard and TV with all the channels the guests watch plus a separate crew channel. He

also adds that each cabin has its toilet and shower. There are also laundry rooms for use by crewmembers.

Most of the participants state that there are no weekends off but they have hours off. During their free time they relax and enjoy their time at the gym, pool, game room and a bar which are exclusively for crew. Additionally, there are free fun activities and crew parties organized by crew welfare.

Their wages are paid directly into their bank account back home and they use crew cards which are linked to their accounts for onboard spending. The crew salary is different depending on the type of the job, position and also the experience. In general, the average salary for an entry-level employee is between \$1,500 to \$2,000 a month, while higher ranked crew or experienced employees earn \$2,000 to \$6,000 a month. "This may seem harsh, but when you consider all food, accommodation and living expenses are taken care of by the cruise line, the money they receive is all theirs to keep" Katrina said.

As seen previously, ship life is not that good and it became a metaphor referring to unfavorable life. "Ship Life" is another common term to sum up everything about working on a cruise ship. "I'm so sick of crew food, this tiny cabin and rude passengers!" "Well, that's ship life." Michel said. Here, if "ship life" is not attractive for at least some of the crews, the question must be asked what other factors make them work effectively; that what the following section reveals.

What Are the Factors Generating Successful Workplace?

According to what the unobtrusive data reveals and as mentioned before, there are five factors that impact cruise workplace and make it effective. It has to be noticed that as a result of the topic/categories and the previous discussion, patterns emerged from the coding. Accordingly, most of the participants are concerned about hiring the right people as a main factor to succeed in the multicultural workplace. Good leadership, training, motivation, and then building commonalities between crew members and staff are respectively the factors as participants mentioned. Each factor mentioned has its own uniqueness in generating an effective work place as the following part demonstrates:

1- Hiring the Right people: (Skills, Traits, Abilities)

Most of the participants emphasize the importance of hiring competent crew either members or staff. Not just any employee can fit in the cruise job as Robert stated:

"For some people, an everyday career such as teacher or truck driver just won't do. They need a sense of adventure that only the high seas can satisfy. For such people, a job or career aboard a cruise ship could be the perfect fit. Jobs on a ship range from entertainers to hospitality professionals".

Amer also agrees with Robert to necessitate implementing the concept person-job fit in any organization either cruises or not. "It is all about ensuring that an organization always has the right resources with the right skills in the right job at the right moment in the right quantity in the right place at the right price. That's a lot of "right" to be responsible for...right?!" Amer Said. He adds that even though hiring the right people is important for any workplace in order to keep it thriving, the importance is doubled in the cruise industry due to diversity either of the crew themselves, the customers or the guests they deal with.

Speaking of diversity, Zahir, a manager of one of the biggest cruise ship, stresses the importance of hiring right people and sees it the first step to manage diversity effectively. He said "One of the key success factors to effectively managing diversity would be hiring the right people, who will be a correct fit as they add value to the organization". But the question here that has to be addressed is "who are the right people?" This question also has been answered by the participants from different perspectives.

Some stress having particular skills while others see it is more than just skills; working on a cruise ship requires abilities as well as special traits. Tom, one of the crew members, identifies this concept as he said "I learned quickly that this is a job for very special personalities. These are all high-energy "people" people, who learn quickly that working on a ship comes complete with lots of work, lots of fun, and little time to sleep". On the other hand, Zahir lists some traits such as being an outgoing person, socialized and having a sense of humor.

"For my particular role, you definitely have to be a people person to be able to interact with all different kinds of people. You have to be extroverted, sociable and know how to have fun! It is also really important to be responsible; looking after a group of people who are in a strange country away from home is a big job, so you have to have good leadership skills too" Zahir said.

Moreover, while Robert sees "Working onboard a ship requires that you are always courteous to the guests, Summer, one of the crew staff, adds that the worker needs to be highly responsible.

"Most of us don't even consider the social skills necessary for this job. And it's a job that has few breaks when you're so visible throughout the day on the ship, in your cruise staff shirt. You're called upon to interact with passengers constantly, even when you're not hosting official events. And imagine what kind of disposition you'd need to listen to passenger complaints with a smile on your face, and to show some real interest" Summer said.

Summer turns our attention to the importance of hiring people who have social skills, who can be patient, good listeners and able to deal with costumers' complaints effectively. Simply put, it demands social and communication skills. More importantly, Zahir stresses the importance of having social sensitivity skills that provides the crew staff or members with cultural understanding and respect.

2- Good Leadership:

The participants see effective leadership as one of the main factors that determine success in the cruise workplace. More importantly, John and Matt, cruise ship directors, talk about the huge cruise industry experience in developing good leaders. Matt stated that:

"Identifying the employees best suited for leadership can be tricky, and theories vary on how to best identify those candidates within your organization. AB cruise focuses its development programs largely on promoting from within, and more than 60 percent of its management comes from its existing staff, Jones says. The company also keeps an informal, hands-off approach to its succession program by setting goals and then standing back".

They, John and Matt, solve this puzzle by identifying several steps such as:

- Developing the whole staff to be effective leaders:

Developing leaders for the future is imperative and one of the main concerns AB cruises holds. "Your future leaders want to be developed whether you have a space for them or not," John said. He added "If you don't develop them they're going to go somewhere else to get developed."

- Establishing a clear vision and goals for all crew staff and members:

An easy way to do so is to ask your employees the question of "what do we want our future leaders to achieve"? In the AB cruise ship, for instance, "there's heavy emphasis on the interactions between its crew and customers, so that anyone who encounters an employee from the front-desk

clerk to the ride operator walks away with a pleasant experience" Matt said.

- Leadership rotation:

John stresses the importance of manager-for-a-day as a way to let a promising employee shadow and work as a manager to acquire a real sense about their jobs and what their job entails. "It doesn't take a six-month curriculum necessarily," John said. It requires identifying the best people, giving them the responsibility to lead and manage the job and seeing how they do it.

- Leadership Training:

There is no doubt that training is the best way to develop employees and leaders. However, AB cruise has special leadership training. Explicitly, they do not only rely on leadership and customer service theories but also espouse relevant and contemporary case studies. It is a living laboratory where they see what approaches or frameworks successfully work and then share and demonstrate those successes in classes. Matt clarifies this point, in his words:

"AB doesn't just tell its employees about customer service values established in the 1960s; it gathers good customer service stories from around the company to share with its leadership classes, and takes employees backstage at its parks to see its complex support environment. When on the road doing classes for outside organizations, instructors create a virtual experience using film and photographs".

3- Training:

Training is a way to acquire skills and development. In general, training could be categorized as on-the-job or off-the-job. Banzhaf and his colleagues (1998) identify that on the job training is the training in a normal working situation that uses the same material and documents that will be used after the trainee gets fully trained. They also emphasize the importance of this type of training for vocational work. Off the job training, on the other hand, provides more concentration since it takes place away from the normal workplace and is important for inculcating new concepts. Depending on what cruise crew applied, both types of training are adopted in the cruise workplace.

"It's fine being Cruise Director for AB -- but I always wondered what it would be like to experience the real thing. So with the help of Carnival, I decided to find out. I couldn't just go from being a virtual Cruise Director to a real Cruise Director overnight, so I began with a day of training, working as a junior social host onboard the Carnival Liberty. I was very excited, because I was going to do my training with the staff of a legend in

the Cruise Director business” Kuki, a cruise director, said.

John turns our attention to an important issue that on the job training is not only provided to crew staff and members but also for qualified people who are interested in working on a cruise ship. “You may be able to get on-the-job training through internships aboard a ship. AB advertised in 2011 offered a six-month traineeship in the galley section of a six-star cruise ship. The applicant would rotate to various culinary positions and receive training” John said. That means applicants also have to finish at least six months of training before being hired.

“Are our people prepared?” is a good question raised by Kamilia, a cruise director. This question is a starting point to update the knowledge of crew staff and members through developing special training programs to enable crew employees to be accommodated and prepared. She emphasized social awareness and social sensitivity courses as the training programs that all crew employees have to get take. These type of courses, in her view, are important to develop culturally competent employees who are able to contact as well as work with people from different cultures effectively. She also stresses that learning those skills could be achieved by being offered both on and off job training; these courses have to be updated according to where the cruise ship is headed to, and who the customers are and who you work with.

4- Motivation:

Herzberg considers job satisfaction and dissatisfaction as two dimensions. He argues factors that lead to job satisfaction are separate and distinct from those leading to job dissatisfaction. This theory claims that hygiene factors could prevent employees from being dissatisfied but might not lead to job satisfaction, while motivators, which are intrinsic, could lead to employees' job satisfaction. Accordingly, job satisfaction is viewed as achievement, recognition (verbal), challenges of work itself, and advancement. On the other hand, when salary, job security, supervision as well as interpersonal relations are provided appropriately, they could minimize dissatisfaction (Sekhar, Patwardhan & Singh, 2013; Denhardt, 2008). For that many scholars point out there are two types of motivation: internal and external motivation. Internal motivation means an employee works because of intrinsic motifs such as altruism and desire to achievement. On the other hand, other people desire to work in a particular workplace because of a high salary or privileged incentives, which are external motivations (Nolen, Horn & Ward, 2015). In the case of cruises, the data reveals

that crew members and staff work on the cruise ship because of internal and external motifs.

- Internal motivation:

“I love cultural diversity” Sonia, a crew staff member, said. It was not just Sonia expressing her desire to work on abroad within a multicultural workplace but also most of the participants felt the same way. “It was hard work, but the job itself was wonderful, I had good days, when customers thanked me for recommending great tours” Tom said to turn our attention that recognition could be a strong intrinsic motive that pushes a crew employees to work and interact with others effectively and successfully.

- External motivation:

One of the greatest external motives participants point out is working while enjoying vacations. “The crew, like the passengers, can enjoy a day at one of the cruise ship ports or just relax on the boat. Working on a cruise liner allows employees to travel the world and get paid” Marry, one of crew member, said. Further, getting discounts and living with minimal expenses is one of the pros of working on a cruise ship. “Most cruise liners offer employees a minimum 25 percent discount on booking family vacations and in the ship's boutiques and on any other goods purchased on the boat. Also, employees room and board on the vessel is free. Crew members have no real expenses” Robert said. Nancy, a ship cruise director, sees working on a cruise gives her a great opportunity to learn more about different people as well as different locations. “Ships visit many exotic ports and as a cruise ship employee you can visit these locations and have the chance to meet people from all over the world, all while learning or working at a trade” Nancy said.

5- Building commonalities between crew employees:

“The easiest way to embrace different cultures and building a commonality would be through a culture change initiative, which is not a one day process, but rather a longer term one that would create a foundation of jointly agreed upon values or organizational ethos. These will govern the way business is done and what is expected, thus becoming a unifying factor” Kamilia said.

Here Kamilia addresses how to build a competent cultural workplace. It is not easy but it is not impossible. It needs understanding from the top of the organization to adapt a vision as well as a mission associating and valuing diverse cultures. To generate this unique workplace, in her view, specific roles and responsibilities have to be developed to avoid perceptions of subjectivity. Also, it demands special training and development. She goes further to say “the development of this

foundation must be an all-inclusive process to ensure buy-in and loyalty from all”.

Summary of the finding and extracting lessons to be adopted in Public Administration:

As seen before, there is a combination of factors which work beside each other to build an effective and successful multicultural workplace. Hiring the right people who have required skills, traits and abilities is the bedrock to generating an effective workplace. The multicultural workplace demands not only skills and characteristics related to the job description but also social skills and special traits. Communication skills and the ability to build bridges, understand others from different cultures and control tough situations effectively in addition to being social sensitive are very important.

There is no doubt that leaders can generate an either good or bad workplace environment (Seidle & Perry, 2016). Cruise ships give a good lesson about how both the organization and employees benefit from everyone being leaders. Therefore, preparing the whole staff to be leaders for the future by adopting manager for a day method, leadership training and providing clear visions and goals are successful strategies.

Training is also a key factor to developing the employee. The cruise industry realizes this importance and has adopted a variety of training types and courses. Offering on job or off job training does not just promote trainees professionally but also enhances their social knowledge and awareness so they can be culturally competent.

It is easy to notice that crew employees are internally motivated to work. They are willing and interested to work in multicultural workplace; they desire to interact with people from different cultures which paves a path for them to work effectively. Even though they have less privileged lives on the ship, they enjoy vacations while they work, explore different areas, have discounts for them and their families and others advantages they get from working on a cruise ship. Put simply, intrinsic as well as external motives push them to work successfully.

It is imperative not to underestimate the role of management in building communalities and issue policies and programs that promote respect and consider their employees' values. Even though these processes take time, merely initiating them makes a difference and builds a foundation for an effective multicultural workplace.

At this point, the question has to be addressed how public administration can benefit from the cruise industry experience to manage a multicultural workforce effectively. It could be extracted that the cruise industry embraces the concept of cultural

competency to build and manage a successfully diverse workplace. We academics and practitioners in public administration have to admit the growth of multiculturalism among individuals, communities and organizations and see the importance of cultural competency as a rescue ship in the unsustainable sea that enables organizations to be successful. Consequently, scholars in public administration have raised the importance of implementing cultural competencies in public agencies (Rice, 2007; Johnson III & Borrego, 2009; Carrizales (2011).

Professionals in the cultural competence stage deal respectfully and successfully with people from diverse cultures, ethnicities, races, languages and backgrounds. They simply value as well as distinguish the diversity among individuals (Perry, 2005). “These skills will be important for all racial/ethnic groups as the notion of one dominant group or community quickly vanishes in the twenty-first century...the days of monolithic racial groupings will be in the past. Therefore, a sound grounding in cultural competencies will be essential for a successful workforce” (Johnson III & Anderson, 2009, p.144)

NASPAA president, Nadia Rubaii, has experienced the challenges of diversity in her public administration career which she emphasizes in her presidential speech in October 2011:

“The need for highly competent public service professionals has never been greater. By that I mean that we need public administrators who are passionate about helping to improve the lives of all people and especially of those who are disadvantaged by social, political, and economic systems. We need public service professionals who view global interdependencies, cultural and linguistic diversity, and technology as opportunities to be embraced rather than as changes to be feared or avoided. We need a generation of leaders who are well equipped to engage in ethical, competent, innovative, and compassionate public service” (Rubaii, 2012, p.3).

According to what this paper found, the cruise industry gives lessons to be learned. Public administration has to take advantage of others experiences dealing with diversity. It has to be said that adopting the concept of cultural competency does not benefit only the public administrators at the workplace but it goes beyond that to enhance responsiveness. It is not only the work place that has diversity but also the entire community; therefore, public administrators have to be culturally competent to be able to interact with citizens and co-workers successfully. Furthermore, talking about cultural competency is derived from the importance of revealing the concept of social

equity in the field. Svava & Brunet (2004) state that social equity is considered the third pillar of public administration, efficiency and effectiveness being the other two. It is obvious, however, that equity is not as well studied and developed as the other two pillars. The authors attribute this deficiency to uncertainty about what equity means. They point out that definitions could range from simple fairness, justice and equal actions to redistribution and minimizing inequalities in society. It is not only the variety of definitions that causes the problem but also how each administrator sees equity and acts according to how he or she believes.

Even though there are numerous scholarly efforts to address social equity in public delivery, these efforts are still not enough. Hence, while The National Academy of Public Administration's (NAPA) and the members of the American Society for Public Administration (ASPA) are committed to promoting constitutional principles of representativeness, responsiveness, equality and fairness to protecting citizens (White, 2004).

More importantly, the concept of diversity itself could be the main cause of this confusion. As discussed previously, understanding social equity depends not only on the preferences but also the beliefs of diverse groups. Gooden, Myers & Agathangelou (2004) indicate that the issues of social equity also bring challenges of the two other pillars, efficiency and effectiveness. In their view, social equity should guide the new vision of public

affairs. They state that “prioritizing social equity as the vision in public affairs challenges our understanding of efficiency and economy as neutral concepts and pushes us to produce pedagogies and research that empower public affairs workers/activists to participate in larger struggles for justice” (p.156). Svava & Brunet (2004) point out that in order to implement social equity, administrators must understand how people from unlike cultures communicate and relate to officials in public agencies. This need, however, rarely exists in introductory texts. Consequently, diversity has to be central in the field and must be reflected in the curriculum as well. Being a culturally competent administrator is the first step to implementing social equity effectively (Rice, 2004; White, 2004). Additionally, public agencies have to embrace policies and programs to enhance cultural competency and manage the workplace effectively. Therefore, this paper provides a framework that the researcher suggests be implemented in public agencies. This framework depends on the factors extracted from cruise ships’ experience to generate an effective multicultural workplace in public agencies. Furthermore, the framework does not provide suggestions to just public administrators at the workplace but also prepares public administration students to work in a multicultural workplace. Figure II illustrates the idea of this framework.

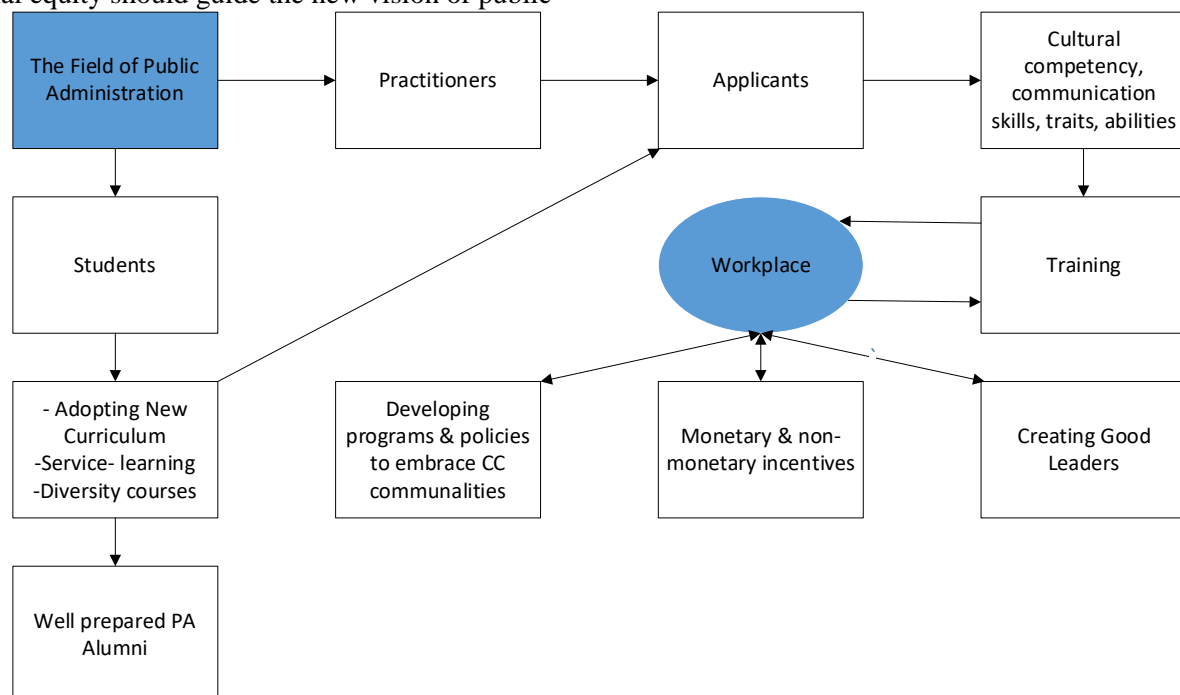


Figure II: A suggested framework to generate a successful multicultural workplace

As seen in the previous figure, the framework is divided to two parts: public administration practitioners and students. Each part has its own preparation to build an effective multicultural workplace. Denhardt (2001) addresses a sensitive topic when he raises the question: "Do we seek to educate our students with respect to theory or to practice?"(p.507). This statement leads us to figure out how to link theory with practice. Hung (2009) suggests co-curricular service-learning as a solution to link theory and practice and apply knowledge of local problems. He adds that service-learning is "...an evolving pedagogy that incorporates student volunteering into the dynamics of experiential learning and the rigors and structure of an academic curriculum"(p.106). The importance of this approach is rooted in learning with an open mind and heart in addition to a desire to serve service. It is an opportunity to improve the atmosphere for making ethical and moral reasoning, enhancing critical thinking and promoting awareness of community diversity and problems. Multicultural service-learning enables students engaging in reflection-oriented approach to address social issues and community needs with consideration to cultural context. It is a way to increase their perceptions of competency in dealing with diverse populations. In simple words, it provides students with communication skills, critical thinking, self awareness and cultural competency skills.

On the other hand, Patricia (2011) emphasizes the importance of including diversity courses. She insists that the course must include "...interactive lectures, interviews using interpreters, role-playing, workshops, videos, and service learning in communities with diverse racial backgrounds" (p.40). Students in this class have to write reflective journal essays regarding their observations and awareness. In her view, the Multicultural Assessment Questionnaire (MAQ) has to be applied to evaluate cultural knowledge and skills. Carrizales (2011) combines all of the previous mentioned suggestions when he provides a framework for a cultural competency curriculum in public administration pedagogy. This framework includes four conceptual approaches: knowledge-based, attitude-based, skills-based, and community-based. The knowledge-based component of a cultural competency curriculum has many facets that can be explored. It includes definitions and terms, demonstrating local and national demographics' facts and challenges, discussing of social equity and promoting awareness of the legal and policy implications of cultural competency. A second curriculum

component highlights the importance of the attitudes of public servants. It includes, but is not limited to: self-reflection, societal stereotypes and biases. Attitude-based content looks at students' individual perspectives and beliefs and determines whether they are able to overcome misconceptions and miscommunications at a one-to-one stage.

A skills-based curriculum incorporates both the knowledge- and attitude-based curriculum to translate into culturally competent skills. Curriculum has to enhance public affairs skills such as leadership, communication, planning and evaluation and link them with cultural competency skills. This approach prepares students to be culturally competent within their organization. Consequently, they will consider connecting the mission and vision of their public agencies with diversity issues. They will also care about not only different groups' beliefs and values but also languages, which facilitate communication. Put together, the knowledge, attitude, and skills-based components of a cultural competency curriculum can assist in the successful implementation of a culturally competent public sector if they incorporate the community. Community-based components such as internships are beneficial because they put students in contact with communities to gain real experience.

Public administration alumni will be well prepared to transfer from being students to practitioners. They will apply for a job in whatever public agency to get a job that fits in their qualification. At this point, the second part of the framework emerges. The flame of building a successful workplace is hiring the right people. Many theories have been written that emphasize the importance of putting the right person in the right position. Person – job fit theory is defined as the fit between the abilities, skills and knowledge of a person and the requirements and demands of a job (Dawis & Lofquist, 1984). This theory is based on the psychological concept that personal characteristics and traits can influence one's decisions about what specific situations to enter (Bandura, 1982; Mischel, 1977). Thus, individuals tend to select jobs that match their abilities in addition to allowing them to express their personal traits and values (Chu, 2002). This notion is not a theoretical one but also what practice also indicates. As seen previously, one of the main factors generating a successful workplace in the cruise industry is hiring the right people.

Recruitment in public agencies has to be addressed as well; they must adopt new methods in selecting a qualified applicant. In addition to analyzing the job description to list the qualifications and skills required for the position, cultural competency and

communication skills have to be added to the list. On the other hand, the importance of job interviews in selecting qualified employees and avoiding the negative consequences of not implementing person-job fit is unquestionable. However, interviewers have to be trained on how to develop scenarios that also cover cultural competency and how to evaluate applicants according to their answers and gestures and other non-verbal behaviors to identify a culturally competent candidate.

Selecting good candidates demands moving to the second step of the framework: training. From the cruise industry's experience, candidates have to be trained before becoming involved in the work life. Off job training could be a good start point to enable candidates to focus on training and understand the work deeply with less distractions. The period of training differs according to what the candidates have to learn. However, any training program must include social awareness as well as cultural competency courses. After that, candidates will be ready to get in the workplace. However, training has to be ongoing in either on job or off job training. This is due to the dynamic workplace, unstable surrounding environment, and changeable population demographics. Accordingly, public servants have to be updated and trained frequently to accommodate these changes in order to work effectively.

Public administrators have to benefit from the cruise industry's vision of creating good leaders. Preparing the entire group of public servants to be leaders is a good way to overcome challenges. With no clarification and support, employees will not achieve the goals effectively; they simply need good leadership. Kaplan & Norton (2001) reveal that the ability to create a strategy and attain goals rarely depends on structures and design issues but rather on leaders. Those leaders create a suitable climate that motivates employees to produce superior work. They clarify the vision and identify where the organization is, where it ought to be and how to accomplish goals. Even though Testa (2002) acknowledges that conflicts occur between employees' preference regarding the leadership and each racial group prefers their leader to be from their culture, the leadership rotation of the cruise industry could be the solution. The Manager for one day method hits two birds with one stone. Explicitly, it prepares the entire staff to acknowledge more about their job and how to manage it, in one hand, and minimizes any subjectivity or resistance to such leaders from other cultures. Manager for one day also enables the management to identify effective leaders and attach them with higher positions and difficult tasks.

Speaking of public service motivation, Perry (1990) states that public service motivation consists of three major dimensions: public interest, compassion and self-sacrifice. He sees public servants as being motivated by intrinsic motifs such as a desire to serve the public interest. However, Human Resources in public agencies has to consider that not all public servants are motivated internally and do not need monetary incentives to work effectively. They have to develop monetary and non monetary incentives to motivate their employees. In other words, incentives policies have to be a combination of job security, recognition, job enrichment, job flexibility in addition to monetary incentives. No one can determine which type of incentives could stimulate the employees, but a wise one can determine that underestimating the external motifs in the public sector does not work anymore. An effective workplace embraces both as seen in the cruise industry.

Finally, it has to be said none of these factors could work effectively unless there is good management. Good management senses the workplace needs and accordingly generates and develops policies, programs and training to fulfill the needs, build commonalities between the workforce and promote their competencies. Therefore, public agencies must first establish this type of management to move towards a culturally competent workplace. There is no question that it takes time and efforts but, as cruise ships' managers see, it is worthy. More importantly, as seen in the framework, there is no ideal type of program, leadership or training that fits all organizations; each public agency's workplace has its own conditions that affect each factor.

Conclusion:

This exploratory study ends up with five factors generating a successful multicultural workplace in cruise industry. Many lessons have been extracted to develop a framework for public administration as an initiation to overcome the challenges of inevitable diversity either in the workplace or community.

However, In terms of credibility, the results might be questionable due to the concept that the researcher is more of a recipient than an active participant. Since the researcher embraced an unobtrusive method, her communication with bloggers and vloggers is severely limited. So, in this particular point of view, the best way to increase credibility would be communicating with bloggers in chat rooms or posting questions to gain more understanding about their experiences.

Moreover, communicating with the bloggers enables the researcher to receive feedback about the results, whether they are satisfied with them or not; the more participants' satisfaction about the results, the more credibility the results obtain. Blogs are considered as new social media and need more research to enhance their credibility. Kang (2011) states that:

"In the contemporary blogosphere, however, blogger credibility has often been replaced with emergent terms, such as "authenticity," "legitimacy," "transparency," "authority," or "passion." For example, the level of authenticity in the communicated messages now decides the blogger's credibility, rather than the communicator himself/herself" (p.25).

According to Kang's view, the results produced from this investigation might be credible and authentic since the study is limited to people who are passionate about articulating their struggles and enjoyment. However, the researcher goes on with Kang (2010) to necessitate developing measurement of blogs' credibility.

Also, despite the fact that the researcher got help from her friend to review the transcript and guarantee accuracy, reviewing the transcript with the vloggers would enhance the credibility of the results. Another important way of increasing credibility would be to couple and compare these results with results extracted from another method. Focus group is a method that enables the researcher to attain more perspectives and a variety of views from at least six to ten participants. This would also include data triangulation from the focus group, blogs, document reviews and others.

The fact that the researcher was working alone could negatively affect the credibility. As it is well known, qualitative methods need team work to reduce subjectivity and enhance credibility. Gaining agreement with other analysts about the themes is the best way to improve the accuracy of the results.

Finally, developing an approach to manage a multicultural workplace successfully needs more studies to give a full framework. This paper is intended to serve as an introduction to essential issues in public administrations in order to construct an effective multicultural workplace to encourage researchers to more fully study the topic.

References

- [1] Bandura, A. (1982). The psychology of chance encounters and life paths. *American Psychologist*, 37, 747-755.
- [2] Banzhaf, Wolfgang; Nordin, Peter; Keller, Robert E. & Francone, Frank D. (1998). *Genetic Programming: An Introduction*. Morgan Kaufmann Publishers, Inc
- [3] Belisle, Pierre. (2006). Documentary video and online technologies in qualitative research. *The magazine of the Marketing Research and Intelligence Association*, January, 12-16.
- [4] Carrizales, Tony. (2011). Exploring Cultural Competency Within the Public Affairs Curriculum. *Journal of Public Affairs Education*, 16(4), 593-606.
- [5] Chu, Kay Hei-Lin. (2002). *The Effects of Emotional Labor on Employee Work Outcomes*. Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University, Hospitality and Tourism Management. Retrieved in 15/11/2012 from: <http://scholar.lib.vt.edu/theses/available/etd-06302002-164031/unrestricted/Chuetd.pdf>.
- [6] CLIA. (2007): *Cruise Industry Source Book*, 2007 edition, Cruise Lines International Association. Retrieved in 26/10/ 2012 from : <http://www.cruising.org/press/overview%2006/2006OV.pdf>
- [7] ---. (2012) *Cruise Industry Source Book*, 2007 edition, Cruise Lines International Association. Retrieved in 26/10/ 2012 from: <http://www.cruising.org/press/overview%202012OV.pdf>
- [8] Clancy, Michel; Dowling, R. and Weeden, C. (2017). Power and profits in the global cruise industry." *Cruise ship tourism*, 2 (2017): 43-56.
- [9] Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- [10] Dawis, R. V., & Lofquist, L. H. (1984). *A psychological theory of work adjustment*. Minneapolis: University of Minnesota Press.
- [11] Denhardt, Robert B. (2001). The Big Questions of Public Administration Education. *Public Administration Review*, 61(5): 526-534.
- [12] ---. (2008) *Theories of Public Organization*, Thompson Wadsworth Publishing.
- [13] Dowling, Ross and Clare, Weedn. *Cruise Ship Tourism*. 2nd ed. CABI, 2017. Web. 20 Sept. 2021. <https://www.perlego.com/book/969494/cruise-ship-tourism-pdf>
- [14] Gibson, P. & Swift, J. (2011). Maximizing electronic resources for cruise recruitment. *Journal of Hospitality and Tourism Management*, 18, 61-69.

- [15] Gibson, P. (2006). Cruise operations management. Burlington: Butterworth Heinemann
- [16] Gisnås, Hallvar; Holte, Even; Rialland, Agathe & Tor Wergeland. (2008). Cruise market industry analysis. Visionary Concepts for Vessels and Floating Structures, 1-35. Retrieved in 12/11/2012 from: http://s3.amazonaws.com/zanran_storage/www.ivt.ntnu.no/ContentPages/51508079.pdf.
- [17] Gooden, Susan; Myers, Samuel Jr. & Agathangelou, Anna M. (2004). What Is to Done? Globalization and Social Equity. *Journal of Public Affairs Education*, 10(2)155-158.
- [18] Hays, D.G. & Singh, A.A. (2012) Qualitative inquiry in clinical and educational settings. New York, New York: Guilford.
- [19] Hung, LAI Kwok. (2009). Developing leadership and cultural competency through service exposure attachment program. *New Horizons in Education*, 57(3)105-118.
- [20] Jackson, S.E. (1992). Diversity in the Workplace: Human Resource Initiatives. USA: The Guilford Press.
- [21] Johnson III, Gregory & Anderson Jonathan F. (2009). Symposium—Public Administration, Social Equity, and Social Justice: Future Journeys and Roads Less Traveled. *Administrative Theory & Praxis*, 31(2) 143–144.
- [22] --- & Borrego, Espiridion. (2009). Public Administration and the Increased Need for Cultural Competencies in the Twenty-First Century. *Administrative Theory & Praxis*, 31(2) 206–221.
- [23] Kamery, Rob H. (2004). An overview of the Cruise Industry: An Alternative to Land-Based Vacations. *Proceedings of the Academy of Legal, Ethical and Regulatory Issues*, 8(2), 145-149.
- [24] Kang, Minjeong. (2010). Measuring Social Media Credibility: A Study on a Measure of Blog Credibility. *Public Relations Institutes*, 22-34.
- [25] Klein, Ross A. (2017). Adrift at sea: The state of research on cruise tourism and the international cruise industry. *Tourism in Marine Environments*, 12.3-4, 199-209.
- [26] Mischel, W. (1977). On the future of personality measurement. *American Psychologist*, 32, 246-254.
- [27] Papatheodorou, A. (2006). The cruise industry: an industrial organization perspective. In: Dowling, R. (Ed.), *Cruise Ship Tourism*. CABI, Cambridge, MA.
- [28] Nolen, S. B., Horn, I. S., & Ward, C. J. (2015). Situating motivation. *Educational Psychologist*, 50(3), 234-247.
- [29] Patricia ,Kelly, J. (2011) Exploring the Theoretical Framework of Cultural Competency Training. *The Journal of Physician Assistant Education*, 22(4), 104-120.
- [30] Perry, J. L. (1996) Measuring public service motivation: an assessment of construct reliability and validity. *Journal of Public Administration Research and Theory*, 6(1): 5-22.
- [31] Rice, Mitchell F. (2004). Organizational Culture, Social Equity, and Diversity: Teaching Public Administration Education in the Postmodern Era. *Journal of Public Affairs Education*, 10 (2), 143-154.
- [32] ---. (2007). Promoting Cultural Competency in Public Administration and Public Service Delivery: Utilizing Self-Assessment Tools and Performance Measures. *Journal of Public Affairs Education*. 13(1) 41-57.
- [33] Rubaii, Nadia (2012) Leading by Example: Modeling Global Public Service Excellence. *Journal of Public Affairs Education*, 18(1), 1–8.
- [34] Satterwhite, Frank J. & Teng, Shiree. (2007). Cultural Competency in Capacity Building. *National Education Development Institute*. Summer, 1-20.
- [35] Seidle, B., Fernandez, S., & Perry, J. L. (2016). Do leadership training and development make a difference in the public sector? A panel study. *Public administration review*, 76(4), 603-613.
- [36] Sekhar, C., Patwardhan, M., & Singh, R. K. (2013). A literature review on motivation. *Global business perspectives*, 1(4), 471-487.
- [37] ShipPax, 2007: The Cruise Market & Outlook, in ShipPax Market, Retrieved in 2/11/2012 from : <http://www.shippax.se/order/product.asp?id=59>
- [38] Svara, James H. & Brunet, James R. (2004). Filling in the Skeletal Pillar: Addressing Social Equity in Introductory Courses in Public Administration. *Journal of Public Affairs Education*, 10(2) 99-109.
- [39] Terry, William. (2011). Geographic Limits to Global Labor Market Flexibility: The human resources paradox of the cruise industry. *Geoforum*, 42, 660–670.
- [40] Testa, M. R. (2002). Leadership dyads in the cruise industry: the impact of cultural congruency. *International Journal of Hospitality Management*, 21(4), 425–441.

- [41] ---. (2004). Cultural similarity and service leadership: a look at the cruise industry. *Managing Service Quality*, 14(5) 402 – 413.
- [42] Thomson, R. (1993). *Managing people*. London: Butterworth-Heinemann.
- [43] Tshikwatamba, N.E. (2003). Public Administration: Challenges of Inequality and Exclusion. *International Association of Schools and Institutions of Administration*, September, 14-18
- [44] White, Susan. (2004). Multicultural MPA Curriculum: Are We Preparing Culturally Competent Public Administrators. *Journal of Public Affairs Education*, 10 (2). 22-38.
- [45] Wood, R., (2006). Cruise tourism: a paradigmatic case of globalization. In: Dowling, R. (Ed.), *Cruise Ship Tourism*. CABI, Cambridge, MA.