

**Antecedents and Consequences of Lodging Employees' Career Success: An Application of  
Motivational Theories**

by

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## **Abstract**

The purpose of this research was to explore attitudes and perceptions of various generations of lodging employees' views about their career success. This mixed method research employed both qualitative and quantitative methods that identified both the objective and subjective aspects of employee career success. Career success was defined as the positive psychological or work-related outcomes or achievements one has accumulated because of one's work experiences. The predictors within this framework were derived from past research in which the dependent variables were objective career success (described as what society constitutes as actual achievement, such as compensation and number of promotions), subjective career success (which comprised job satisfaction and career satisfaction) and, career success outcomes (which included organizational citizenship behavior, organizational commitment, and career commitment). The independent internal variables were socio-demographics, human capital, and motivation, and the external independent variables were organizational sponsorship. Qualitative results indicated ten themes important to lodging employees' career success and surveys of upscale lodging properties yielded 115 useable responses. Thirteen hypotheses were tested using multivariate and bivariate analyses. The results indicated three hypotheses were fully supported such that subjective and objective career success were significant to career success outcomes, and, objective career success was statistically significant to subjective career success. Eight hypotheses were partially supported with two hypotheses not being supported. Results also indicated that motivation, particularly intrinsic motivation, turnover intentions, work centrality and days worked per week were statistically significant to subjective career success and that human capital was statistically significant to subjective, objective, and career success outcomes.

This research contributed to existing theoretical studies to support the Socioemotional Selectivity Theory and recommended suggestions to hotel managers about how employees prioritized goals, their

social preferences and behaviors in the work environment to achieve career success outcomes. This information is significant to practitioners in assisting them to develop effective human resource strategies that can benefit individual workers, their departments, and the organization as a whole.

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## Table of Contents

Abstract.....	ii
Acknowledgments .....	iv
Table of Contents .....	vii
List of Tables.....	xi
List of Illustrations.....	xiii
List of Abbreviations .....	xiv
Chapter 1 Introduction .....	1
Background to the Problem .....	1
The Statement of the Problem .....	6
The Purpose and Significance of the Study .....	7
The Research Questions .....	10
The Research Design.....	10
Phase 1 Qualitative .....	10
Phase 2 Quantitative .....	11
The Assumptions and Limitations of the Study .....	14
Operational Definitions in the Study.....	15
The Expected Outcomes .....	17
Chapter 2 Literature Review .....	19
2.1 Introduction .....	19
2.2 Career Success .....	20
2.2.1 Definitions and Framework.....	20
2.2.2 Conceptualization and Operationalization of Objective	

and Subjective Career Success .....	24
2.2.3 Antecedents of Objective and Subjective Career Success.....	26
2.2.4 Consequences of Objective and Subjective Career Success .....	32
2.3 Generations .....	36
2.3.1 The Meaning of Generations .....	36
2.3.2 Generational Cohort .....	39
2.4 Theoretical Framework of Addressing Career Success .....	43
2.4.1 Overview of Motivational Theories .....	44
2.4.2 Need Motive-Value Theory .....	46
2.4.3 Self-Regulation Metacognition .....	49
2.4.4 Socioemotional Selectivity Theory (SST) .....	51
2.2.5 Application of Judge’s Career Success Framework .....	56
Chapter 3 Methodology .....	68
3.1 Purpose of the Study .....	68
3.2 Research Design .....	71
3.3 Methodology & Approach .....	72
3.3.1 Phase 1: Qualitative .....	72
3.3.2 Phase 2: Quantitative .....	77
3.4 Testing Assumptions .....	96
3.5 Reliability Scales .....	97
Chapter 4 Results .....	99
4.1 Introductions .....	99
4.2 Qualitative Results .....	99
4.2.1 Demographic Profiles of Interviewees .....	101

4.2.2 Descriptions of General and Unique Themes .....	104
4.2.2. a. Attitudes from the First Job in the Service Industry .....	106
4.2.2. b. Defining Success for One’s Self – Personal & Professional .....	108
4.2.2. c. Attitudes Towards the Industry Today.....	109
4.2.2. d. Generational Differences .....	112
4.2.2. e. Organizational Commitment .....	113
4.2.2. f. Job Satisfaction.....	115
4.2.2. g. Motivation .....	115
4.2.2. h. Individual Differences .....	117
4.2.2. i. Socioemotional Indicators .....	118
4.2.2. j. Performance .....	120
4.3 Discussions about the Research Questions .....	124
4.3.1 Reflexivity .....	129
4.4 Quantitative Data Analysis .....	132
4.4.1 Analysis of Survey Findings .....	132
4.5 Statement of the Results.....	132
4.5.1 Sociodemographic Information .....	132
4.5.2 Human Capital Information.....	134
4.5.2. a. Highest Education Levels & Work Departments .....	134
4.5.2. b. Property Locations .....	135
4.5.2. c. Monthly Incomes .....	136
4.5.2. d. Hotel Brands .....	136
4.6 Preliminary Analysis of the Data .....	137
4.7 Checking Assumptions .....	138

4.7.1 Multivariate Normality & Linearity .....	139
4.7.2 Reliability of the Measures .....	141
4.7.3 Reliability Tests of Scales .....	142
4.8 Research Questions and Hypotheses.....	144
4.9 Testing the Hypothesis .....	145
4.9.1 Hypotheses 1.....	145
4.9.2 Hypotheses 2.....	148
4.9.3 Hypotheses 3.....	149
4.9.4 Hypotheses 4.....	151
4.9.5 Hypotheses 5 & 7.....	153
4.9.6 Hypotheses 6.....	156
4.9.7 Hypotheses 8.....	156
4.9.8 Hypotheses 9.....	158
4.9.9 Hypotheses 10.....	160
4.9.10 Hypotheses 11.....	162
4.9.11 Hypotheses 12.....	164
4.9.12 Hypotheses 13.....	165
4.10 Evaluation of Findings.....	167
Chapter 5 Discussion .....	180
5.1 Introduction .....	180
5.2 Overall Findings .....	183
5.2.1 Qualitative Study.....	183
5.2.2 Quantitative Study.....	186
5.3 Theoretical Contributions .....	194



5.4 Managerial Implications & Recommendations .....	197
5.5 Assumptions and Limitations .....	200
5.6 Conclusions .....	201
References .....	204
Appendices .....	240
Appendix 1 Coding Guide.....	241
Appendix 2 Survey Questionnaires .....	250

## List of Tables

Table 3.1 Hypotheses and Test Statistics .....	89
Table 3.2 Pre-Data Analysis and Screening .....	93
Table 4.1 Research Questions and their Respective Interview Questions .....	100
Table 4.2 Demographic Profiles of Interviewees .....	101
Table 4.3 Codes from the First Iteration .....	102
Table 4.4 Primary Codes from each Interview .....	103
Table 4.5 Themes from the Second Iteration .....	104
Table 4.6 Profiles of the Respondents .....	133
Table 4.7 Hours/Days/Nights/ and Hours Desired per Week .....	134
Table 4.8 Highest Educational Levels & Work Departments .....	135
Table 4.9 Property Locations .....	135
Table 4.10 Monthly Income .....	136
Table 4.11 Hotel Brands Classified According to Price .....	136
Table 4.12 Box's Test of Equality of Covariance Matrices for Grouped Independent Variable .....	139
Table 4.13 Scale Reliability Findings of Survey Instrument .....	141
Table 4.14 Bartlett's Test of Sphericity .....	145
Table 4.15 Human Capital Variables Effect on Career Success Outcomes .....	146
Table 4.16 Summary of the Regression Output with Full and Restricted Model: Organizational Sponsorship Statistics .....	147
Table 4.17 Organizational Sponsorship Statistics .....	148
Table 4.18 Summary of Full Model and Restricted Model: Organizational Sponsorship	

and Objective Career Success Statistics .....	150
Table 4.19 Summary of Full Model and Restricted Model: Organizational Sponsorship	
and Subjective Career Success Statistics .....	152
Table 4.20 Levene’s Test of Error Variances .....	153
Table 4.21 Age and Objective and Subjective Career Success .....	154
Table 4.22 Multivariate Tests of Age to Objective and Subjective Career Success .....	155
Table 4.23 Descriptive Statistics for Individual Differences and Subjective Career	
Success.....	157
Table 4.24 Box’s Test of Equality of Covariance Matrices’ of Objective Career Success	
by Career Success Outcomes .....	158
Table 4.25 Multivariate Tests of Objective Career Success and Career Success Outcome .....	159
Table 4.26 Grand Means for Objective Career Success and Career Success Outcomes.....	160
Table 4.27 Adjusted Means and Standard Deviations for Objective Career Success	
and Career Success Outcomes.....	160
Table 4.28 Summary of Full Model and Restricted Model: Motivation and Subjective	
Career Success.....	161
Table 4.29 Human Capital and Subjective Career Success.....	163
Table 4.30 Human Capital and Objective Career Success.....	165
Table 4.31 Grand Means for Subjective Career Success by Organizational Citizenship	
Behavior, Organizational Commitment, and Career Commitment.....	166

Table 4.32 Adjusted Means and Standard Deviations for Subjective Career Success by Organizational Citizenship Behavior, Organizational Commitment, and Career Commitment .....	167
Table 4.33 Summary Table of Quantitative Results.....	177

## List of Illustrations

Figure 2.5.1 Judge et al. (1995) Career Success Framework .....	56
Figure 4.1 First Job in Service Industry with Linkages .....	105
Figure 4.2 Overall Summary of Missing Values: .....	137
Figure 4.3 Missing Value Pattern .....	138

## List of Abbreviations

SST	Socioemotional Selectivity Theory
HR	Human Resources
OCB	Organizational Citizenship Behavior
CET	Cognitive Evaluation Theory
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis

## Chapter 1

### INTRODUCTION

#### Background of the Problem

The hospitality work environment of the 21<sup>st</sup> Century is very different from the industry of the past. As in the past, hospitality employees brought to their work environments their personalities, competencies, and attributes, which were channeled into the organization to provide quality service to guests (Hartline & Jones, 1996). Today, within the work environment there are many changes taking place, particularly with the many types of generations working together. A generation is defined as *“an identifiable group that shares birth years, age, location and significant life events at critical developmental stages”* (Kupperschmidt, 2000, p. 66). Employees are required to work side-by-side on various shifts with those who are as young as their children, and/or, as old as their parents to accomplish the goals (Zemke, Raines, & Filipczak, 2000) of the organization. This has resulted in a paradigm shift in the way practitioners approach managing their employees because employees perceive career success goals differently from those of previous generations, and, these goals may not always be congruent with the goals of the organization. Considering the unique nature of the hospitality industry where production and consumption of services are inseparable, where there is a high degree of customer-employee interactions (Parasuraman, Zeithmal, & Berry, 1985; Kusluvan, Kusluvan, Ilhan, & Buyruk, 2010), and, where job satisfaction and organizational commitment have been shown to be related to turnover intentions (DeGieter, Hofmans, & Pepermans, 2011) there is a need for practitioners and academics to better understand employee motivations and their career success needs at different stages of their careers in order to better attract and retain them, and, improve customer satisfaction in the long run (Morrison, 1996; Tsaur & Lin, 2004; .King & Grace, 2006).

Howe and Strauss (1992) suggested that there are four generations that include Veterans (born between 1925 and 1942), Baby Boomers (born between 1943 and 1960), Generation X (born between 1961 and 1981), and Generation Y (also known as Millennials, born after 1982). These multiple generations worked together in the past within the hospitality work environment. However, organizational hierarchy usually separated them, with mainly older workers employed in middle and upper management and younger workers employed elsewhere. Today, Baby Boomers, Generation X and Millennial employees compete for the same jobs yet often, younger generations who have newer and more transferable skills are hired. These younger employees are now required to supervise older employees (Kogan, 2007). As such, the Millennials, being the newest entrants of hospitality employees, will have a greater impact on the organization's success than previous generations. However, data has shown that Millennials are not large enough to meet the workforce needs of the hospitality industry (Meister & Willyerd, 2010). As such, Baby Boomers who have retired are returning to the workplace to continue working. There are various reasons for this. Many are having children in later life and are financially responsible for them, as well as, for the care of their aging parents. Others continue to work in an effort to enhance their feelings of self-worth and self-esteem and gain new skills. Scholars have suggested that experiences and events that occur during ones' development years have influenced subsequent life experiences (Harkness & Super, 1996). As such, individuals' beliefs about their work life, particularly their career success, will usually reflect the social context in which they have developed. Therefore, adults will evaluate their career success differently and will react differently to the experiences and events in their lives, given their understanding about the time left to do so.

It was not always apparent if there was goal congruence for employees and management in achieving success because of the high turnover that plagues the hospitality industry. Therefore, a holistic approach was required to determine employees' career growth expectations and their attitudes toward their



career success in the hospitality work environment (Weng & McElroy, 2012). Research about career success showed a proliferation of articles mainly about middle and upper management research (Judge & Bretz, 1994; Gattiker & Larwood, 1988, 1989). However, very few research articles addressed line supervisors and employee's views about their personal and professional (career) success. Most scholars agree that career success construct may be divided into objective and subjective constructs (Ng, Eby, Sorensen, & Feldman, 2005). Objective career success is usually measured using indicators such as pay, promotion, and occupational status (Heslin, 2005; Judge, Cable, Boudreau, & Bretz, 1995; Ng et al., 2005). Whereas subjective career success, or career satisfaction is concerned with the unique evaluations that individuals make about their own careers (Judge et al., 1995; Melamed, 1996). Individual career success had implications for the organization because personal success contributed to the organizations' success (Judge, Thoresen, Pucik, & Welbourne, 1999). Consequently, each employee played a crucial role within the hospitality workforce, especially since they are regarded as part of the service product provided to external customers. (Hartline, Maxham, & McKee, 2000). Therefore, employee objective and subjective career success was measured by customers return intent and their satisfaction levels. This suggested that positive employee interactions were crucial to the quality of the customer perceived experiences (Sachdev & Verma, 2002; Babakus, Yavas, Karatepe, & Avci, 2003; Karatepe & Sokmen, 2006), which ultimately impacted the organizations' profitability. Hence, a better understanding of how generations perceived their career success goals and how they prioritized their time to achieve these goals was necessary if organizations want to sustain a competitive advantage through service.

To examine employee interactions, a sociological approach was used to examine the patterns of social activity within the work environment, which was used to map the constraints influencing individual actions and patterns of behaviors (Restubog, Scott, & Zagenczyk, 2011). However, practitioners may not be skilled, or have the time to plot these patterns of behaviors. Prior research about human development

has given us important information about human behavior. For instance, Erikson's eight stage model of psychosocial development where life was seen as a series of lessons and challenges which helped us grow, develop and form values and goals that changed over time (Erikson & Schultz, 1982), and, motivation research such as Deci and Ryan (1991), James (1890), Maslow (1968), and Ryan (1991). White (1959) also postulated that humans have basic needs and goals that necessitate some form of behavior. Super's developmental self-concept theory (Super, Starishevsky, Matlin, & Jordaan, 1963) suggested that humans choose careers that enable them to express their self-concepts and during each stage of development, their self-concept becomes more realistic and stable. This theory also suggested that with each stage of development there are emotional changes taking place within each individual (Super et al., 1963), culminating in consolidation and advancement in one's career. Super and Nevill (1984) suggested that people may be at any career stage, at various times in their life and thus their attitudes and behaviors are based upon their current circumstances and their perceptions and not mainly determined by their age.

As such, this theory explained the types of motivations that drive each hospitality employee, but did not provide an assessment of time. From a chronological perspective, age is not the best predictor of career success, but rather time or, perceived time left to work. Given the generational mixing taking place in the industry, it was necessary to explore the relationship within and between the various generations, the objective and subjective career success indicators, and, the outcomes that were expected. This holistic approach provided the theoretical construct for operationalizing the findings.

Given what has been discussed so far, the arguments for this dissertation were grounded in motivation theory, primarily the Socioemotional Selectivity Theory (Carstensen, 1993; Carstensen, Gross, & Fung, 1997), which focused on the psychological processes of individuals that mediate observed changes in their social preferences and social behavior. Since social interaction was at the core of human survival, this theory's underlying claim was essential to explaining the social interactions within the hospitality

workplace setting where there are different generations working toward their own individual goals and collectively for the organizations success. According to Socioemotional Selectivity Theory, the perception of time plays a fundamental role in the selection and pursuit of social goals. According to the theory, social motives fall into one of two general categories 1. those related to the acquisition of knowledge, and 2. those related to the regulation of emotion. When time was perceived as open-ended, knowledge-related goals were prioritized. In contrast, when time was perceived as limited, emotional goals assumed supremacy. The inextricable association between time left in life and chronological age ensures age-related differences in social goals (Fung, Carstensen, & Lutz, 1999). This suggested that a decline in social contact in later life was due mainly to older people's preferences for emotionally meaningful social partners, and, such preferences may not be due to age, but to perceived limitations on time.

The central tenet of the theory has been supported by various researchers (Fung et al., 1999; Lang & Carstensen, 2002). However, this application has not been fully explored in the hospitality industry with its diverse workforce, and may be used to explain what is occurring in the hospitality work environment as it relates to employees goals and views about themselves. Successful managers know that by understanding their employees and what motivates them, and by giving them what they need to thrive and grow, they can enhance productivity, morale, and employee retention (Kogan, 2007).

Scholars have made the argument that humans are agentic in that they engage in behaviors that are guided by the anticipated results of goals and that goals are a precursor to action (Bandura, 1982, 1991; Carstensen, Isaacowitz, & Charles, 1999). Therefore, this motivational theory can provide a point of reference for practitioners and scholars about what is occurring in the hospitality work environment, and, provide information about the industry's inability to retain employees, (Davidson, Timo, & Wang, 2010). Becker (1964) suggests each employee is unique and differs in the amount and quality of the human assets they possess. Therefore, it was necessary to understand hospitality employee's human capital, their

motivation, and socio-demographics factors, as well as, organizational sponsorship in order to determine the predictors of career success and ultimately, organizational success.

### **The Statement of the Problem**

The hospitality industry is a global industry that attracts a very diverse workforce and serves a global customer base. Lodging managers need to better understand the current workforce in an effort to achieve successful outcomes. Current researchers (Altinay & Altinay, 2006; Manigart, Collewaert, Wright, Pruthi, Lockett, Bruining, & Landstrom, 2007; Patton, Marlow, & Hannon, 2000) have reinforced the importance that human capital was linked to a firm's success and provided a competitive advantage that could not easily be imitated by competitors. Human resource management (HRM) strategies can be the driving force within the organization that can influence and build a sustained competitive advantage (Bernadin, 2007, Schuler & Jackson, 2005). Managers in the industry are required to be productive with the given workforce and are evaluated according to set criteria. Delery and Doty (1996) suggested that organization performance could be measured at the individual, team, and organizational levels. Understanding what constitutes success within each of these levels will allow decision makers to effectively gauge the performance of both employees and the organization as a whole. In addition, the Socioemotional Selectivity Theory addressed and explained issues identified in the research as they relate to perceived time and the pursuit of success in the work environment. As the industry continues to grow and evolve, the success of hotel managers depends on their ability to set meaningful goals for their operations. However, if there is no goal congruence between the goals of the organization and those of its employees, the result will be dismal for all stakeholders.

## **The Purpose and Significance of the Study**

According to Greenwell, Fink, and Pastore (2002), success for the organization means satisfied customers who tend to be loyal to the company and more likely to return. This study's purpose was to examine the objective and subjective elements of various generations of lodging employees' views about their career success. This knowledge may provide cues to decision makers about employee's career success needs and can be incorporated into future plans for recruiting, hiring and retaining employees. This information can be used to modify the types of programs and support systems that employers provide for employees and create a win-win situation for all stakeholders, while ultimately maximizing organizations profitability. (Heskett, Jones, Loveman, Sasser, & Schlesinger, 1994).

Employees, particularly line employees and supervisors within the industry are required to provide a wide range of knowledge, skills and expertise to their organizations. However, many are expected to work long hours, are given low compensation, inadequate benefits, and often, poor working conditions. This results in poor employee morale and job attitudes, which ultimately leads to high turnover in the industry. According to Byrne (1986), in addition to high labor turnover and its labor intensive nature, the hotel industry is characterized by low job security, low pay, shift duties and limited opportunities for promotion.

The purpose of this study was to provide significant insight into theoretical and practical aspects of human resource management because almost no research simultaneously examined both the objective and subjective aspects of employee success (Gattiker & Larwood, 1989), although both areas are essential for a holistic inquiry about employees' success. The predictors were derived from past research, and included a wide range of theoretically relevant variables that were included in prior studies. The research was consistent with studies conducted by Judge and Bretz (1994), Whitely, Dougherty, and Dreher (1991), and Judge et al. (1995) in which the dependent variables were objective career success and subjective

career success; this was comprised of job satisfaction and career satisfaction as the dependent variables whereas the independent internal variables were identified as socio-demographics, human capital, and motivation and organizational sponsorship. The results showed evidence to support the Socioemotional Selectivity Theory for lodging employees and which of its primary tenets, whether emotion regulation, development and maintenance of self-concept, or seeking information along with constraints on time influenced people's goals as they age.

This study went beyond objective career success that comprises compensation and the number of promotions to also examine the subjective elements of career success of lodging employees located throughout the United States. As such, more diverse sample populations can improve the generalizability of research findings to other employees in various industries (Guest, 1998; Robinson & Morrison, 2000).

The present study aimed to advance understanding of lodging employees' social preferences and social behaviors in the work environment, and, how they prioritized goals and interacted with those around them to achieve overall career success. Predictors of career success should be evident by employee's commitment to the organization and to their careers. Scholars have suggested that organizational commitment included both attitudinal and behavioral commitment (Reichers, 1985; Mowday, Steers, & Porter, 1979). Attitudinal commitment focused on the extent to which individuals perceived their values and goals in congruence with those of the organization. Whereas, behavioral commitment focused on examining the process by which individuals remained with the organizations and how they reacted when their goals were not met. Thus, attitudinal commitment focused on the antecedent conditions that contributed to the development of employee's commitment. Whereas behavioral commitment focused on identifying the conditions under which behaviors were influenced and the resultant changes in attitudes (O'Reilly, Chatman, & Caldwell 1981; Pfeffer & Lawler 1980; Steers 1977). Therefore, this research examined both the attitudinal and the behavioral aspects of employee commitment in relation to their career

success. Particularly, in reference to their affective attachment to the organization, the perceived costs associated with leaving the organization, and the obligations that they had to remain. Evidence of lack of commitment was demonstrated in problems associated with on-the-job performance, absenteeism, and citizenship behaviors, as well as turnover. This information can be beneficial to practitioners in assisting them to develop effective human resource strategies that can benefit individual workers, their departments, and the organization. Given today's business environment, new approaches to managing a changing labor force spanning up to four generations are required in order to remain competitive. According to Schuler and Jackson (2005), human capital can build a sustained competitive advantage and HRM initiatives, when aligned with the organization's overall strategies, can positively influence targeted performance measures. In addition, effective HRM strategies are the essential driving forces within an organization that contributes to positive outcomes and overall productivity and happy customers (Bernadin, 2007), thus improving key service, and operational performance indicators.

Improvements in the service delivery process and the quality of service performed that are a result of employee success provide a win-win situation for all stakeholders. With high employee turnover, a cost prohibitive factor for many hospitality companies, this research could potentially shed light on what specifically constitutes success for an individual working in the industry and could have implications for reducing high turnover levels while improving organizational performance. Having an understanding of the antecedents and consequences of success as perceived by hospitality workers is crucial to achieving desired business outcomes in an industry where, according to Wang (2009), costs associated with labor are the highest. Therefore, employee success is being hypothesized to positively influence organizational performance.

## **The Research Questions**

The main research questions that guided this research were adapted from (Creswell,1998):

1. What does it mean to have career success in a lodging setting?
2. What are the underlying themes and contexts that account for this view of success of lodging employees’?
3. What are the universal structures that precipitate feelings and thoughts about success?
4. What are the differences in generational approach to career success for lodging employees?
5. How does time affect changes in social goals of lodging employees?
6. Which variables will be the most influential on objective and subjective career success of lodging employees?
7. What are the outcomes of success for employees?

## **The Research Design**

A mixed method approach using qualitative and quantitative methods was used to determine the predictors of success for lodging employees. There were two phases to the study as further discussed in detail in Chapter 3.

### **Phase 1 Qualitative**

To develop a foundation for the study, a literature review of prior research was conducted. Thirteen (13) semi-structured interviews with employees and supervisors of four hotels were conducted to



identify the underlying themes and contexts that account for workers views about their subjective and objective career success.

- i. Participants - Hospitality workers in the lodging industry
- ii. Sample - Hospitality associates and supervisors in three medium size hotels; Four (4) interviews were conducted with Gen Y's, Gen X's and Baby Boomers from two properties and (5) interviews from one property. These generations were selected to test the premise of the Socioemotional Selectivity Theory.
- iii. Sampling Strategy - purposeful sample
- iv. Instrument - face-to-face interviews
- v. Data Collection & Recording - twelve or more semi-structured interviews (Polkinghorne, 1989) with line supervisors and line-employees, lasting 40-60 minutes; interviews recorded and transcribed
- vi. Data Analysis - Four stages of data analysis using Atlas.ti, utilizing thematic analysis to generate themes and meanings

## **Phase 2 Quantitative**

An online and paper survey questionnaire was developed, conducted and analyzed to determine the significant predictors of employees' success in their careers which included the following:

- a) Comments from phase 1 guided the development of questions for the survey questionnaire and information from prior studies included the following constructs:

Socio-demographics

- Age

- Race
- Sex
- Marital Status
- Family Structure
- Dependent Responsibilities

#### Human Capital

- Type of Education
- Tenure/Experience
- Work Department
- Number of Professional Certifications (e.g. ServSafe)
- Monthly Income
- International Experience

#### Motivation

- Intrinsic Job Motivation
- Socioemotional Career Satisfiers
- Socioemotional Status Base Satisfiers
- Number of Days/Nights Worked
- Hours Required to Work Per Day
- Average Overtime Hours Assigned Per Day
- Hours of Work Desired
- Work Centrality
- Willingness to Transfer Within the Organization
- Turnover Intentions

### Organizational/Industry Characteristics

- Organization Size
- Organization Success
- Types of Organization (chain, independently owned, etc.)
- Industry Sector
- Region/location in U.S. (east, northeast, south, west, etc.)

### Objective Career Success

- Compensation
- Number of Promotions

### Subjective Career Success

- Job Satisfaction (Affective)
- Career Satisfaction

### Career Success Outcome

- Job: Organizational citizenship behavior
- Job: Organizational commitment
- Career: Career commitment

b) Pretest survey with hotels that participated in Phase 1 interviews

c) Distribute Instrument - online survey questionnaires

d) Sampling - convenience sample based upon availability of respondents by HR manager of three up-scale hotels for supervisors and line associates.

e) Data Collection - online surveys distributed through web based internet provider LinkedIn, the Alabama Hotel and Lodging Association, and databases of hotels in US.

- f) Data Analysis - multivariate regression analysis predicting objective and subjective career success and MANOVA to analyze the generations.

### **The Assumptions and Limitations of the Study**

This study assumed that the respondents answered all the questions truthfully and to the best of their knowledge. It also assumed that each construct was measurable and the instrument developed based on prior studies was adequate to assess each construct. This study had some limitations. Since time is a better predictor of success than chronological age and is best evaluated longitudinally, this research unfortunately could not be conducted as such. The research depended on employees' perceptions to appraise their objective and subjective career success. The interviews were conducted in only three hotels in the Southeast, U.S. as such; the results cannot be generalized beyond the Southeast U.S. Even though the survey was distributed to hoteliers throughout the U.S, the sampling was based upon human resource managers providing access to employees.

## **Operational Definitions in the Study**

**Career Success:** Defined as the positive psychological or work-related outcomes or achievements one has accumulated as a result of one's work experiences (Judge & Bretz, 1994; London & Stumpf, 1982).

**Career Commitment:** Committed to the individual goal of advancing in their personal careers (Ellemers, deGuilder, & van den Heuvel, 1998).

**Extrinsic Job Motivation:** Described as engaging in a variety of behaviors as a means to an end and not for their own sake (Deci, 1997).

**Frames of Reference:** Self-referents-versus other-referents-where individuals evaluate their inputs and outcomes against their own expectations (not against what others receive) (Hulin, 1991).

**Generation:** From a social perspective, defined as a group of individuals born within the same historical and socio-cultural context, who experience the same formative experiences and develop unifying commonalities as a result (Mannheim, 1952; Pilcher, 1994).

**Human Capital:** The cumulative educational, personal, and professional experiences that might enhance an employee's value to an employer (Becker, 1964; Bamberger & Meshoulam, 2000; Boxal & Purcell, 2003; Gerhart, 2005).

**Human Resource Management:** (HRM) "Concerned with the personnel policies and managerial practices and systems that influence the workforce i.e., all decisions that affect the organization's workforce, concern the HRM function." (Bernadin, 2007).

**Intrinsic Job Motivation:** Defined as 'the degree to which a job holder is motivated to perform well because of some subjective rewards or feelings that he expects to receive or experience as a result of performing well' (Lawler, 1969).

**Job Satisfaction: (Affective):** How participants feel about their jobs (Schleicher, Watt, & Gregarus, 2004); defined as *"a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences"* (Locke, 1976, p. 1300).

**Line Employee:** A person employed by a company below the management level and paid an hourly wage for their services.

**Line Supervisor:** The first-line of management who works closely with employees to assign their tasks and monitors and regulates their performance.

**Motivation:** Defined as the willingness by an individual to exert high levels of effort to achieve personal goals; includes both internal and external influences.

**Objective Career Success:** What society constitutes as actual achievement, such as compensation and number of promotions.

**Organizational Commitment:** The general preparedness to engage in long-term involvement with, and, to exert oneself on behalf of an organization (Ellemers et al., 1998).

**Organizational Citizenship Behavior:** The willingness on the part of people to put up with minor inconveniences and tolerate less than ideal circumstances (Alge, Ballinger, Tangirala, & Oakley, 2006)

**Organizational Sponsorship:** Defined as the influence of structural variables, including both industry and organizational characteristics on individual outcomes such as performance, turnover, and salaries (Pfeffer, 1991).

**Promotions:** Any increases in level and/or any significant increases in job responsibilities or job scope.

**Race:** A concept of dividing people into populations or groups based on various sets of physical characteristics (which usually result from genetic ancestry).

**Socioemotional Career Satisfiers:** Derived from the quality of work relationships and emotional support afforded by an individual's career (Eddleston, Veiga, & Powell, 2006).

**Socioemotional Status-Based Career Satisfiers:** Derived from career advancement and financial success (Gattiker & Larwood, 1988).

**Socio-demographics:** Defined as the characteristics of a population, such as, age, gender, ethnicity, educational levels, etc.

**Subjective Career Success:** Conceptualized as consisting of two components: current job satisfaction and career satisfaction (Bray & Howard, 1980; Harrell, 1969; Judge & Bretz, 1994).

**Turnover Intentions:** An individual's desire or willingness to leave an organization (Rafferty & Griffin, 2006).

**Work Centrality:** Defined as the degree of importance that work plays in one's life or the psychological investment in work for self-identity or self-image (Diefendorff, Brown, Kamin, & Lord, 2002; Rothbard, (2001).

### **The Expected Outcomes**

The overall goal of this study was to investigate comprehensively what predicts success for lodging employees. Due to the nature of the hospitality industry, human capital characteristics explained more variance than any other predictors did. This was consistent with previous studies by Gattiker and Larwood 1988, 1989; and by Gould and Penley 1984). In addition, objective career success positively predicted subjective career success as evidenced by prior studies (Gattiker & Larwood, 1988; Locke, 1976).

According to Judge, et al. (1999), past research suggested that many of the variables that influence objective career success do not similarly influence subjective success (Cox & Harquail, 1991; Judge & Bretz, 1994); this was expected in this study. In addition, frames of reference of employees predicted judgments of career success.

In keeping with the Socioemotional Selectivity Theory, age-related reduction in social contact did not begin suddenly in old age, but occurred gradually. In addition, conditions other than old age, imposed constraints on time influenced how different goals were prioritized for older employees, Emotion became more important or whenever the future was viewed as limited for both young and older employees.



## Chapter 2

### Literature Review

#### 2.1 Introduction

This research was centered on career success of employees working in the lodging industry and an examination of those antecedents and consequences of their career success grounded by motivational theories. To conduct the literature review, a content analysis was taken using the keyword search term “career success” targeted at the ten top-tiered hospitality and tourism journals based upon Google Scholar’s index as of June, 2014. The journals included Tourism Management, International Journal of Hospitality Management, Annals of Tourism Research, Journal of Sustainable Tourism, Journal of Travel Research, International Journal of Contemporary Hospitality Management, International Journal of Tourism Research, Cornell Hospitality Quarterly, Current Issues in Tourism, and Journal of Hospitality & Tourism Research. In addition, this review also included information from online secondary sources: Science Direct (<http://www.sciencedirect.com>), Elsevier ([www.elsevier.com](http://www.elsevier.com)), and from Sage Publications (<http://sagepublications.com>). From these databases the reviews of peer-reviewed full-length articles were included, and, excluded from the analysis were commentaries, book reviews, research notes, and industry conference reports. The researcher selected these sites because they were three of the largest databases of tourism and hospitality research, as well as other journals that provided information about this phenomenon. The researcher was able to extrapolate and provide an in-depth overview of career success research as viewed through these top-tier journals and databases. Information obtained from this research should be of benefit to both hospitality researchers and practitioners and support the basis of this research.

The literature review began with an in-depth examination of the concept of career success, followed by an investigation into the central tenets about generations, and the relationships among the

various constructs (both antecedent and consequential) and the theoretical framework in relation to types of motivational theories, in particular the Socioemotional Selectivity Theory.

## **2.2 Career Success**

### **2.2.1 Definitions & Framework**

Research about career success has been of interest to scholars and they have used various approaches to identify the factors that have attributed to the career success of individuals, and the resultant direct and indirect contributions to organizations. A discussion about career success would not be complete without first defining the concept of “career.” Early scholars such as, Wilensky (1961, p.523) suggested that a career was *“a succession of jobs, that are arranged in a hierarchy in which a person moves in and out in a somewhat predictable way.”* Other scholars such as Super (1980, p. 282), defined career as *“the combination and sequence of roles played by a person during the course of a lifetime,”* and, Arthur, Hall and Lawrence’s (1989, p. 8), who defined the term as *“an evolving sequence of a person’s work experiences over time.”* These latter definitions, which differed from earlier definitions, are more widely accepted by scholars today (Arthur, Khapova, & Wilderom, 2005).

Consequently, these definitions suggested a shift from earlier definitions from viewing a career as a job, to now, being described as an accumulation of roles and work experiences that individuals incur over time. Some researchers described this change as an evolution from the traditional perception of the old psychological contract about careers to a new perception of a psychological contract that incorporates individual experiences, knowledge, skills, and attitudes (Argyris, 1960; Arthur, 1994; Rousseau, 1995; Sullivan, 1999; Fugate, Kinicki, & Ashfort, 2004; Briscoe, Hall, & DeMuth, 2006; Dries, Pepermans, & Carlier, 2008). A psychological contract was defined by Rousseau (1989) as *“an individual’s belief in a reciprocal obligation between the individual and the organization”* (p. 121). This shift in perception was observed by the researcher within the current hospitality workforce, and in light of this, justified further

investigation about how these changes are affecting the work environment and the careers of lodging employees.

With this new perspective, an individual's perception of his or her obligations, as well as how well the organization fulfilled its obligations will influence the behavior and attitudes individuals have towards their careers. This eventually affected their commitment to the organization and ultimately influenced their job satisfaction (Eslami & Gharakhani, 2012). Some scholars have suggested that careers are more dynamic today and allow individuals to customize their careers to meet their needs and therefore are more nonlinear (Benko & Weisberg, 2007; Cascio, 2007; Valcour, Bailyn, & Quijada, 2007). This suggested a wider array of complex relationships and dependencies with respect to individual's careers.

An examination into the nature of the concept "success" began with a definition of success by Webster Online Dictionary, which was *"the fact of getting or achieving wealth, respect, or fame."* Applying this definition of success to the context of the work environment led to the proposition that workers may perceive their success by the financial benefits they acquire to enhance their wealth, the respect they received from their peers and superiors, and the type of notoriety they received because of their efforts. Therefore, for the hospitality worker, was this definition in line with what it means for them to be successful? In addition, are there underlying themes and contexts that account for this view of success, and, what are the feelings and thoughts that precede (antecedents) such feelings? Thus, the identification and examination of these views and antecedents was necessary to answer these primary questions.

There are many definitions of career success and one important concern proposed by Dries et al. (2008, p. 263) was *"the dynamics of the definitions and the contextual systems that influence the career success constructs systems held by individuals."* To address this concern, the researcher used one of the most accepted definitions of career success, which was the *"positive psychological and work-related*

*outcomes derived from the accumulation of one's work experiences"* (Judge, et al., 1995; London & Stumpf, 1982; Seibert, Crant, & Kraimer, 1999). Given the diverse groups of individuals working in the hospitality industry, this definition was operationally better at measuring the variables that influenced career success. Applying the definition to the current hospitality work environment, this interpretation suggested that employees may perceive career success as a positive endeavor in which they used various attributes to achieve success. Scholars have proposed that this perception evolves and changes over time. However, given the high turnover in the hospitality industry, it was fair to say that practitioners were not meeting the needs of the diverse groups of employees in the industry. Therefore, an exploration was necessary to determine the motivations individuals had towards their careers in order to achieve success and the expectations they had about their careers.

Prior studies such as Walsh and Taylor (2007) suggested that for career success of management staff, there must be opportunities for organizational growth, fair compensation, and competent leaders that are supportive. Consequently, managers were likely to leave their companies and the industry as a whole if their expectations were not met. Analogously, could these results be the same for entry-level employees and line level managers or supervisors? The current study investigated the extent that organizational sponsorship, including both industry and organizational characteristics, would influence individual outcomes such as performance, turnover, and salaries. In addition, the study investigated the extent to which individuals would be willing to seek opportunities to achieve feelings of success through promotions and opportunities to influence and support others within the workplace (Pfeffer, 1991; Jiang & Klein, 2002).

Career success has also been investigated from the perspective of "life success," which according to Parker and Chusmir (1991) were factors outside one's career that may have influenced one's life; these may be family relationships, personal fulfillment, professional fulfillment, status, contributions to society and security. Earlier research by Schein and Schein (1978), suggested that working adults developed career

anchors from their first work experience derived after leaving school. He suggested that these anchors evolved from the many life lessons and experiences learned while working and acted as a stabilizing influence in the development of the individual's self-concept, and, anchored the personal decisions he/she made about family, career, and personal development. The findings from this study suggested that career anchors were important because they incorporated the individual's self-perceived talents, abilities, motives, and attitudes. This research highlighted the important distinctions between the selection of an occupation and the process of selecting a career. This was an important distinction because early scholars such as Holland (1973) suggested that an individual select an occupation based upon what he or she likes to do. However, Schein and Schein (1978) posited that career choice incorporated not only individuals' interests, but also their abilities and values. With this in mind, this research examined the employee's life success stories that influenced their career success.

To explore career success through the life lessons of individuals', researchers have conducted interviews and observations of individuals in an effort to understand their views about their career success. For example, in the research by Dries et al. (2008), the researchers used a multidimensional model approach to investigate career success. They interviewed twenty-two managers who provided stories about their careers. They divided the research into two studies. In the first, they utilized laddering interviewing technique (Bourne & Jenkins, 2005) to generate meanings that people had about their career success. In the second study, they included findings from the first study and used Q-sort methodology and multidimensional scaling (MDS) to interpret their findings. From this study, it became apparent that for this current research about the career success of lodging employees, it was necessary to talk to workers in the industry to learn what they said contributed to their success. To capture and document each interaction, it was necessary to conduct interviews that would provide a rich source of information about employees' life stories that affected their career success. In addition, the researcher was able to use reflective notes,

recordings, and transcripts that summarized and interpreted the information collected (Lacey & Luff, 2001), as well as utilize qualitative data analysis techniques to provide understanding and an explanation about what employees were revealing about their careers (Lewins, Taylor, & Gibbs, 2005).

### **2.2.2 Conceptualization and Operationalization of Objective and Subjective Career Success**

Earlier research by scholars such as Hughes (1937, 1958) suggested that in order to operationalize career success it was necessary to examine the differences between two components, namely, objective and subjective career success (Peluchette, 1993). Specifically, Hughes defined objective career success (also referred to as extrinsic career success) as things that are directly observable, measurable, and verifiable by an impartial third party; this included measurable outcomes such as compensation e.g., pay, promotions, and occupational status (Judge et al., 1995; Heslin, 2005; Ng et al., 2005; Nicholson, 2000). Subjective career success (also referred to as intrinsic success) was defined as what was experienced directly by the individual engaged in his or her career and was usually measured in terms of career satisfaction, which was interpreted as the judgment that individuals make about their own careers (Judge et al., 1995; Melamed, 1996).

Scholars have conceptualized objective career success based upon society's evaluation of career achievement from quantifiable external criteria such as salary, pay, or compensation (Thorndike, 1934), salary growth (Hilton & Dill, 1962), and promotions (Thorndike, 1963), rather than individual appraisals of their own career success (Gattiker & Larwood, 1989; Judge et al., 1995; Melamed, 1996). Objective career success assessments were widely used because they were regarded as efficient means of collecting standardized data from existing company records (Hall, 1976, 2002; Heslin, 2005). However, many companies were not willing to share human resources data.

Subjective career success was conceptualized as consisting of two components, job satisfaction (affective) and career satisfaction (Bray & Howard, 1980; Harrell, 1969; Judge & Bretz, 1994). Job satisfaction (affective) described how participants feel about their jobs (Schleicher et al., 2004) and was defined as "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976, p. 1300); career satisfaction on the other hand was described as the positive orientation that an employee expressed toward his or her career (Jiang & Klein, 2002). Diaz and Cabral (2005) supported this view because in their study they found that job satisfaction was a strong predictor of overall individual well-being. According to Gattiker and Larwood (1988), subjective views about career success may exist only in people's minds and may have no boundaries. They further posited that career satisfaction was considered very important to subjective career success and incorporated self-evaluations that individuals made about their jobs, how they prioritized goals, and the expectations they had about their careers.

According to Heslin (2005), subjective career success was operationalized as either job or career satisfaction. They argued that if workers were dissatisfied with their jobs, they were unlikely to be satisfied with their careers. Other scholars have used job satisfaction as a substitute for subjective career success (Tsui & Gutek, 1984; Judge & Bretz, 1994; Judge et al., 1995; Murrell, Frieze, & Olson, 1996; Boudreau, Boswell, & Judge, 2001) also shared this opinion. Another measurement examined customer's return intentions and their satisfaction levels. Such measurements were based upon positive employee interactions that were crucial to the quality of the customer perceived experiences and their return intentions (Sachdev & Verma, 2002; Babakus, Yavas, Karatepe, & Avci, 2003; Karatepe & Sokmen, 2006). Ultimately, this influenced the organizations' profitability. Unfortunately, profitability was not easily achieved due to various reasons. Several studies have reported annual turnover rates of employees in the hospitality industry to range from 32% to 300% (Woods & Macaulay, 1989; Fortino & Ninemeier, 1996; Cho, Woods,

Jang, & Erdem, 2006; Moncarz, Zhao, & Kay, 2009) and according to Wang (2009), costs associated with labor can be extremely high.

### **2.2.3 Antecedents of Objective and Subjective Career Success**

In a study by Judge et al. (1995), the researchers conducted an empirical investigation of the predictors of executive career success and examined the degree to which demographic, human capital, motivational, organizational, and industry/region variables predicted executive career success of 1,388 U.S. executives. Their assumptions about career success incorporated both the objective and subjective factors. Their research revealed that factors explaining objective and subjective career success were not always identical with individuals perception of career success. Their results revealed that the main constructs of demographic, human capital, motivational, and organizational variables explained significant variance in objective career success and in subjective career success, particularly in career satisfaction. Their research also revealed that financial success was influenced by educational level, quality, prestige, degree type, and, that job satisfaction was influenced by motivational and organizational variables that explained the most significant amounts of variance.

These findings suggested that the variables that predicted and influenced objective career success might be different from those of subjective career success and warranted further investigation. Consequently, this current study examined demographic characteristics of the hospitality line associates and supervisors to determine the influencers of their career and to examine their self-perceived outcomes. Accordingly, this was important because entry-level employees are responsible for the delivery of service quality to customers (Bouranta, Chitiris, & Paravantis, 2009; Yavas, Karatepe, & Babakus, 2010), and their behaviors affected the delivery of service.



In examining the predictors of objective and subjective career success Ng et al. (2005) proposed four predictors that influenced individual's career success, mainly: 1. human capital, 2. organizational sponsorship, 3. socio-demographics status, and 4. stable individual differences. The elements of human capital described as the aggregated educational, personal, and professional experiences that augment an employees' value proposition to an employer (Becker, 1964; Bamberger & Meshoulam, 2000; Boxal & Purcell, 2003; Gerhart, 2005). According to Schuler and Jackson (2005), human capital can build a sustained competitive advantage and human resource management (HRM) initiatives, when aligned with the organization's strategies, can influence positive outcomes. Current researches (Altinay & Altinay, 2006; Manigart et al., 2007; Patton, et al., 2000) have reinforced the importance that human capital was linked to a firm's success. Ultimately, human capital provided a competitive advantage that competitors cannot easily imitate. The researchers defined Organizational Sponsorship (OS) as the influence of structural variables, which composed both industry and organizational characteristics. From an individual perspective, OS included the extent to which individuals received support or sponsorship within the organization from fellow employees, supervisors, and upper management. The individuals interpreted this support by the types of tasks, training, and professional development opportunities that they received. The researchers also suggested that the organizational resources that were available (such as organization size, number of employees, critical success factors, the type of organization, location, and industry type), influenced the individual's perception about OS, which ultimately influenced the individual's performance, turnover, and salaries (Pfeffer, 1991). The socio-demographic variable included the unique characteristics of the population and included both demographic and social background (such as gender, race, marital status, and age), stable individual differences was regarded as the personality factors, classified as the Big Five Factors (neuroticism, conscientiousness, extroversion, agreeableness, and openness), and, factors that influenced cognitive ability, proactivity, and locus of control.

The results revealed that objective and subjective career success had a wide range of predictors. In addition, they found that human capital and socio-demographic predictors displayed stronger relationships with objective career success, and that organizational sponsorship and stable individual differences have a stronger relationship with subjective career success. They also found that gender and time were moderators of some relationships, such as education, work experience, income, and professional development. Their study revealed that these variables were important for understanding the success systems of the organization. In the current study, the researcher identified the variables that have the most influence on objective and subjective career success of lodging employees and as such, included the four constructs used in the Ng et al. (2005) study to determine if they predicted lodging employees' career success.

The researcher examined three areas of individual differences, i.e., how individuals described themselves in terms of 1. "success" (self-efficacy) – a belief in one's ability to complete tasks and reach goals, 2. "social attributes" – included peer relations, social competence, and popularity, and 3. "planful" - a person's ability to choose roles that are well suited to their interests and talents, and to pursue these roles effectively and with perseverance (Pachulicz, Schmitt, & Kuljanin, 2008).

Aryee, Chay and Tan (1994) used a more scientific approach and examined the antecedents of subjective career success of managers in Singapore. They choose the antecedents based upon the individual's life roles and used Confirmatory Factor Analysis to examine one-factor and three-factor models that influenced subjective career success. The results revealed that a 3-factor model had adequate statistical fit and included financial, hierarchical success, and career satisfaction. They identified antecedents' sets that explained over 40 percent of the variance, these were human capital, work values, family, and structural or work variables in each dimension. The study also revealed that variables, such as individual-organizational value congruity, quality of parental role, and internal labor market influenced

career success dimension. These variables were shown to be consistent antecedents of the career success dimensions.

Additionally, research by Gattiker and Larwood, (1990) revealed that demographic and family variables related to individual perceptions of career achievement, as well as to objective indicators of career achievement within a corporate hierarchy and were important to the study of career success. From the review of these research articles, a quantitative data analysis approach was used to collect information about socio-demographics data, motivation scales, family income, individual differences scale, and organizational sponsorship scale. Conducting quantitative data analysis ensured an objective perspective about the constructs that attributed to career success of lodging employees.

In addition to the prior studies discussed, a recent study by Brownell (2015) suggested that the right personality traits were important for career success in hospitality management. She posited that successful managers needed personality traits such honesty and integrity, along with good interpersonal skills and hard work to have successful careers. The results revealed that for career advancement, character was more important than gender. In a similar study by Newman, Moncarz, and Kay (2014), they found that in addition to personality traits, emotional intelligence was important and that the relationship of these attributes to leadership and management are important antecedents for career success of managers. Other researchers focused on competencies, such as financial management, needed by hospitality management to be successful (Woods, Rutherford, Schmidgall, & Sciarini, 1998; Chung, 2000).

In 2008, Nikos Bozionelos investigated the relationship of intra-organizational network resources with career success and organizational commitment. The study revealed that total intra-organizational network resources, which were divided into instrumental and expressive; related positively to extrinsic and intrinsic career success, as well as to affective organizational commitment. Instrumental resources were

described as the personal connections that individuals used to advance in their careers and influence their professional interests; whereas expressive network resources included relationships that provided socio-emotional support, such as mentoring relationships (Dobrow & Higgins, 2005; Bozionelos, 2008; Seibert et al., 2001; Higgins & Kram, 2001). Thus, individuals have social capital that influenced their career advancement. The results of their study suggested that individuals' perceptions of their network resources were associated with their organizational commitment and therefore, related to their career success (Ibarra, 1993; Kram & Isabella, 1985; Fombrun, 1982). The researchers also discovered that individuals' social capital played an important role in influencing their career progression through access to power, influence, information, encouragement, and emotional support (Adler & Kwon, 2002). Coleman (1990) defined social capital as value that was created within social structures and facilitated the actions of the individuals. Accordingly, within the work environment, when employees created positive relationships, they were more committed to the organization and this affected their career success.

Consequently, the current study examined employee's self-perceived attributes, motivations, and their willingness to exert high levels of effort to achieve personal and professional goals. These included both internal and external influences. Examples of these internal and external influences that were investigated were intrinsic job motivation (IJM), defined as the degree to which an employee is motivated to perform well because of subjective rewards or feelings that he/she expected to receive or experience as a result of performing well (Lawler, 1969).

Two additional variables examined in this study were socioemotional career and status-based satisfiers. Socioemotional career satisfiers (SCS), defined by Eddleston et al. (2006) as the satisfaction derived from the quality of work relationships and emotional support afforded by an individual's career; whereas socioemotional status-base satisfiers (SSBS) was described as career advancement and financial success derived from one's career (Gattiker & Larwood, 1988). In addition, Eddleston et al. (2006)

suggested that a study about employees' motivation should examine the number of hours, days, nights and overtime worked on average per week, as well as the average number of hours of work desired. Johnson (2002) also suggested that work centrality should be a key construct, and, Rafferty and Griffin (2006) proposed that any research about employee motivation should include an examination of the employee's willingness to transfer and their turnover intentions within the organization (Chen, Hui, & Segó, 1998; Simons, 2007).

In other research by Kay and Moncarz (2004), it was determined that lodging managers placed higher importance on intrinsic attributes, personal character, and their knowledge, skills, and abilities (KSAs) for their overall success rather than on objective factors. Researchers investigated 24 lodging management companies' organizational employee-retention initiatives and practices, and the impact on employee turnover (Moncarz, Zhao, & Kay, 2009). The study revealed that corporate culture, hiring, promotions, and training practices were more influential on non-management employee's retention, rewards, and compensation, and, that these organizational strategies reduced employee turnover. In a similar research by Cho, Woods, Jang and Erdem (2006), they determined that companies that utilized human resources strategies, such as employee-retention, had significantly more influence on the retention of both management and non-management personnel, especially for new hires and promotions. They also found that articulating the mission and goals of the organization and having effective reward systems in place were likely to have fewer turnovers of non-management employees. In light of this, the current study examined the internal, as well as the external organizational factors that influenced individual's perceived turnover intentions and commitment to the organization.

Similarly, Akrivos, Ladkin, and Rekitis (2007) used a case study approach to study hotel general managers in deluxe hotels in Greece. Their research revealed that managers used a variety of strategies in order to advance their careers and achieve career success. Strategies included enhancing their skills,

seeking opportunities for advancement and upward mobility, developing interpersonal relationships, and becoming adept at handling diverse situations with one of the least used strategy, being pay. Therefore, this study assessed the opportunities that existed for employees to advance in their careers, for professional development, as well as the motivation they had to work with others to achieve organizational goals.

#### **2.2.4 Consequences of Objective and Subjective Career Success**

An examination of the relationships between antecedents and consequences, or outcomes, of lodging employee's career success warranted a discussion. These outcomes included job and organization commitment, and career commitment. First, Ellemers et al. (1998) described commitment as a willingness to dedicate oneself to particular values and goals. In their study, they suggested that a distinction was made between two types of commitment, namely, career-oriented commitment, which they described as the extent to which people felt committed to the goal of advancing in their personal careers, and, team-oriented commitment, described as, commitment to common team goals. They felt it was important to show the distinction between devotion to one's career and the ambition to advance in one's career (Blau, 1989; Arnold, 1990; Aryee, Chay, & Tan, 1994; Aryee & Tan, 1992; Meyer, Allen, & Smith, 1993; Noe, 1996). From this discussion, they posited that career commitment was used to describe both contexts. However, Meyer et al. (1993) suggested the use of the term occupational commitment (meaning the degree of commitment to a particular occupation or profession) to clarify any misconceptions. The results of their study revealed that occupational commitment was more attune to predicting particular behaviors (Irving, Coleman, & Cooper, 1997).

Therefore, in this study the researcher referred to career commitment in terms of occupational commitment. Included in this construct are job involvement and the type of organizational citizenship

behavior, which was reflected in job commitment (Hui & Lee, 2000). Accordingly, Alge et al. (2006) described organizational citizenship behavior (OCB), as the willingness on the part of people to put up with minor inconveniences and tolerate less than ideal circumstances. Organizational commitment researchers described OCB as enduring feelings about shared norms and the individuals' willingness to exert effort on behalf of the organization (Bozeman & Perrewe, 2001). Researchers have described career commitment or occupational commitment, as being committed to one's goal of advancing in one's personal career (Ellemers et al., 1998; Simons & Hinkin, 2007). As indicated from earlier discussions, these outcomes were crucial to the organization remaining profitable and for ensuring the career success of employees.

Research also suggested that an individual's career success contributed to organizational success (Hall, 2002; Judge et. al., 1999). For example, empirical evidence suggested that for the organization to be successful, upper managers must value human capital and adopt organizational policies and practices which included well-defined goals and objectives. Such practices enhanced the company's competitiveness and had significant impact on employee's job satisfaction, job commitment, retention, and job productivity (Hinkin & Tracey, 2000; Kim, Leong, & Lee, 2005; Cho et al., 2006). This supported the argument by some scholars that there has been a shift in the way society views career success of individuals, where subjective career success measures were significantly more important than objective career success. As such, this warranted an investigation to determine if this was evident within the current hospitality work environment.

Given the importance of employee performance in achieving sustained competitive advantage (Gronroos, 2000; Zeithaml & Bitner, 2000; Karatepe & Kilic, 2007), hospitality practitioners should rethink their attitudes about employee satisfaction, because this was one area that competitors cannot easily imitate. Within the current hospitality workplace, employee satisfaction was not always apparent given the high cost of turnover in the industry (Hinkin & Tracey, 2000; Lashley, 2001; Ryan, Ghazali, & Mohsin, 2011;

Simons & Hinkin, 2001), as well as the unspoken attitude that turnover was the norm within the industry (Davidson et al., 2010).

The consequences of lodging employees career success goals not being met usually resulted in reduced service quality and decreased employee morale, as well as affected the hotel's profitability (Hinkin & Tracey, 2000). In an early study on the lodging industry's voluntary turnover in the U.S. and Europe by Wasmuth and Davis (1983), the researchers conducted a three-year study and found that turnover averaged 60% for the five departments that were examined. They found that for the food and beverage, front office, and housekeeping departments, turnover was proportionally larger than the average. The results of the study indicated that poor supervision, poor work environment, and inadequate compensation were the primary causes of turnover. In 2014, the Bureau of Labor Statistics Job Opening and Labor Turnover (JOLTS) indicated that overall turnover in the restaurants and accommodation sector was 66.3% and represented an increase of 10% over previous years. As such, high turnover has remained a concern for practitioners (Kim, Lee, & Carlson, 2010; Carbery, Garavan, O'Brien, & McDonnell, 2003). Consequently, this current study examined employee expectations from their first service job experience to their current jobs and their turnover intentions.

To examine the turnover intentions of hotel employees, researchers in Cyprus, Zopiatis, Constanti, and Theocharous (2014) investigated the attitudes of workers through an analysis of causal relationships of job involvement, organizational commitment, both normative and affective, and job satisfaction (intrinsic and extrinsic). Their goals were to understand the intentions of hospitality employee's attitudes about whether to remain or to leave their jobs, and, to describe the ideal working environment in which workers did not want to leave. Their study revealed several positive associations between job involvement, affective and normative commitment, and intrinsic job satisfaction. They also found positive associations between affective and normative organizational commitment, and intrinsic and extrinsic job satisfaction. However,



they found significant negative association between turnover intentions and extrinsic job satisfaction and were not able to support the association between intrinsic job satisfaction and turnover intentions (Zopiatis et al., 2014). They rationalized that given the island nature of the tourism industry in Cyprus, employees were less loyal to their organizations because managers were short sighted, and focused more on cost reductions and less on investing in the things that motivated their employees. The lack of support between intrinsic job satisfaction and turnover intentions was contrary to findings in other studies; for example, Gazioglu and Tansel (2002) found that intrinsic motivations had a significant impact on employee retention, and in research by Holtom, Mitchell, Lee, and Eberly (2008), they found significant relationships between various indicators of affective states and turnover intentions.

In a recent study by Holtom et al. (2008) the researchers examined turnover studies for the past decade and found that for organizational fit, work-scheduling practices by organizations was a key factor to reducing turnover. They also found that work exhaustion, occupational satisfaction, and intent to leave the occupation significantly predicted occupational turnover. This study highlighted the concept of job embeddedness, described as the link between employees and other people within the organization, as well as with the community. This link was important for predicting whether there was an organizational fit with employees and determined what employees were willing to sacrifice if they left the organization (Mitchell, Holtom, Lee, Sablinski, & Erez, 2001). Their study also found that an organization's socialization tactics were effective in embedding new employees (Allen, 2006). They concluded that future studies should examine what employees expected from the companies in the future. Primarily, because future expectations and anticipations impacted current behavior given that people are more likely to seek opportunities for maximizing benefits and their satisfaction.

Some scholars such as Brayfield and Crockett (1955); Vroom (1964); and Organ (1977), have challenged the connection between satisfaction and performance. However, in a research by Petty, McGee

& Cavender (1984) the researchers conducted a meta-analysis and found a positive correlation between job satisfaction and performance. In research by Gazioglu and Tansel (2002) it was found that job satisfaction could influence employees' performance and ultimately their intentions to remain with the organization. Other studies also revealed that job satisfaction was related to, and, was a significant predictor of organizational commitment (Farkas & Tetrick, 1989; Wiener, 1980; Mathieu & Zajac, 1990; LaLopa, 1997; Martin & O'Laughlin, 1984; Vandenberg & Lance, 1992; Knoop, 1995). In addition, there was a positive relationship between job satisfaction and organizational citizenship behavior (Organ, 1988; Smith, Organ, & Near, 1983). Alge et al. (2006) described organizational citizenship behavior as the willingness on the part of workers to put up with minor inconveniences and tolerate less than ideal circumstances for the success of the organization. This behavior was extremely important for the lodging establishment, given the fact that employees were required to work irregular and inflexible shifts and long hours to meet and exceed customer needs and expectations (Poulston, 2008; Karatepe, 2011).

## **2.3 Generations**

### **2.3.1 The Meaning of Generations**

A generation was defined as "an identifiable group that shares birth year, age location, and significant life events at critical development stages, divided by five-seven years into the first wave, core group, and last wave" (Kupperschmidt, 2000, p. 364). However, the concept of generations has multiple meaning and scholars such as Kertzer (1983) suggested that researchers must first distinguish between the genealogical generation and birth cohorts before they begin their research. This was important because there were different contextual approaches for addressing generations and if not properly conceptually and methodologically conceived, would influence the outcomes of the career success construct systems derived from individuals.

Troll (1970) proposed five contextual approaches that were used to investigate generations; Kertzer (1983) later categorized these into four categories; 1. as a principle of kinship descent, which referred to relations as a whole, (Fox, 1967; Baxter & Almagor, 1978; Fortes 1984; Foner & Kertzer, 1978; Jackson, 1978; Kertzer, 1983; Legesse, 1973; Needham, 1974). 2. generation as cohort, which was widely used to refer to the succession of people moving through the age strata: the younger replacing the older as all age together (Cowley, 1979). 3. generation as life stage, which referred to the response of people of different ages to the same events. 4. generation as an historical period, in this sense, referred to historical events that defined such cohort. In sociological studies, generational cohorts' research sought to determine the differences of cohort characteristics, which were used to guide the methodology of the research.

Early scholars such as Ortega and Gasset (1933) proposed that people born about the same time grew up sharing an historical period that shaped their views. For the purposes of this research, the meaning of generation was based upon the context of generation as a cohort. The rationale for this approach was because the research investigated the typical response and patterns of members of various cohorts about their career success. This investigation followed the "*Cohort effects*" proposed by Rosow (1978), described as the expectation of having responses to the same phenomenon to be similar within the cohort, but different between generations. In other words, expect similar responses within each cohort, but different responses between generations when identifying how various members responded to the same phenomenon.

Prior research suggested that historical, social, and political evolutions in society affected a person's social life experiences, their perceptions, and contributions to differences in conceptions about their career success (Mirvis & Hall, 1996; Dries, Pepermans, & De Kerpel, 2008). Mannheim (1952) described generation as a "sociological phenomenon" that was ultimately based on the biological rhythm of

birth and death (p. 290). He further posited that this represented a particular kind of “identity of location, embracing related age groups embedded in a historical-social process” (Mannheim 1952, p.168). In addition, Mannheim (1952) posited that within this environment, notable events affected individuals at the same chronological age, in particular youths, which had significant influences on how they formed their values and developed their personalities. Therefore, each generation had distinct characteristics that were different from other generations. As a result, individuals had different perspectives about their career success based upon their cultural and social influences during different stages of their lives. Additionally, changing life-cycle processes influenced their career success and caused them to shift their priorities accordingly. This did not include the individual’s perception of time. This research addressed how priorities shifted based upon the individuals’ perception of time and when it was perceived scarce for all generations.

Mannheim (1952) also believed that the generational groupings were not solely based upon the social and cultural changes, but also, biological factors. From a sociological perspective, generation grouping was regarded as a continuous process, whereby individuals experienced different social and cultural events and moved in and out of each grouping, faded away and was followed by the next generation (Schaeffer, 2000; Shepard, 2004). During each stage and during each life cycle, the events were influenced by the individual’s growth, development, and their attitudes towards their careers. According to Smola and Sutton (2002) the effects of these social and cultural life experiences were relatively stable over the course of an individual’s life and produced very distinct attitudes towards the organizations, and, specifically about their careers success (Kupperschmidt, 2000; Smola & Sutton, 2002).

This research determined differences in generational approach to career success for lodging employees. To understand the perspectives of career success of lodging employees the researcher identified and explored the types of generations and the differences that existed between each group. The classification of the types of generations used in this research was consistent with the research by other

scholars (Parker & Cusmir, 1990; Lankard, 1995; Kupperschmidt, 2000; Smola & Sutton, 2002; de Kort, 2004).

### **2.3.2 Generational Cohort**

The term cohort referred to a group of individuals born within the same time interval (Ryder, 1965). A generational cohort referred to a group based on the theory of how individuals at different stages of life were influenced by important historical and social life events (Howe & Strauss, 1992). Rogler (2002) suggested that such life experiences included pleasant, as well as tragic events that impacted the formation of a person's value system during their pre-adult years. This resulted within the individual certain orientations that persisted throughout his or her life and included values and goals, which were supported by his or her peers (Egri & Ralsston, 2004; Ingelhart, 1997; Howe & Strauss, 1992; Thau & Heflin, 1997).

According to Howe and Strauss (1992), it was suggested that there were four generational cohorts that included Veterans (born between 1925 and 1942), Baby Boomers (born between 1943 and 1960), Generation X (born between 1961 and 1981), and Generation Y (also known as Millennial, born after 1982). Even though there were scholarly differences in the years they represent (de Kort, 2004; Smola & Sutton, 2002), each cohort shared certain orientations and values that were evident in their social and work life. According to Mannheim (1952), generational cohorts have an indeterminate length. Various scholars estimated the length to be from 15 to 33 years (Howe & Strauss, 1992), most agreed that generational cohort should be linked to stages of life rather than family or genealogy (Marias, 1967; Ryder, 1965). According to some scholars, major social, political and economic events that occurred during the pre-adult years of a generational cohort resulted in a generational identity that had unique behaviors, values, beliefs, and expectations (Egri & Ralsston, 2004; Howe & Strauss, 1992).

The current research determined the shared social understanding of what career success means (Arthur et al., 2005), for each generational cohort, and, determined how individual perceptions of time impacted the way they perceived their social and career success goals within the lodging workplace. Rokeach (1973) defined values as beliefs and personal standards that guided individuals to function in a society and thus, values have both cognitive and affective dimensions.

The Silent Generation (born 1925-1946), also known as the Traditional Generation, or Conservatives and Matures, grew up in the great depression era of the 1930's, World II, and valued conformism (MBC Global, 2008). In the work environment, they valued obedience. Their Credo, "*we must pay our dues and work hard*" (Gursoy, Maier, & Chi, 2008).

Baby Boomers (born 1945-1964), also known as Boom(er) and Me Generation, have lived through political and social transformations such as the Civil Rights Movement and the Sexual Revolution of the 1960;s and most likely fought in the Vietnam War (Lehto, Jang, Achana, & O'Leary, 2008; Twenge, 2006). They were one of the largest generational cohorts in the workforce, but many were retiring (European Commission: Employment, Social Affairs and Equal Opportunities, 2010). A review of prior literature suggested that employees in this group valued job security and a stable working environment (Hart, 2006; Smola & Sutton, 2002; Loomis, 2000). Researchers suggested that this group tends to be loyal and stayed committed to the organization and were idealists, optimistic, and driven. Miller and Yu (2003) described them as very diligent and usually influential and powerful in the workplace (McCrinkle & Hooper, 2006). Some scholars have suggested that they are consensus builders and excellent mentors (Hart, 2006; Kupperschmidt, 2000). Their credo is, "*if you have it flash it*" (Gursoy et al., 2008).

Generation X (born 1965-1981) also known as X'ers and the 13<sup>th</sup> generation grew up in the period of the Cold War and were one of the most highly educated generations. They were characterized by

scholars as cynical, pessimistic, and individualist (Kupperschmidt, 2000; Smola & Sutton, 2002). This group accepted diversity, valued fun, and at work, craved a work life balance, which suggested that personal values and goals were regarded as important as work-related goals. (Howe & Strauss, 2009). Some have argued that this group may not remain loyal to a particular organization because of their independent and self-sufficient attitudes (Hart, 2006). This resulted in them leaving their organizations for options that were more challenging and for better paying jobs and benefits (Hays, 1999; Loomis, 2000). When compared to Boomers and Silent Generations, Hart (2006) suggested they required immediate and continuous feedback and were unimpressed with authority. Their credo is, “*whatever*” (Gursoy, et al., 2008).

Generation Y (born 1982-2000) was characterized by the fall of the Berlin Wall, MTV, Internet and 9/11 - War on Terror. This group was comfortable using technology and readily accepted change and had a passion for learning and skill development. They enjoyed new challenges and opportunities and valued job security more so than stability in the workplace (Hart, 2006). Similar to the Baby Boomers, they valued willingness to work, and were likely to be positive and optimistic (Huntley, 2006; Smola & Sutton, 2002). They valued having responsibility and knowing that their inputs were incorporated into decisions and actions (McCrindle & Hooper, 2006). They displayed high levels of confidence and were described as highly socialized (Hart, 2006; Smola & Sutton, 2002; Tulgan & Martin, 2001). Their credo is “connectivity” (Crouch, 2015).

Typically, there were various generations working together in the lodging operation setting. Usually operating within a centralized, hierarchal organizational structure that was dictated by the chain of command. Prior to the 21<sup>st</sup> century, upper and middle management level employees were mainly older workers, with younger workers employed at lower levels of the organization. Currently, Baby Boomers, Generation X and Millennial employees are competing for the same jobs, and often, younger generations

are hired to fill upper-level positions due to their advanced degrees and because of their newer and more transferable skills. These changes were occurring simultaneously with the transformation of the traditional and occupational career structures, which currently were perceived as “*boundaryless*” and the norm being more flexibility and fluidity in careers (Arthur & Rousseau, 1996; Collin, 1998), because individuals were continuously changing career paths and possibilities (Littleton, Arthur, & Rousseau, 2000).

Consequently, these younger employees supervised older employees (Kogan, 2007). As such, the Millennials, being the newest entrants of hospitality employees, had a greater impact on the organization’s success than previous generations. However, data showed that Millennials were not large enough to meet the workforce needs of the hospitality industry (Meister & Willyerd, 2010). As such, Baby Boomers who retired were returning to the workplace to continue working. There were various reasons for this. Many were having children in later life and were financially responsible for them, as well as, for the care of their aging parents. Some older workers continued to work in an effort to enhance their feelings of self-worth and self-esteem and gain new skills. In this new work environment, traditional symbols of career success, such as job titles (referring to hierarchical positions) and promotions were losing relevance for some workers (Adamson et al., 1998). New points of reference for career success evaluation were being decided, and, unless academia and practitioners gained a clear and comprehensive understanding of what career success meant to different generational cohorts, it would be difficult for them to achieve career success.

Scholars have suggested that experiences and events that occur during ones’ development years may impact subsequent life experiences (Super et al., 1996). As such, individuals’ beliefs about their work life, particularly their career success, usually reflected the social context in which they have developed. Therefore, adults evaluated their career success differently and reacted differently to the experiences and events in their lives (Super et al., 1996), given their understanding about the time left to do so. These resulted in changes over time in the work values and priorities of these workers (Smola & Sutton, 2002).



White (2006) suggested that there was a reduction in motivation when lodging employees were not able to satisfy work values. Such work values were the standards that guided the individual's cognitive and affective behaviors. Other scholars have suggested that individual values were likely to have significant influence over a variety of attitudes and behaviors (Brown, 2002; Chu, 2008). Generations' beliefs and value systems were believed to typify societal trends; because of the experiences they have shared with people from the same generational cohort. It was indeed plausible to assert that to some extent, cohorts would develop shared characteristics (De Kort, 2004; Kupperschmidt, 2000). However, there may be other variables such as emotions and communication patterns that were affected by age and time, which were not easily identifiable.

This study provided a better understanding of how the various generational cohorts working in the hospitality industry perceived their career success goals. This knowledge was essential to enable organizations to sustain a competitive advantage through service, and addressed differences that existed, that if left unresolved, may lead to conflict in the workplace, misunderstanding and miscommunication, lower employee productivity, and reduced organizational citizenship behavior (Adams, 2000; Bradford, 1993; Fyock, 1990; Jurkiewicz, 2000; Kupperschmidt, 2000; Smola & Sutton, 2002; Yu & Miller, 2003). An examination of the types of generations working in the industry and their motivation and socialization practices provided information about the determinants of organizational fit of these employees and their personal commitments to their careers (Kim, Cable, & Kim, 2005; Stage, 1989; Ellemers, 1998).

## **2.4 Theoretical Framework of Addressing Career Success**

Researchers used theories to describe what was occurring with a phenomenon and provided guidance in interpreting and explaining what they were studying. Multiple stakeholders operated within the hospitality work environment and scholars have used different theoretical approaches to study the organization and its many stakeholders. The research was about career success of employees in lodging

operations. Each employee had unique perspectives crafted by their social and cultural environments (Deci, & Ryan, 2000). Accordingly, various motivational theories, in particular the Socioemotional Selectivity Theory, and its application to lodging employees were discussed in an effort to provide an in-depth analysis about the antecedents and consequences of their career success.

#### **2.4.1 Overview of Motivational Theories**

Motivation compels us and our motives provide an explanation for why we do the things we do, and, what we do. In the research arena, motivation was not directly observable, but attitudes were. Therefore, how can a researcher identify and explain people's motives? According to Atkinson and Birch (1970), what we observed was a multidimensional complex stream of behaviors and the products of those behaviors. Through these observations, as determined by environment and heredity, we were able to analyze and make inferences about the personality, beliefs, knowledge, and skills that we observe (Kanfer, 1990).

There were multiple definitions of motivation. However, most scholars agreed that a general definition of motivation was an intra- and inter-individual variability in behavior, not due solely to individual differences in ability, or to overwhelming environmental demands that coerce or force action (Vroom, 1964). From a practical viewpoint, scholars have also suggested that this definition was insufficient, since it does not specify what was involved in the motivation. Scholars have suggested that for the definition to be adequate, it must cover three elements: 1. specifies the determinants or independent variables that affect the stream of behavior 2. describes the nomological network of relations between the latent variables and implications of these relations for observable behavior (Cronbach & Meehl, 1955) and 3. specifies the motivational consequences; i.e., the dependent variables or behaviors most likely to be affected or changed in the motivational system. Occasionally, selection of these indices represented a problem to scholars, especially in contemporary research when there were complex tasks; involving interactive effects of task-practice, cognitive abilities, and motivational factors were examined (Kanfer & Ackerman, 2004).

According to Kanfer (1990), in research where motivational theories were applied, usually the dependent variables were the direction of behavior, the intensity of action (cognitive efforts, and/or physical force or action), and persistence of direction-specific behaviors over time. Therefore, scholars frequently described motivation in work settings as what an individual does (direction), how hard a person works (intensity), and how long a person works (persistence). Consequently, motivation outcomes indicated the direction, the intensity, and persistence of effort. Directional measures in the work settings were determined by available data on absenteeism, job choice and voluntary termination. Intensity measures were task efforts or performance and were used in situations where choice of direction was constrained (Kanfer, 1990); while persistence was most often measured over time, and used in intrinsic motivations, achievement motivation and self-regulation research.

Scholars proposed one of three related paradigms for grouping motivation theories: 1. need-motive-value, 2. cognitive choice, and 3. self-regulation-Metacognition (Kanfer, 1990). Therefore, the selections of the motivation theories for this research were based upon the central assumption about the motivational construct and processes warranting greatest attention. The researcher adopted an approach described by Kanfer (1990) as an integrative approach in which work motivation theories were combined in an attempt to improve on the predictive validities obtained when using each theory alone.

The theoretical foundations utilized the Converging Operations Approach, in particular an adapted version of Knafer's (1987) framework. This included 1. need-motive-value theories such as intrinsic motivation and individual differences and 2. self-regulation metacognition which included self-efficacy expectancy, goal setting, and incorporating the socioemotional selectivity theory. The researcher selected these theories to examine the antecedents and consequences of career success of lodging employees and to be able to specify the determinants of career success and independent variables that affected behaviors and described the network of relationships between the latent variables, as well as examined the implications of these relations (Cronbach & Meehl, 1955). Additionally, the theories were selected to

specify any motivational consequences (in terms of direction, intensity, and persistence) that were most likely to affect the dependent variables, or behaviors (Kanfer, (1990).

#### **2.4.2 Need Motive-Value Theories**

Need-motive-value theories emphasized the role of personality, stable disposition, and values as a basis for behavioral variability; some of the theories in this paradigm included Maslow's need hierarchy theory (Maslow, 1954), which emphasized innate psychological forces that propelled people to seek satisfaction of needs. Maslow proposed five distinct categories of needs. Psychological needs, safety needs, belongingness needs, love needs, and self-actualization needs in a hierarchical structure. According to this principle, individuals move upward through the hierarchy, satisfying a lower order need, which leads to increase salience and motivational force for attaining the next need level.

Other theories, such as self-determination theory (SDT), proposed by Deci (1975), which emphasized the behavioral effects of a subset of human motives. SDT; in its simplest form, was an approach used to explain human motivation, personality development, and the regulation of behavior (Ryan, Kuhl, & Deci, 1997). Within the social context, SDT proposed that there were social and cultural factors that influenced individual's psychological development and natural self-motivation inclinations. SDT theory was a needs-based theory that proposed an inherent growth drive centering on three core needs adopted from prior studies: the need for competence (Harter, 1978; White, 1963); relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (deCharms, 1968; Deci, 1975). They proposed that when fulfilled, these three needs supported normal social development and self-perceived personal well-being of individuals. Within the context of SDT, there are forces that drive a person to act, specifically, intrinsic motivation. Intrinsic motivation, described as the natural inclination that a person has for acceptance and being able to explore and master personal interests, which are essential to cognitive and social development. Accordingly, they suggested that intrinsic motivation provided a source of enjoyment and vitality throughout life (Csikszentmihalyi & Rathunde, 1993; Ryan, 1991). It is important to note that this

theory did not explain what caused the intrinsic motivational views, but rather the conditions that evoke and encourage this innate inclination. In the hospitality work environment, it was necessary to identify the constraints influencing individual actions and patterns of behaviors (Scott, 2011). However, SDT did not adequately explain the causes of these intrinsic views and resulting actions.

Other theories within this paradigm emphasized environmental conditions, such as the theory by Atkinson (1957) that highlighted motives needed for success; these motives were derived from behavioral expressions of learned dispositions. The research allowed for the interaction of relatively stable personality motives and situational defined variables such as expectations and incentive values. Posited by Aderfer (1969), the existence–relatedness-growth theory suggested that behavior was naturally directed toward satisfaction of un-met needs ordered along a hierarchy. Additionally, environments effect behavior and provide the context for satisfaction and/or deprivation of needs. Both Maslow (1954) and Alderfer (1969) proposed broad theories of personality and motivation and focused on the relations between need salience. However, they do not specify the mediating processes by which motivation was transformed or directed towards patterns of action. This ultimately weakens the power of these approaches to predict work behavior and performance.

Intrinsic motivation was a psychological motive that was essential to human condition; therefore, intrinsic motivation concentrated on higher order needs. Two taxonomies were suggested by scholars, which included intrinsic motive theory and intrinsically motivated behaviors (Bandura, 1982; Lepper & Malone, 1987). Bandura's (1986) behavioral framework of intrinsic motives suggested a multidimensional intrinsic motivation construct. This taxonomy derived from a social cognitive approach distinguished between different forms of extrinsic motivation based on locus of the outcome and type of behavior outcome contingency. Two categories of outcome locus and behavior outcome contingency were used in a matrix. The researcher, argued that outcomes within a person such as self-satisfaction, were termed internal, while external outcomes such as job termination originated in the work environment. In Bandura's

taxonomy, four bases for behavior were suggested; of these, three were internal and one external (Bandura, 1986). The distinction made between intrinsic and extrinsic motivation was determined by the locus of the outcome i.e., whether the source of the outcome was internal or external. In a job setting there may be more than one contingency that exists between a behavior and different types of outcomes. This suggested that an event may affect both intrinsic and extrinsic forms of motivation.

Deci's cognitive evaluation theory (CET) (Deci, 1975, 1980) addressed the problem by assuming that the person adopted either an intrinsic or an extrinsic orientation. According to Deci (1975), the change from an internal to external perceived locus of causality reflects a shift in the motivational processes guiding the behavior. CET suggested that a person's perceptions of personal control and their mastery were critical psychological states affected by the perceived environment. These psychological states were posited to influence affective and behavioral responses. CET also provides a micro perspective that focuses on how features of the environment, such as rewards' or performance feedback influence a person's perceived mastery and control of task, interest, and behavior. Thus, the focus was to identify the conditions that induce shifts from one orientation to the other. Unfortunately, CET did not specify the process by which the arbitrary behavior and the internal outcome contingencies developed in the first place.

Individual differences in achievement are an investigation into the dispositional tendency and motivational properties, such as achievement orientation that might predict individual work performance (Day & Silverman, 1989; Helmreich, Sawin, & Carsrud, 1986). The underlying assumption was that individual differences in dispositional tendencies may influence variability in job performance when persistence is an important component of successful performance. Research by Day and Silverman (1989) and Helmreich et al. (1986) suggested that stable individual differences in achievement motives might systematically affect long-term job behavior in some types of jobs. In the need motive value paradigm the tendency towards conceptualizing needs, motives and values as flexible personal goals that vary in accordance with an individual's unique make up and cognitive construction of the environment. Support for

this approach suggested a new conceptualization of motives based on an individual's goal orientation before and during task engagement. Thereby, the individual's goal for task engagement set the stage for how information was processed. In addition, support for this theory suggested that motive plays an important role in motivation. Specifically, motive influenced human information processing and affected the motivational sequence leading to behavioral change. As such, research in this area primarily focused on the effects of motives as antecedents to goal choice, and as determinates of how feedback was interpreted. There was no current evidence of support for motive models used for predicting behavior primarily because some mediating process or constructs were needed to improve behavior predictions.

**2.4.3 Self-Regulation Metacognition** Metacognition theories focused primarily on motivational processes that govern the impact of goals on behavior and not on processes that determine choice of goals. A common feature was the attention given to the executive processes related to self-systems, Carver and Scheir (1981) state, "*the concepts of motivation are essentially concepts of self-regulation*" (p. 119). This definition focused on self-governing cognitive mechanism that determined transformation of motivational force into behavior and performance. An advantage of this paradigm was the emphasis on links between intentions, goals, behavior, and performance. All of which have potential for clarifying the processes underlying strategy development, learning, and the performance of call complex, sequential behavioral patterns. In Locke's (1968) research, an individual's goal provides the mechanism by which motivational states are translated into action. Cognitive processes and emotional reactions determine an individual's goals; and goals are precursors to action. This causal model suggested that goals exert a stronger influence on behavior and affects or cognition (Lee, Locke, & Latham, 1989; Locke & Henne, 1986).

Scholars of Self-regulation Metacognition research believed that traditional motives and cognitive choice theories were inadequate for explaining a wide range of motivated human behavior. Kuhl (1982,

1985, 1992) argued that the need motive value deals with the motivational constructs whereas Self-regulation Metacognition paradigm addresses volitional constructs such as goals or allocation of attention. Locke (1968) proposed that goals are the most powerful cognitive determinant of past behavior, and that goals affect behavior. He further specified intensity and content as the two relevant attributes of goals that affect behavior. Intensity was described as the strength of the goal and was influenced by factors such as perceived goals and importance and goal commitment (Lee et al., 1989). Goal content was described as features; example; difficulty, specificity, complexity and goal conflict. Most studies on goal setting focused on the effects of goal contents on performance. Locke and Henne (1988) proposed that there were three major determinants of commitment to goals assigned by others (e.g., supervisors). These are external factors, interactive factors, and, internal factors. External factors include the employees' trust in authority, peer group influence and extrinsic rewards and incentive associated with the goal attainment. Interactive factors relate to the context in which the goal setting occurred, and included cultural values, participatory procedures and competition. Internal factors indicated a variety of cognitive concepts, including expectations of task success and internal rewards. The researchers proposed that these three antecedent factors affected goal commitment and corresponding task performance through their influence on specified cognitive processes. This in turn suggested that goal commitment and goal content were posited to exert independent influence on task performance.

Hollenbeck and Klein (1987) proposed a different model on expectancy-value framework. They proposed two determinants of goal commitment: expectancy of goal attainment and valence of goal attainment. The researchers also included several personal and situational factors that influenced this process. Similar to Locke and Henne (1988), Hallenbeck and Klein (1987) proposed situational factors such as social influence, supervisor supportiveness, reward structures, competition, volition, task complexity, and performance constraints. Personal factors that were included were need for achievement, endurance,



type A-personality, organizational commitment, job involvement, ability, past success, self-esteem, and locus of control.

Some scholars have argued that self-regulation processes neglect the important role that self-administered rewards, self-efficacy expectations can have on goal commitment, and that these variables play an important role in translation of goals into action. The implications are that people with high levels of goal commitment will persist, or stay at the task longer than those with low levels of commitment. A critical question was how self-regulatory processes affect *what* people do when they try to attain a goal.

Bandura (1977) expanded the self-regulation model to include self-evaluation mechanism and self-efficacy expectation. Self-efficacy expectation was the perceived capability for attainment of specific goals of tasks outcome. These expectations developed from a variety of sources such as performance feedback, social influence, and vicarious experiences. According to Kanfer (1987), self-efficacy expectation focused on beliefs about ones capabilities to organize and execute behavior required for obtaining the outcome. These variables were often positively associated with outcome expectations, but some discrepancies may exist. Overall, Self-regulation Metacognition paradigm provided a framework of understanding cognitive determinants of goal directed behavior. The key components of these models were self-monitoring, self-evaluation and self-reaction; the components influenced and were influenced by environment and people factors, e.g., mood has been shown to affect self-efficacy expectations and other self-regulatory activities (Kavanagh & Bower, 1985; Wright & Mischel, 1982).

#### **2.4.4 Socioemotional Selectivity Theory (SST)**

Socioemotional Selectivity Theory (SST) focuses on individuals' relationship with time, goals and emotions. With respect to time, according to Suddendorf and Corballis (1997), the monitoring of time is important to the cognition and thought processes of human beings. People are always aware of time, not only by using a clock or calendar, but of, lifetime (Carstensen, et al., 1999). Biologist John Medina (1996) wrote,

*When contemplating life we inevitably assume the presence of an internal clock. Wound to zero at birth, it incessantly and inherently ticks away during our entire terrestrial tenure. So solid are these concepts in our mind that we have coined the term, "life span" to denote its boundaries, (p. 9).*

The core of this theory centered around the impact of age on choosing between goals focused on knowledge and goals focused on regulating emotions. SST argued that when endings are perceived, goal constellations are reorganized such that emotionally meaningful goals—defined as goals related to feelings such as balancing emotional states or sensing that one is needed by others—are prioritized over future-oriented goals such as seeking information or expanding horizons (Carstensen, 1993, 1995, 1998; Carstensen, et al., 1999). Therefore, SST was concerned with the choice between differing types of goals. The factor that mediates the choice of one type of goal over the other was an individual's perspective on whether future time was constrained or expansive. This future time perspective varies with age: as a person grows older, time becomes more constrained because the reality of death becomes increasingly imminent. Conversely, an individual in their adolescent years was likely to have an expansive future time perspective (Carstensen, 1987, 1991). However, future time perspective was not seen to co-vary with age as *"time from birth"* but rather co-varied with age more appropriately as *"proximity to death"*. A study by Carstensen and Fredrickson (1998) illustrated this principle: HIV positive individuals tended to react in the same manner as senior citizens.

Sociologists believe that people perceive, identify, and form definitions of their situations (Kitchin and Blades 2001) and these cognitive schemas become the basis on which they organize their relation to their world. Through these combinations of perceptions people respond and exhibit thoughts, feelings, emotions, and actions to others (McDougall, 1908). Lazarus (1991) postulated an individual's cognitive appraisals of the emotional significance of environmental stimuli would influence his or her emotional responses. In today's work environment the successful regulation of emotion was central to functioning in

interpersonal relationships, coping with life's hardships, and optimizing mental health (Carstensen, Pasupathi, Mayr, & Nesselroade, 2000).

Cognition and emotion work together to provide awareness and direction to behaviors. Employees' social and communicative behaviors were largely motivated by the attainment of expansive and emotional rewards. According to the SST, expansive rewards involved acquiring new information obtained while interacting with people or being exposed to new experiences. Whereas, emotional rewards were directly related to the process of experiencing positive effects, such as feeling emotionally balanced, being socially validated, or needed by other human beings (Carstensen et al., 1999). Expansive and emotional rewards were not mutually exclusive, with the primary distinction of the former, based upon the attainment of knowledge, and the latter a function of desirable emotional experiences. Such behaviors shifted throughout adulthood especially when time limitations led to a motivational shift toward increasingly emotionally salient experiences (Carstensen et al., 2003).

This idea was supported by Dealey and Ward (1905) who suggested that people were motivated towards particular goals by their desires (wants, volitions, and aspirations) and combinations of feelings and thoughts that propelled and motivated them. Support for the theory have been found in the mainstream outside of hospitality and tourism studies such as psychology journals: e.g., mental representations (Carstensen & Fredrickson, 1998), memory (Carstensen & Turk-Charles, 1994; Fung & Carstensen, 2003), and attention (Mather & Carstensen, 2003). Most of these have been empirical studies that focused on social goals, social networks and the role of time perspective in the selection of social goals (Fung, Carstensen, & Lang, 2001; Fung, et al., 1999; Fung, Lai, & Ng, 2001; Lang & Carstensen, 1994). The central findings from these studies suggested that emotionally meaningful goals were prioritized, and, individual's preferences for emotionally close social relationships were influenced by time constraints.

Scholars have questioned the reasons for these changes in social goals. Specifically because it was not clear whether these changes reflected the increased importance of emotionally meaningful goals, or if instead, such goals were selected by default because future oriented goals were perceived as unattainable (Carstensen, et al., 1999). It also was uncertain whether time constraints increased the desire to seek interactions that were emotionally significant as the theory suggested, or instead led people to seek emotional support in difficult times. However, the idea that resonated from this theory was that cognition and emotion operated together to give people purposeful action in light of the way they perceived time.

What was postulated by the theory was that when individuals perceived the future as adaptable and open to future-oriented goals, they carefully planned to pursue goals that optimized long-range outcomes. In the interpersonal realm, such individuals often sought new social contacts (whether superficial contacts or ones tinged with negative effects), because the information gleaned from such contacts was perceived as useful in the future. In contrast, when time was perceived as limited, emotionally meaningful goals (e.g., a desire to feel needed by others) were pursued because such goals had more immediate payoffs (Carstensen, et al., 1999).

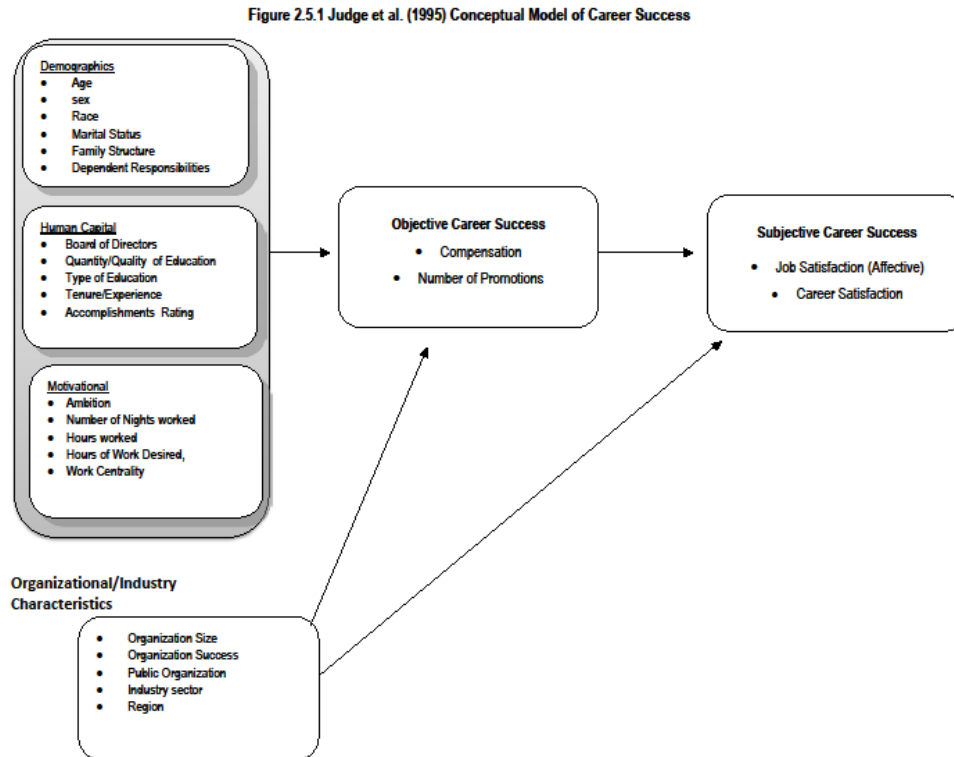
According to the theory, temporal perspective was an inherent aspect of goal selection. According to Scott (2011), people acquire a temporal map of the world from the cultural matrix in which time was conceptualized and on this basis their subjective expectations were transformed into human experiences. Age and the subjective experience of aging were not only influenced by the physical environment, but by the social context in which they occurred. He further suggested that the temporal dimensions were an amalgamation of a complex cultural, social, and historical framework that incorporated all aspects of the individual's life, including the aging process, their social roles, and cohort membership. These were expressed in sequences of roles and events, social transitions, and turning points that depicted their life course. Within this framework age was inextricably and negatively associated with future time.

From this discussion, a number of factors have been instrumental in the development of this temporal perspective such as prior research relating to generational cohorts, career, life cycles, life stages, antecedent and consequence relationships, and, longitudinal studies about developmental changes throughout the adult years (Elder, 1975).

This current study reviewed prior literature about the objective and subjective metrics that were meaningful to lodging employees' career at the line-level and entry-level management spheres. This research examined how people conceptualized and evaluated their career success, drawing on the Socioemotional Selectivity Theory to explain the salient success criteria of employees' social preferences and social behaviors in the work environment, and, how they prioritized goals and interacted with those around them to achieve objective and subjective career success. To this researcher's knowledge, scholars have not previously examined this phenomenon in the lodging business environment.

## 2.5 Application of Judge's Career Success Framework

Judge et al. (1995) Conceptual Model of Career Success shown in Figure 2.5.1 below.



The current research adapted and expanded Judge et al. (1995) study about career success (Figure 2.5.1) and incorporated key constructs that guided the development of the framework pertinent to this discussion about career success outcomes.

In Judge's et al. study, the researchers examined the degree to which demographic, human capital, motivational, organizational, and industry/region variables predicted executive career success. Career success was assumed to comprise objective (pay, ascendancy) and subjective (job satisfaction, career satisfaction) elements. This current study expanded this view and recognized that individual differences and the internal characteristics of the organization were important influencers of career success

outcomes. More importantly, this present study also included the dependent variables objective and subjective career success, which were perceived as influencing more desirable outcome behaviors such as “Organizational Commitment” (OC), “Organizational Citizenship Behavior” (OCB), and “Career Commitment” (CC). These three variables were regarded as dependent variables in the study.

The link between career success and these behavioral outcome variables were identified in studies mentioned above in Sections 2.2.3 and 2.2.4. From an extensive review of the career success literatures, the researcher identified job and organizational characteristics that acted as antecedents to employees’ career success. This search yielded antecedents in five thematic areas: individual differences, socio-demographics, human capital, motivation, and organizational sponsorship and their influence on objective and subjective career success in order to determine their predictive power in the context of this study. Objective career success was described as extrinsic factors that were directly observable, measurable, and verifiable by an impartial third party; and included outcomes such as compensation e.g., pay, promotions, and occupational status (Judge et al., 1995; Heslin, 2005; Ng et al., 2005; Nicholson, 2000). Subjective career success consisted of two components, job satisfaction (affective) and career satisfaction (Bray & Howard, 1980; Harrell, 1969; Judge & Bretz, 1994). Job satisfaction (affective) described how participants felt about their jobs (Schleicher 2004) and was defined as "a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976, p. 1300); career satisfaction described the positive orientation that an employee expressed toward his or her career (Jiang & Klein, 2002). The resulting effects, career success outcomes were determined to be outcomes of objective and subjective career success and included: organizational commitment, organizational citizenship behaviors and career commitment.

Researchers have proposed that objective career success was the basis for employee’s subjective evaluation of their career success (Judge et al., 1995; Ng et al., 2005). To support this proposition

researchers have found that income and promotions predicted job and career attitudes and perceived career success (Gattiker & Larwood, 1989; Locke, 1976; Turban & Dougherty, 1994)), income, employment status and promotions predicted career satisfaction ( Judge et al., 1995; Martins, Eddleston, & Veiga, 2002; Richardsen, Mikkelsen, & Burke, 1997), and that income predicted changes in career satisfaction over specified time periods (Schneer & Reitman, 1997; Raabe, Frese, & Beehr, 2007).

Similarly, with subjective career success, researcher Kirchmeyer (1998) found positive correlations between income and employment status with subjective success factors. The link between objective and subjective career success have been supported by a Judge et al. (1995) study in which objective career success was found to influence job satisfaction. Some scholars have reported that the impact of objective career success on job satisfaction was moderated by age or career stage (Altimus & Tersine, 1973; Lee & Wilbur, 1985). Hall (2002) postulated that subjective experience of success may lead to a person feeling self-confident and thorough this perception an enhanced motivation that may influence objective career success over time.

Organizational commitment was described as the enduring feelings employees had about the shared norms of the organization and their willingness to exert effort on behalf of the organization (Bozeman & Perrewe, 2001; de Luque, Washburn, & Waldman, 2008). Organizational citizenship behavior was described as the willingness on the part of employees to put up with minor inconveniences or tolerate less than ideal circumstances (Alge & Bradley, 2006), and career commitment was described as the extent to which individuals have goals of advancing in their personal careers (Ellemers et al., 1998).

Researchers have viewed organizational commitment from either being a unidimensional construct or a multidimensional construct. From a multidimensional approach, Angel & Perry (1981) suggested that there were two dimensions, which they named value commitment and commitment to stay. Value



commitment also described as psychological, attitudinal, or affective commitment reflected the employee's positive, affective orientation toward the organization (Steven et.al., 1978; Mathieu & Zajac, 1990; Meyer & Allen, 1984). As a psychological state, this form of commitment developed slowly over time and was characterized by the employee's relationship with the organization (Porter et al., 1974). Commitment to stay reflected the inducements or contributions inherent in an economic exchange (Mayer & Schoorman, 1998); this type of commitment has also been described as continuance or exchanged-based commitment. Early studies have supported this argument and suggested that when these inducements exceeded employee's expectations, they developed stronger commitment to the organization (Lee & Johnson, 1991; Meyer & Allen, 1991), and when they did not exceed their expectations, their commitment was less. Barnard (1938) suggested that employees' subjective evaluations of their contributions to the organization were influenced by the company's inducements. Some scholars viewed this as an economic exchange and found that when employees perceived the relationship as an economic exchange they performed duties just beyond the minimum requirements, made little effort to suggest areas for work improvements, did not participate in organizational meetings, and did not exert extra effort in helping coworkers (Yen & Niehoff, 2004; Stamper & Van Dyne, 2001).

Consequently, their organizational citizenship behaviors or their willingness to perform tasks beyond their prescribed job roles were impacted (Stamper & Van Dyne, 2001; Yen & Niehoff, 2004). Organ (1988) described organizational citizenship behavior as discretionary effort that was not directly recognized by the formal reward system, but when aggregated, produced successful organizational outcomes. Research by Angel & Perry (1981) revealed that an employee's intention to quit and actual separation showed stronger relationship to the commitment to stay dimensions, whereas, two measures of effectiveness showed stronger relationships with value commitment. As such, depending on the

relationship those employees have with the organization, they would either continue with the organization or voluntarily leave the organization (O'Reilly & Chatman, 1986).

The antecedents to commitment to the organization have been posited to be job satisfaction, job involvement, job characteristics, social and occupational involvement, consistency of career goals with organizational goals, individual's feeling that the organization will protect his or her interests, individual factors, leader behavior; and alternative job opportunities (Jans, 1989). Scholars have suggested that the antecedents of organizational citizenship behavior was organizational commitment, which was shown to influence organizational effectiveness and its success (Podsakoff, MacKenzie, Paine, & Bachrach, 2000; Yen & Niehoff, 2004). Additionally, organizational citizenship behaviors were found to lower turnover intentions (Bentein, Stinglhamber, & Vandenberghe, 2002; Cohen, 2003).

Career commitment was described by Blau (1985) as a person's attitude towards his/her vocation, including profession. This description stipulated that a profession was a special type of vocation (Kerr, Von Glinow, & Schriesheim, 1977). In research by Blau (1989) of full-time bank tellers from a large bank, using a longitudinally approach, found that career commitment was operationalized as being distinct from job involvement and organizational commitment. The results revealed that career commitment had a significant negative relationship to turnover, however, this relationship was mediated by career withdrawal cognitions. Rhodes and Doering (1983) posited that attitudes toward one's career such as the level of motivation or dissatisfaction, resulted in career change, which was usually preceded by career withdrawal cognitions, such as thoughts of changing careers. This argument was supported by London (1983) who suggested the person's level of career motivation depended upon three factors, 1. career identity, 2. career insight, and 3. career resilience. Career identity was regarded as being an integral part of a person's career to his/her identity, career insight was described as the extent to which the person had a realistic view of him/herself, and career resilience described a person's resistance to career disruption. The researcher

suggested that these three factors affected individual's career behaviors and their decision to change careers. This implied that a person's career commitment was reflected in the components of these factors.

The individual's behavior about his/her career success was also influenced by their life cycle and the things that they ascribed as being important to them. Different factors or issues may have varying degrees of importance depending on what life stage he or she may be in. For example, a study by Levinson et al. (1978) revealed that men ages 40-45 years old, changed their careers to find more meaningful work or better fit between personal values and their work. Others, ages 35-39 years old, changed jobs because of career advancement opportunities such as promotion, in contrast to older age groups who valued non-advancement factors such as education, skills and competencies, desirability of location, and cost of living in the new location (Hill & Miller, 1981). Additionally, other studies revealed that intrinsic job characteristics had a greater impact on the performance and attitudes of young workers than on senior employees (Lowther et al., 1985; Rabinowitz and Hall, 1981).

In light of these results, an investigation about the career success of lodging employees included a discussion about their time in the occupation, individual differences, regardless of age, the life events taking place in the person's life, work attitudes, and personal and professional goals in light of the Socioemotional Selectivity Theory. The main independent variables that were included were individual differences, socio-demographics, human capital, motivation and organizational sponsorship.

Individual differences described how individuals viewed themselves in terms of 1. success (self-efficacy) - belief in one's ability to complete tasks and reach goals, 2. social attributes – included peer relations, social competence, and popularity, and 3. planful - a person's ability to choose roles that are well suited to their interests and talents, and to pursue these roles effectively and with perseverance (Pachulicz

et al., 2008). Therefore it was essential to examine individual differences in relation to subject career success because this construct have systematically affected long-term job behaviors in some types of jobs.

Socio-demographics were described as the characteristics of a population that reflected individuals' demographic and social backgrounds and included six sections: age, race, gender, marital status, family structure, and dependent responsibilities. These variables were adapted from prior studies (Judge et al., 1995; Ng et al., 2005). Particularly, age was examined because age was shown to influence job satisfaction (Rhodes 1983).

Human capital was described as the cumulative educational, personal, and professional experiences that enhanced an employee's value to an employer. Variables included employment status, type of education, tenure/experience, work department, number of professional certifications, monthly income, international experience (Judge et al., 1995; Park, 2013).

Motivation, was described as the willingness of an individual to exert high levels of effort to achieve personal goals included both internal and external influences such as: intrinsic job motivation, socioemotional career satisfiers, socioemotional status base satisfiers: the number of days/nights worked per week, the hours required to work per day, average hours worked overtime per day, hours of work desired, work centrality, willingness to transfer within the organization, and turnover intentions psychological investment in work for self-identity or self-image (Diefendorff, 2000; Rothbard, 2001; Johnson, 2002).

Organizational sponsorship predictors represented the extent to which organizations provided support to employees to facilitate their career success. These variables included both industry and organizational characteristics on individual outcomes such as performance, turnover, and salaries (Pfeffer

1991; Igbaria, Zinatelli, Cragg, & Cavaye, 1997; Judge et al., 1995), examples organization size, type of organization (chain, independently owned, etc.), industry sector, location, and supervisor support.

The concept of human capital was widely studied in the career success literature and various scholars have posited three approaches to examine this phenomenon, namely from an individual perspective, a structural, and a behavioral perspective (Rosenbaum, 1989; Aryee et al., 1994). From an individual perspective, this study examined lodging employees' human capital factors that contributed to positive career success outcome. Primarily, because scholars have found a strong significant relationship between factors such as education and experience to career success (Dalton, 1951; Kirchmeyer, 1998; Ng et al., 2005) as well as, employment status, work department, and monthly income (Judge et al., 1995; Aryee et al., 1994; Tharenou, Latimar, & Conroy, 1994). Additionally, this current research examined professional certifications and international experience and their relationship to human capital. The researcher utilized multiple regression analysis backward elimination technique to examine the variables and their relationships to job and career satisfaction. The following test statistics were used to interpret the data: Pearson's correlation coefficient,  $R^2$  change, F change statistics, standardized Beta, partial correlation and tolerance.

Prior research suggested that organizational sponsorship characteristics predicted outcomes of career success and provided benefits to individuals (Ng et al., 2005). Given this argument, the current study examined the relationship between organizational sponsorship and outcome of job and career success. By utilizing multiple regressions backward analysis the researcher identified the variables that were most significant to the relationship. Organizational sponsorship construct included internal and external industry attributes and career success outcomes included: organizational citizenship behavior (OCB), organizational commitment, and career: career commitment. In addition, the relationships between

organizational sponsorship and objective career success, as well as subjective career success were also examined using the same techniques.

Several authors have suggested that there was a need to develop a better understanding of the strategies used by individuals to achieve career success (Bell & Staw, 1989; Judge & Bretz, 1994; Mirvis & Hall, 1996). This was because employees of the 21st Century viewed their careers as boundryless (Arthur et al., 2005) and often changed organizations several times throughout their careers. Therefore, an understanding of individual attitudes and differences were important for determining the factors that influenced their behaviors. The researcher assessed the relationship between individual differences and subjective career success using multiple regression analysis backward elimination technique. Individual differences included three attributes, success (self-efficacy), social, and planful. The following test statistics were used to interpret the data: Pearson's correlation coefficient,  $R^2$  change, F change statistics, standardized Beta, partial correlation and tolerance.

Career success has been conceptualized in terms of both objective and subjective components, i.e. the extrinsic (tangible) and intrinsic (affective) measures (Greenhaus, Parasuraman, & Wormley, 1990; Ng et al., 2005). Subjective career success factors have been used to gauge employees' career perceptions, how they prioritize goals, and their overall satisfaction with their careers (Wang, 2013). Scholars such as Joiner et al. (2004) have suggested that satisfied employees were more likely to be motivated and committed to the organization. In this study, both objective and subjective career success factors were regarded as outcomes of lodging employees' career experience. Therefore, the relationship between objective and subjective career success were examined because prior research has been inconclusive on the subject. Schein (1978) argued that financial success for an individual might not translate into them being satisfied with their careers. Especially since information about subjective success criteria were not readily available from human resources records (Gattiker & Larwood, 1988). As such, the

current study assessed the relationship between objective and subjective career success factors of lodging employees and determined whether there were statistical relationships between them. The researcher utilized bivariate correlation analysis to test the relationships between the two constructs.

There are many factors that affect job satisfaction such as the personal characteristics of an individual e.g., age, gender, and personality traits. In a study by Rhodes (1983), the researcher found that job satisfaction was positively linked with age and that older employees were more satisfied with their jobs than younger employees. One explanation was that many older workers have realistic expectations of their jobs and were employed in positions that they deemed desirable (Clark, Oswald, & Warr, 1996). In a recent study by Franek, Mohelska, Zuber, Bachmann & Sokolova (2014) the researchers did not find significant differences in age groups for particular areas of job satisfaction. As such, this research examined the relationship between age and objective career success, as well as to subjective career success of lodging employees. This was assessed by Multivariate analysis of variance (MANOVA) to simultaneously test for the significance of all variables together, as well as, any differences that existed between the variables and to reduce the probability of making a type I error.

Ryan & Deci, (2000) have suggested that objective career success was viewed as extrinsic satisfaction and was composed of salary, bonuses, and relationships with coworkers, and, working conditions were important to employees' job satisfaction, and if not met, contributed to turnover and absenteeism in the organization (Mobley, 1982; Staw, 1984). The current study examined the relationship between objective career success and outcomes of job and career satisfaction, which included: organizational citizenship behavior (OCB), organizational commitment, and career: career commitment. These relationships were assessed using multiple regression analysis backward elimination technique.

The relationships between motivation and subjective career success were examined. Variables included both internal and external attributes such as: intrinsic job motivation, socioemotional career satisfiers, socioemotional status base satisfiers: the number of days/nights worked per week, the hours required to work per day, average hours worked overtime per day, hours of work desired, work centrality, willingness to transfer within the organization, and turnover intentions. Utilizing multiple regression analysis backward elimination technique the researcher identified the relationships that were statistically significant to subjective career success.

The relationship between human capital and objective and subjective career success were of paramount interest to scholars. Researchers have found that investments in education and enhancing the experiences of workers have been the strongest and most consistent predictors of career and managerial advancements (Tharenou et al., 1994; Dreher & Ash, 1990). In research by Kirchmeyer (1998), the researcher found that work experience and tenure were strongly related to objective and subjective career success. Other human capital variables such as income have been shown to have a significant impact on career success (Chenevert and Tremblay, 2002). This suggested that human capital was an important construct that provided information about the activities people engaged in for developing their careers and the expectations they had for achieving personal and professional goals. Thus, the relationship between human capital and objective and subjective career success were assessed using multiple regression analysis backward elimination to test for the significance of all variables. The following test statistics were used to interpret the data: Pearson's correlation coefficient, R<sup>2</sup> change, F change statistics, standardized Beta, partial correlation and tolerance.

The relationship between subjective career success and career success outcomes have become important to scholars because the traditional reference points for career success evaluations are not as apparent because workers have different perspectives about their career success (Greenhaus, 2003;



Heslin, 2003; Ng et al., 2005). Subjective career success was described as an individual's evaluation of his/her career (Dries, et al., 2008; Heslin, 2005; Judge, et al., 1995; Ng et al., 2005). Career success was conceptualized to include: organizational citizenship behaviors, organizational commitment, and career commitment. Scholars have suggested that highly committed employees will be less likely to leave their jobs and may under some circumstances; perform at higher levels than their less committed counterparts (Porter, Steers, Mowday, & Boulian, 1974). Therefore, the relationship between subjective career success and career success outcomes were assessed using multivariate analysis of variance (MANOVA) to test the differences between the variables.

## Chapter 3

### Methodology

#### 3.1 Purpose of the Study

In the context of the overall literature review, this research proposed that lodging employees' social preferences and social behaviors in the work environment were influenced by their emotions and time and predicated how they prioritize goals and interact with those around them to achieve career success. The purpose of the study was to provide significant insight into theoretical and practical aspects of human resource management (HRM) as it relates to the objective and subjective aspects of employee career success, the main variables of interest (Gattiker & Larwood, 1989), in relation to the socioemotional selectivity theory. The chapter described the research procedures used to achieve the research objectives, the research design, the population and sample selection, instrument development, data collection, and data analyses.

The main research questions that guided this research were adapted from Creswell (1998) and included:

- 1) What does it mean to have career success in the lodging setting?
- 2) What are the underlying themes and contexts that account for this view of success of lodging employees?
- 3) What are the universal structures that precipitate feelings and thoughts about success of lodging employees?
- 4) What are the differences in generational approach to career success for lodging employees?
- 5) How does time affect changes in social goals of lodging employees?

- 6) Which variables will be the most influential on objective and subjective career success of lodging employees?
- 7) What are the outcomes of success for employees?

There were three research questions that were hypothesized and tested i.e., 1. What are the differences in generational approach to career success for lodging employees? 2. Which variables will be the most influential on objective and subjective career success of lodging employees? 3. What are the outcomes of success for employees?

The constructs used in this research were developed and adapted primarily from research by Judge et al. (1995) and related literature that assessed the relationships between five constructs and dependent variables of objective and subjective career success, and proposed new relationships between objective and subjective career success outcomes, which included organizational citizenship behavior (OCB), organizational commitment, and career: career commitment. These relationships were examined and thirteen hypotheses were proposed and shown below:

Hypothesis 1: Human capital has a positive significant effect on career success outcomes

Hypothesis 2: Organizational sponsorship has a positive significant effect on career success outcomes

Hypothesis 3: Organizational sponsorship has a positive significant effect on objective career success

Hypothesis 4: Organizational sponsorship has a positive significant effect on subjective career success

Hypothesis 5: There is a significant difference between the age groups and objective career success

Hypothesis 6: There is a positive relationship between objective career success and subjective career success

Hypothesis 7: There is a significant difference between the age groups and subjective career success

Hypothesis 8: Individual differences have a positive significant effect on subjective career success

Hypothesis 9: Objective career success has a positive significant effect on career success outcomes

Hypothesis 10: Motivation has a positive significant effect on subjective career success

Hypothesis 11: Human Capital has a positive significant effect on objective and subjective career success

Hypothesis 12: Human Capital has a positive significant effect on subjective career success

Hypothesis 13: Subjective career success has a positive significant effect on career success outcomes

In order to predict the relationships between the dependent variables (consequences/outcomes) and the five independent variables (antecedents) multiple regression analysis was adopted (Glicken 2003), as well as multivariate analysis of variance (MANOVA). The purpose of this was to determine which factors predicted career success.

### **3.2 Research Design**

The design for this research was mainly an exploratory study. The study was conducted in field settings using a mixed method approach of qualitative and quantitative research methods (Sieber, 1973), in a sequential procedure beginning with a qualitative method for exploratory purposes and following up with a quantitative method with a large sample so that the researcher could generalize results to a population. This approach was selected to better understand the best predictors of career success of lodging employees and to test the theory of the Socioemotional Selectivity Theory. Recognizing that all methods have limitations, the researcher felt that biases inherent in one single method could either neutralize or cancel the biases of the other method. Information collected from phase I were used to inform phase 2 and provide insight into different levels of the analysis (Greene, Caracelli, & Graham, 1989). The use of these two different research techniques allowed the researcher to obtain multiple data about the same phenomena under study (Nykiel, 2007). This allowed for triangulation and data comparisons from different sources. In the first step, the researcher obtained approval from the Auburn University Institutional Research Board (IRB) on the content of the questionnaire for the interviews at hotels in the Southeast United States in December, 2014, and for the online survey in March, 2015.

In the second phase, the researcher contacted hotel owners, general managers, and human resource managers from a LinkedIn database of hotels in the United States to ask for their cooperation to distribute the online survey to their hotel employees. The researcher received five on-site approvals to do so and provided the online survey with an information letter (mentioning the objectives of the study, confidentiality and voluntary participation), which had been approved by the IRB. All questionnaires were self-administered by the employees online via Qualtrics. The surveys were distributed to 377 employees and 132 responses were received, with 117 completed responses, representing a response rate of 31%.

## **Methodology & Approach**

### **3.3.1 Phase 1: Qualitative**

To develop a foundation for the study the researcher conducted a literature review of prior research. First, the researcher selected a qualitative method and conducted face-to-face interviews because it provided a rich data source of information about the lives of the interviewees. Although qualitative data cannot be tested for validity (Angen, 2000; Barbour, 2001), and the data are descriptive, is unique to each context, and cannot be reproduced to demonstrate reliability (Bloor, 1997), it was be used to interpret rather than measure so that understanding could not be separated from context. By using this information, the researcher was able to identify recurring themes and meanings and look for potential links between themes and literature using a cyclical process to interpret the meaning of career success. To ensure qualitative rigor, the researcher used an audit trail, categorizing, confirming results with participants, and peer debriefing (Guba & Lincoln, 1981; Lincoln & Guba, 1985; Guba & Lincoln, 1982).

During phase 1, thirteen (13) semi-structured interviews were conducted with employees and supervisors at three hotels in the Southeast United States in order to identify the underlying themes and contexts that account for workers views about their subjective and objective career success.

- i. Participants were hospitality workers in the lodging industry.

The sample selected for this research was lodging associates and supervisors/line managers. These participants were selected to test the premise of the Socioemotional Selectivity Theory. Participants were from three medium size hotels located throughout the Southern United States and were from a purposeful sample of firms that have between 25 and 500 employees. The researcher selected these hotels due to the collaborative relationship that exists with hoteliers who are members of the Hotel and Restaurant

Management Program (HRMT) Executive Advisory Board and represented up-scale properties that had rigorous recruiting and selection strategies. These properties hire only the best employees and have traditionally provided superior facilities and services (Tracey & Hinkin, 2008). These workers are more likely to be self-motivated to be successful. The researcher selected these participants because they are the first contact the customers have with the products and services that the lodging organization provides for immediate consumption, and, represents various generational cohorts. The sampling strategy was a purposeful sample, coordinated with the general manager/human resource directors/managers at each property.

- ii. Four (4) face-to-face interviews, five at one hotel, were conducted at each hotel with different generations (Gen Y's, Gen X's and Baby Boomers; Baby Boomers (born between 1943 and 1960), Generation X (born between 1961 and 1981), and Generation Y (also known as Millennial, born after 1982) from each property. This was necessary to understand if there were any differences in generational approaches to career success for lodging employees given the multi-generations who currently work in the industry.
- iii. The instrument used was face-to-face semi structured interviews; the researcher asked each participant the following interview questions.

- 1) How long have you worked in the service industry?
- 2) What prompted you to get into the service industry? What expectations did you have about this job?
- 3) What was the first job that you had in the service industry and describe how you felt after getting the job?
- 4) Do you have the same feelings in your current position? If no, then why not?

- 5) What has been the difference in your attitude and perception of the industry when you first entered the industry and now?
- 6) How do you define success for yourself? Both personal and professional?
- 7) Can you describe a time when you felt totally satisfied in your career? If yes, can you explain what was going on in your life at that time? If no, what would make you satisfied in your career?
- 8) Do you set goals for yourself? If yes, what are they? If no, why not?
- 9) What are some work goals that you set?
- 10) Are there people who provide a support system for you? If yes, who are they? If no, how do you deal with the challenges associated with working in the hospitality industry?
- 11) Have you encountered situations when your professional needs were not met in the organization? What were those needs?
- 12) How do you measure success in your career?
- 13) Are you likely to remain at the hotel? and, likely to continue in the profession (industry)?
- 14) Are there professional development on-the-job training programs that have helped you to be successful in your career? If no, what opportunities do you seek to help you become more successful in your career?
- 15) Are there any questions that I should have asked you about career success that I have not asked?



- iv. Data collection and recording included thirteen (13) semi-structured interviews (Polkinghorne, 1989) with line supervisors/managers and entry-level employees and lasted between 40-60 minutes arranged over seven (7) days and was based on the availability of the interviewees during December, 2014. To ensure reliable and accurate data, each respondent was asked the same questions. During each interview, the researcher took notes and tape-recorded the conversations. Recorded interviews were transcribed and notes, as well as comments, were used to generate themes and meanings.
  - a) There were four stages of data analysis using Atlas.ti, utilizing thematic analysis to generate themes and meanings (Bryman, 2006).
- v. Treatment of the Data: The researcher transcribed the raw data verbatim for each subject. Each transcription followed a phenomenological analysis using the methodology suggested by Creswell (1998), in which the researcher proposed seven stages of data analysis. This was adapted, following Bryman's (2006) four stages of qualitative analysis. This approach provided an opportunity to reduce the data into meaningful segments and assigned categories for the themes that emerged without losing the systematic approach to the process. As such, the researcher employed a deductive framework approach to analyze the data and capture different aspects of the phenomena under investigation (Ritchie & Spencer, 1994; Lewis & Ritchie, 2003). This ensured the interpretations of participants' experiences are transparent (Lewis & Ritchie, 2003). The four stages of data analysis included the following: 1) The first stage involved familiarization with the data, i.e., listening to the audio tapes, reading transcripts and reviewing notes to generate ideas and identify any recurrent themes and categorizing. 2) The researcher identified any key concepts or themes in light of the research questions and prior research, as well as, any

views raised by respondents from the data. This produced manageable data that provided a thematic framework to work with.

The data were coded according to related themes and the researcher was able to map and interpret the data to find associations between the emergent themes and provide explanations of the findings. 4) The final step was influenced by the original research objectives, as well as by the emergent themes from the data.

The researcher utilized Atlas.ti, Version 7.5.6 computer software to process the descriptive data using thematic content analysis. This data reduction process began with open coding (Strauss & Corbin, 1998). This process allowed the researcher to develop initial categories for words, sentences and paragraphs. During this stage, referred to as horizontalization by Moustakas (1994), all comments relating to the research objective, which was to understand career success based upon the views of different generational cohorts, with regard to Socioemotional Selectivity Theory were marked and assigned with a code name.

The next step was Axial coding, in which a coding scheme was developed from the initial open coding that allowed the researcher to identify themes and categories and conceptualized the categories as being either causally related, is a part of, or is associated with, the themes that emerged. The researcher was able to display the data using the software and was able to search through the data to verify, confirm and qualify the themes.

This process was repeated and central themes integrated into the open and axial coding forming families of the emergent themes and categories. The second iteration of the data in Atlas.ti, the researcher used prior research and the codes to establish analytical categories. The researcher indexed the data through a process of coding, i.e., the codes

identified themes, which were combined into categories, assigned a code name and a code definition. This process of refining and reducing the data into groups was important to identify major families. This was achieved by selecting sections of data that were alike, or related in themes, and putting them together. The researcher categorized the data according to themes, sorted and assigned codes. Some categories were combined and reviewed noting the largest number of entries to those with the smallest. This process was repeated and codes emerged that became the basis for this analysis.

In addition, the researcher used bracketing (Husserl, 1931) to objectively identify themes and links between participants in the individual interviews. The researcher conducted a comparison of the emergent themes to prior literature research, and additionally, themes not found in previous literature were identified.

### **3.3.2 Phase 2: Quantitative**

In phase 2, the researcher conducted a quantitative method by using an online survey for data collection with the intent of generalizing from a sample to a population (Babbie, 1990), and to capture information and apply quantitative statistical data analysis techniques to determine associations, relationships and group differences that may exist. The data was later analyzed to determine the significant predictors of employees' success in their careers. The results of these methods provided a more complete perspective of what was occurring within the sample in relation to the research questions.

- I. The samples for this phase of the research were selected from line associates, supervisors, and managers of upscale hotels and resorts. These employees were selected because they work for upscale properties that traditionally have provided superior facilities and services for their guests. As a result, they recruit and select the best employees. These employees were required to provide

their opinions about their career success. Respondents were selected based on a purposeful sampling of individuals who were colleagues of the researcher.

The researcher conducted a literature review to determine the scope of the research in this area. The initial survey questionnaire was developed by the researcher and utilized prior research for its development. Through the process, the items were revised and confirmed for reliability and validity. Before conducting the survey, the questionnaire was checked by employees at one hotel to ascertain if the items were easy to understand, then the questionnaires were revised based upon their feedback. It was then forwarded to faculty, staff and doctoral students enrolled in a hospitality management program. The questionnaire had eight sections and 107 questions. All variables were measured using five-point Likert scales ranging from 1 (strongly disagree) to 5 (strongly agree). Participants were given 10 to 15 minutes to complete the online questionnaire.

## II. Survey Development

This revealed that no research simultaneously examined both the objective and subjective aspects of employee success (Gattiker & Larwood, 1989), primarily in the lodging industry, although both areas are essential for a holistic inquiry about employees' career success. The predictors within the selected models were derived from past research, and included a wide range of theoretically relevant variables that have been tested in prior studies. The model for this study was consistent with that of Judge and Bretz (1994), Whitely et al. (1991) and Judge et al. (1994) and Ng, Eby, Sorensen and Feldman (2005) studies.

Additionally, the comments the researcher received from phase 1 were used to guide the development of questions for the survey questionnaire, as well as the use of information from prior studies. To pretest the survey instruments, a draft of the survey was examined by participating

respondents to obtain their feedback and clarify any confusing or missing information, as well as by faculty members

To accomplish the purposes of this research, the current study used employee career success self-reported information in which the dependent variable was objective (compensation and number of promotions), and subjective career success (job satisfaction (affective) and career satisfaction) and, the independent internal variables were individual differences, socio-demographics, human capital, and motivation and the external independent variables were organizational sponsorship.

### III. Measurements

**Objective career success** described what society constitutes as actual achievement, such as compensation and number of promotions and the extent to which the individual wishes to supervise, influence, and lead others, and seeks promotions to higher positions as a vehicle to achieve feelings of success (Jiang & Klein, 2002; Brown, 2005; George & Jing, 2002; Heilman & Chen, 2005). Employees were instructed to rate the extent to which they agreed or disagreed with the statements about their compensation, incentives, and promotions in nine statements. Sample items were, “my organization provides reasonable compensation,” and “my organization provides incentive programs.” All variables were measured using five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

**Subjective career success** conceptualized to consist of two components: current job satisfaction (affective) and career satisfaction (Bray & Howard, 1980; Harrell, 1969; Judge & Bretz, 1994; Jiang & Klein, 2002; Greenhaus et al., 1990). Employees were instructed to rate the extent to which they were very satisfied or very dissatisfied in six statements. Sample items were, “the success I have achieved in my career,” and “opportunities to use my abilities on the job.” All variables were

measured using five-point Likert type scale ranging from 1 (strongly dissatisfied) to 5 (very satisfied).

**Individual differences** were described as how individuals saw themselves at that time. The researcher used a semantic differential and attitude scale; rating items on a bipolar adjective scale (Heise 1970; Pachulicz et al., 2008). Respondents described themselves on a group of 12 bipolar adjectives ranging from 1 to 7, collecting data about the dimension of a.) Success (self-efficacy), described self-descriptions that measured the general expectation that an individual's executed behaviors will produce desired outcomes, b.) Social, described peer relations, social competence, and popularity and c.) Planful, described individual differences in people's ability to choose roles that are well suited to their interests and talents, and to pursue these roles effectively and with perseverance. There were four (4) items for success, five (5) for social and three (3) for planful.

**Socio-demographics** described the characteristics of a population and included six sections: age, race, gender, marital status, family structure, and dependent responsibilities. These variables were adapted from prior studies (Judge et al., 1995; Bielby & Bielby, 1988).

**Human capital** described the cumulative educational, personal, and professional experiences that might enhance an employee's value to an employer. e.g., type of education, tenure/experience, work department, number of professional certifications, monthly income, international experience (Judge et al. 1995; Park, 2013). Eight sections required respondents to write or select from pull down menus.

**Motivation** described the willingness of an individual to exert high levels of effort to achieve personal goals. This included both internal and external influences such as intrinsic job motivation, socioemotional career satisfiers, socioemotional status base satisfiers: the number of days/nights

worked per week, the hours required to work per day, average hours worked overtime per day, hours of work desired, work centrality, willingness to transfer within the organization, and turnover intentions. There were thirty-five statements distributed as follows. Six statements that represented Intrinsic Job Motivation (IJM) (Lawler, 1969, Janz et al., 1997), in which respondents rated themselves on the extent to which items were important or not important for them to achieve personal goals. Variables were measured using five-point Likert type scale ranging from 1 (not important) to 5 (very important). There were six items that measured socioemotional career satisfiers, described as the quality of work relationships and emotional support afforded by an individual's career (Eddleston et al., 2006), and six items for socioemotional status base satisfiers, described as requirements for career advancement and financial success (Gattiker & Larwood, 1988). There were nine items that measured work centrality, described as the degree of importance that work plays in a person's life or the psychological investment in work for self-identity or self-image (Diefendorff, 2000; Rothbard, 2001; Johnson, 2002). The final two scales; willingness to transfer within the organization had four items and described the extent to which a person is likely to be transferred within their current organization (Rafferty, 2006; Stage, 1989; Kim et al., 2005), and turnover intentions had four scale items that described an individual's desire or willingness to leave an organization (Rafferty & Griffin, 2006; Chen et al., 1998; Simons & Hinkin, 2001). Both scales were measured using a five-point Likert type scale ranging from 1 (not very likely) to 5 (completely likely).

**Organizational Sponsorship** described as the influence of variables that include both industry and organizational characteristics on individual outcomes such as performance, turnover, and salaries (Pfeffer 1991; Igbaria et al., 1997; Judge et al., 1995). These variables included organization size, organization success, type of organization (chain, independently owned, etc.),

industry sector, location, and supervisor support. There were six statements using a five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree), as well as drop down menus and fill in the blanks for information about the organization.

**Career success outcomes:** **Job** described as organizational citizenship behavior (OCB), which was described as the willingness on the part of people to put up with minor inconveniences or tolerate less than ideal circumstances (Alge & Bradley, 2006) There were nine statements that measured this construct using a five-point Likert type scale ranging from 1 (never) to 5 (always). **Job:** organizational commitment, described as the enduring feelings participants have about shared norms and their willingness to exert effort on behalf of the organization (Bozeman & Perrewe, 2001; de Luque et al., 2008). There were ten statements using a five-point Likert type scale ranging from 1 (very dissatisfied) to 5 (very satisfied). **Career:** career commitment described the extent to which individuals have goals of advancing in their personal careers (Ellemers et al., 1998). There were eight statements using a five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

**Validity:**

The researcher adopted a systematic approach to collecting data for this research that ensured the resulting predictions were sound, cogent and justifiable. During the quantitative phase, a questionnaire was designed and administered to lodging line employees and supervisors. The questions selected for the questionnaire were carefully selected from prior literature based upon relevancy, as well as from input from various individuals. As a general guideline for developing the survey, the researcher assessed the validity, which was the benchmark criterion used for this inquiry. This epistemic criterion was important to ensure that the quality responses accurately reflected the conceptual framework of the research.



Accordingly, Joppe (2000) described validity as being able to truly measure what the research intended to measure and/or how truthful the research results were valid. Validity also described the degree to which the empirical evidence and theoretical rationales supported the adequacy and appropriateness of the inferences derived from the results. Rulon (1946) posited an operational approach to instrument validation based upon four criteria 1) an instrument must have a given purpose, 2) an assessment of the validity of an instrument must include the content of the instrument in relation to the measurement purpose, 3) different forms of evidence of validity are required for various types of instruments, and 4) some instruments need no further study because they have proven validity. This approach required that both the purpose and the appropriateness of test content be evaluated as part of the validation process. As such, these considerations were incorporated into the validation of the instrument used in this research.

Goodenough (1949) supported Rulon's idea and classified the process into two broad categories: 1. tests as samples, 2. tests as signs. In tests as samples, the researcher suggested that the instruments be considered a representative sample of the domain being measured and tests as signs, stipulated that the instrument be linked to some external realm that provided guidance about its description. The current research supported the idea that tests were linked to some content domain, which was used to evaluate the instrument and determine how well it represented the domain. Gulliksen (1950) suggested that evaluations of instrument content be empirically based. He proposed three empirical procedures be used to evaluate intrinsic validity: 1. evaluate the instrument results before and after training in the subject matter at hand, 2. assess the consensus of expert judgment in evaluations of the test content, and 3. assess the relationship of the test to other tests measuring the same objective. The second and third procedures were incorporated into the current research.

As such, this was an inductive and evolving process that ensured consistency in measurement and reflected the various determinants of the dimensions. These dimensions were based upon qualitatively in-depth interviews, as well as from prior research. The following types of validity were assessed:

- a) Face validity, which determined whether the items being measured had some relationship to the dimensions. As such, the researcher requested faculty, industry executives, workers, and graduate students to review items in the survey after which modifications were made to the survey based upon their feedback. This approach has been challenged by Mosier (1947) who expressed concern over the use of the term “face validity,” and its multiple meanings. He postulated that the initial intention of face validity was to have valid tests and identified three distinct implications attributed to the term face validity: 1. validity by assumption, 2. validity by definition, and 3. appearance of validity. Validity by assumption referred to the idea that an instrument was valid if at face value there was a relationship to the objective of the instrument. Whereas, validity by definition, was explicit and showed that the questions were defined by the objective of the testing and obtained by the square root of the reliability coefficient. This approach was supported by Rulon’s (1946), who also proposed the concept of having valid tests. Mosier’s idea of validity referred to the instruments being pertinent and relevant to respondents. He later postulated that face validity be regarded as mainly validity by definition and be established through the use of subject matter experts rather than by empirical analysis. However, he did not assert that this method of validation was appropriate for all types of assessment instruments. Consequently, for this research subject matter experts provided their input during the development of the instrument.

- b) Content validity, Lennon (1956) defined content validity as “the extent to which a subject’s responses to the items of a test may be considered to be a representative sample of his responses to a real or hypothetical universe of situations which together constitute the area of concern to the person interpreting the test” (p. 295). He posited that the appraisal of content validity should consider not only the content of the questions, but also the process used by the respondents to arrive at their responses. Thus, Lennon viewed content validity as an interaction between test content and examinee responses. He identified three underlying assumptions: 1. the area of research interest should be limitless, meaningful, and definable. 2. a representative sample must be selected in a meaningful fashion; and 3. the sample and the sampling procedure must be clearly defined to be able to test how adequately the responses typified the performance of the population. As such, content validity was determined for this research by conducting thirteen interviews with a convenience sampling of hotel workers who shared their expertise about the topic, as well as conducted a literature review to identify the theoretical underpinnings and gaps in research literature about the area of interest. Thus, content validity was based on the researcher’s professional judgments about the relevance of the contents to the areas of interest and the representativeness with which the items covered the various domains. This multifaceted approach was used to develop the online survey questionnaire and ensured the credibility and soundness of the instrument for measuring the areas of interest.
- c) Construct validity, was described as the degree to which an instrument measured the construct it was intended to measure (Cronbach & Meehl, 1955). The researchers posited that any kind of information about a test can contribute to an understanding of its construct

validity, but the contribution becomes stronger if the degree of fit of the information with the theoretical rationale underlying score interpretation is explicitly evaluated. This suggested that certain explanatory concepts or sets of indicators of the construct accounted for performance on the test. In addition, when a construct was postulated to include attributes of people, this should be reflected in test performance. As such, the career success outcome constructs were examined for their relationship with specific measures obtained from prior literature and comparing them with standardized scales. For example, the independent variables such as the motivation construct had ten variables because the researcher believed that together, these reflected the intended meaning of the construct. Based upon prior studies these were synthesized into six scales and then compared to standardized scales that tested each variable. Individual differences had three variables, organizational sponsorship was synthesized from six variables into one standardized scale and five short answer sections, human capital had eight areas that required short answers, as well as socio-demographics that had six areas requiring yes or no, or short answers. The dependent variables were objective career success, which had two main variables: compensation and number of promotions. These were synthesized from five standardized scales and incorporated into one scale that had nine scale items, which were measured in relation to the standardized scales; subjective career success had two main variables, job satisfaction (affective) and career satisfaction. These were synthesized from two standardized scales and incorporated into one scale with six scale items, which was measured in relation to the standardized scales. Career success outcomes had three variables, organizational citizenship behavior, organizational commitment and career commitment. These variables were synthesized from six standardized scales and produced three main variables, each with nine, ten and eight scale items respectively. A

variety of techniques were used to evaluate construct validity of the instrument, including hypothesis testing (tested thirteen hypotheses) and factor analysis. Construct validity was supported if the scores reflected the framework as hypothesized.

- d) Discriminant validity described the ability to distinguish between constructs that were theoretically different (DeVon, et al., 2007). Scholars have suggested the use of factor analysis to assess constructs and provide greater confidence to the interpretation of findings. Factor analysis was a statistical method commonly used during the development of an instrument to analyze the relationships among large numbers of variables. A factor was regarded as a combination of test items that were assumed to belong together. The items that were related were grouped together and defined as being part of the construct and unrelated items that did not define the construct were deleted from the tool (Munro, 2005).

Exploratory factor analysis (EFA) was often used to identify the various factors that defined the construct. EFA was expressed statistically as an Eigenvalue  $>1.0$  and was used to identify the greatest variance in scores with the smallest number of factors. Confirmatory factor analysis (CFA) generally followed EFA and included theoretical knowledge to test the construct validity of the tool. CFA validated the extent to which the statistical model assessed the overall fit to the actual data (Waltz, Strickland, & Lenz, 2005; Hair, et al., 2006). Scholars disagree on the number of participants necessary for factor analysis, but generally Hair et al. (2006) suggested five times as many observations as the numbers of variables, or a minimum of five per variable was recommended (Munro, 2005). In the current research each construct was analyzed using factor analysis and produced Eigenvalues  $>1.0$ .

- IV. Data Collection - Online surveys distributed through the LinkedIn personal contacts to hoteliers.
- a) Information obtained from both the literature review and face-to-face interviews were used to create an on-line survey questionnaire.
  - b) After obtaining approval from the Auburn University Institutional Research Board (IRB) the researcher contacted Owners/Operators and Human Resources managers from the LinkedIn account. These administrators were randomly selected based upon their affiliations with upscale hotels and resorts located throughout the United States.
  - c) Administrators provided site authorization letters giving their approval for the researcher to conduct the survey with their employees. They were forwarded the link to the survey for distribution to their employees who completed the online survey via Qualtrics. The survey questions were mainly five-point Likert-type scales ranging from 1 (strongly disagree) to 5 (strongly agree) (Ferguson, 1941).
- V. Data Analysis: Hypotheses and Test Statistics (Table 3.1) – Multivariate Analysis of variance MANOVA, multiple regression analysis and bivariate correlations to predict relationships to the dependent variables: objective, subjective career success and ANOVA to analyze group differences within and between the various generations.

**Table 3.1 Hypotheses and Test Statistics**

Research Question	Hypotheses	Independent Variable (IV)	Dependent Variable (DV)	Assumptions	Statistical Test Performed	Test Statistics
What are the outcomes of success for employees?	Hypothesis 1: Human capital has a positive significant effect on career success outcomes	Human capital	Career success outcomes: Organizational citizenship behavior; Organizational commitment; Career commitment	1. The predictor variables are nonrandom and the values are independent across all subjects. 2. The values are measured without error 3. The predictor variables are assumed to be linearly independent of each other i.e., multicollinearity where there are moderate to high inter-correlations among the predictor	Multiple Regression Backward Elimination	The correlation coefficient (Pearson's r) R2 Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
	Hypothesis 2: Organizational sponsorship has a positive significant effect on career success outcomes	Organizational Sponsorship	Career success Outcome	1. The predictor variables are nonrandom and the values are independent across all subjects. 2. The values are measured without error. 3. The predictor variables are assumed to be linearly independent of each other (i.e., multicollinearity where there are moderate to high inter-correlations among the predictor	Multiple Regression -	The correlation coefficient (Pearson's r) R2 Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 3: Organizational sponsorship has a positive significant effect on objective career success	Organizational Sponsorship	Objective Career Success	1. The predictor variables are nonrandom and the values are independent across all subjects. 2. The values are measured without error. 3. The predictor variables are assumed to be linearly independent of each other (i.e., multicollinearity where there are moderate to high inter-correlations among the predictor	Multiple Regression	The correlation coefficient (Pearson's r) R2 Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 4: Organizational sponsorship has a positive significant effect on subjective career success	Organizational Sponsorship	Subjective Career Success	1. The predictor variables are nonrandom and the values are independent across all subjects. 2. The values are measured without error. 3. The predictor variables are assumed to be linearly independent of each other (i.e., multicollinearity where there are moderate to high inter-correlations among the predictor	Multiple Regression	The correlation coefficient (Pearson's r) R2 Change ; F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance

**Table: 3.1 Hypotheses and Test Statistics cont.**

Research Question	Hypotheses	Independent Variable (IV)	Dependent Variable (DV)	Assumptions	Statistical Test	Test Statistics
What are the differences in generational approach to career success for lodging employees?	Hypothesis 5: There is a significant difference between the age groups and objective career success & Hypothesis 7 There is a significant difference between the age groups and subjective career success	Age	1) Objective Career success 2) Subjective Career Success	1. Homogeneity of variances between and among groups 2. Normality and Linearity	Multivariate Analysis of Variance (MANOVA)	Univariate – Leavens Test for equality of Variance Kolmogorov-Smirnov; $p < .005$ Multivariate – Box’s Test of Equality $p < .025$
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 6: There is a positive relationship between objective career success and subjective career success	Objective Career success	Subjective career success	1. Relationship between the independent and dependent variable are linear 2. Variables are bivariate normally distributed 3. Data are independent 4. Sample randomly distributed	Bivariate correlation Analysis	Pearson product-moment correlation coefficient (r)
	Hypothesis 8 Individual differences have a positive significant effect on subjective career success	Individual differences	Subjective Career Success	1. Relationship between the independent and dependent variable are linear 2. Variables are bivariate normally distributed 3. Data were independent 4. Sample randomly distributed	Simple Regression analysis	The correlation coefficient (Pearson’s r) R <sup>2</sup> Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance



**Table 3.1 Hypotheses and Test Statistics cont.**

Research Question	Hypotheses	Independent Variable (IV)	Dependent Variable (DV)	Assumptions	Statistical Test	Test Statistics
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 9 Objective career success has a positive significant effect on career success outcomes	Objective career	Career Outcomes	1. Relationship between the independent and dependent variable are linear 2. Variables are normally distributed 3. Data were independent 4. Sample randomly distributed	Multiple Regression Backward Elimination	The correlation coefficient (Pearson's r) R <sup>2</sup> Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
	Hypothesis 10: motivation has a positive significant effect on subjective career success	Motivation	Subjective Career Success	1. Relationship between the independent and dependent variable are linear 2. Variables are normally distributed 3. Data were independent 4. Sample randomly distributed	Multiple Regression Backward Elimination	The correlation coefficient (Pearson's r) R <sup>2</sup> Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
	Hypothesis 11: Human Capital has a positive significant effect on objective and subjective career success	Human Capital	Subjective Career Success	1. Relationship between the independent and dependent variable are linear 2. Variables are normally distributed 3. Data were independent 4. Sample randomly distributed	Multiple Regression Backward Elimination	The correlation coefficient (Pearson's r) R <sup>2</sup> Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance

**Table 3.1 Hypotheses and Test Statistics cont.**

Research Question	Hypotheses	Independent Variable (IV)	Dependent Variable (DV)	Assumptions	Statistical Test	Test Statistics
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 12: Human Capital has a positive significant effect on Subjective career success	Human Capital	Objective Career Success	<ol style="list-style-type: none"> <li>1. Relationship between the independent and dependent variable are linear</li> <li>2. Variables are normally distributed</li> <li>3. Data were independent</li> <li>4. Sample randomly distributed</li> </ol>	Multiple Regression Backward Elimination	The correlation coefficient (Pearson's r) R <sup>2</sup> Change F- Change Statistic Standardized $\beta$ Partial Correlation Tolerance
	Hypothesis 13: Subjective career success has a positive significant effect on career success outcomes	Subject Career Success	Career Success Outcomes	<ol style="list-style-type: none"> <li>1. Homogeneity of variances between and among groups</li> <li>2. Normality and Linearity</li> </ol>	Multivariate Analysis of Variance (MANOVA)	Univariate – Leavens Test for equality of Variance Kolmogorov-Smirnov; $p < .005$ Multivariate – Box's Test of Equality $p < .025$

**Table 3.2 Pre-Data Analysis and Screening**

Screening Grouped Data	Examination & Process	Tests	Test Statistics
Univariate	Missing data: Examine missing data for each independent and dependent variable	Frequency tables	
	Examine outliers	Check descriptive Box Plots; stem & leaf plots	
	Examine Univariate Normality	Histograms; Q-Q Plots	
	Homogeneity of variances between and among groups		P value significant at .05
Multivariate	Check for outliers	Mahalanobis Distances	Chi square ( $\chi^2$ ) exceeds critical at $p < .001$
	Linearity	Scatter/Dot Scatter Matrix	Scatterplots shapes –elliptical shapes

**Missing Data and Normality Analysis**

Each variable was checked in SPSS by reviewing frequency reports for categorical variables and descriptive reports for quantitative variables. It was important to identify missing data because this could decrease statistical power and bias parameter estimates, (Table 3.2). Therefore, if there are less than 5% missing cases, the researcher used the Listwise default in SPSS and estimated the values based either upon mean values, or through regression to find the missing data (Mertler & Vannatta, 2002). If there was 5-15% missing data, the researcher transformed the data. If there was more than 15% data missing, the researcher checked whether they were randomly scattered or nonrandomly scattered. If the missing data were less than 15%, and the missing value pattern graph shows a non-random pattern, then a multiple imputation analyses was conducted to ensure that missing values were replaced with reasonable assurance that values predicted matched the other data that was not missing. The consequences of having missing data in the research would result in the analyses being biased and the cumulative effect of missing data in several variables would lead to exclusion of a substantial proportion of the original sample, which in turn would cause a substantial loss of precision and power. An alternative was to eliminate the missing cases. However, this would reduce the sample size, especially if there was a small sample. The

use of multiple imputations would be to obtain accurate parameter estimates for the relationships of interest. This approach would be suited because it takes into account total variance within and between the imputation variance. Especially, if examinations of the missing data show that there are some areas blank (Enders 2010; Schafer & Olsen, 1998; Roth 1994).

If there was a nonrandom pattern, the researcher conducted a multiple imputations analysis using SPSS Version 22. Rubin (1976), and Little and Rubin (2002) suggested the classification system called Missing Not At Random (MNAR). Scholars suggest that MNAR is the probability of missing data that is systematically related to the hypothetical values that are missing. According to Baraldi and Enders (2010), this implies that MNAR describes the missing data based upon the would-be values of the missing scores and operates on the assumptions that dictate how a particular missing data technique will perform.

The multiple imputations analysis included three steps: imputing, analyzing, and pooling the results. This provided several copies of the data set, each containing different imputed values. The program analyzed each data set during ten iterations using the same procedures and eventually yielded multiple sets of parameter estimates and standard errors, and these multiple sets of results were subsequently combined into a single set of results (Allison, 2002; Enders, 2010; Rubin, 1987, 1996; Schafer & Olsen, 1998; Schafer, 1997; Sinharay, Stern, & Russell, 2001). After this process, the data was examined for outliers, and fulfillment of test assumptions. This was necessary to proceed with the multivariate analyses for testing the model. The researcher must satisfy the characteristics of normality assumptions (Mertler & Vannatta (2002) i.e.,

1. Each of the individual variables must be normally distributed
2. Any linear combinations of the variable must be normally distributed
3. All subsets of the set of variables must have a normal distribution

After this process, the researcher conducted several statistical analyses on the imputed data to determine if there were any differences in the results between the original data and the pooled imputed data. The researcher conducted univariate analyses for descriptive analyses of the study sample, including percentages, means, and standard deviation statistics, skewness and kurtosis all variables and tested for multivariate and univariate assumptions. The researcher examined histograms and descriptive statistics to check if variables were either negatively or positively skewed and ranged between -1 and +1 (Mertler & Vannatta, 2002). Items that had moderate negative skew were transformed using reflect and square root transformation (Mertler, & Vannatta, (2002). Values that were moderate or substantially positively skewed were transformed using square root, or logarithm. Variables that were severely positively skewed were transformed using inverse. Values that were moderately or severely negatively skewed were transformed using reflect and square root, or reflect and logarithm, or reflect and inverse (Mertler, & Vannatta, 2002). Once the values were transformed, the researcher re-ran the analysis and compared the transformed data to the original value to ensure that the skewness was improved to an acceptable level of +1 or -1.

Those values that did not produce any changes in the skewness, or made the skewness worse, were changed back to the original. The researcher conducted Kolmogorov-Smirnov tests and normal distributions were examined and variables that were statistically significant were considered non-normal, because this would indicate a non-normal distribution and the researcher would re-examined them (Hair, Black, Babin, Anderson, & Tatham, 2006). Kurtosis was checked to ensure that there was no peakedness or flatness in the distribution sample. Values that were + 2 standard deviations from the mean or + 3 standard deviations from the mean were considered within the normal range (Mertler & Vannatta, 2002).

### 3.4 Testing Assumptions

The researcher tested the assumptions of MANOVA; i.e. homoscedasticity using the Box's M statistics for the dependent variables for each group. Assumption of independence and randomness, i.e. ensured that a random selection of participants was obtained from the population to conduct the survey, which was used as the basis for the data collection. Assumption of skewness and kurtosis i.e., descriptive statistics for dependent and independent variables that were higher than a value of +.7 or .8 were transformed. Values that are moderately or substantially positively skewed were transformed using square root, or logarithm. Variables that were severely positively skewed were transformed using inverse. Values that were moderately or severely negatively skewed were transformed using reflect and square root, or reflect and logarithm, or reflect and inverse (Mertler, & Vannatta, 2002). Once the values were transformed, the researcher re-ran the analysis and compared the transformed data to the original value to ensure that the skewness was improved to an acceptable level of +1 or -1. Those values that did not produce any changes in the skewness, or made the skewness worse, were changed back to the original. The Kolmogorov-Smirnov tests for normal distributions were re-run for the transformed variables and statistically significant variables were considered nonnormal. (Hair et al., 2006). Kurtosis was checked to ensure that there was no peakedness or flatness in the distribution sample. Values that were + 2 standard deviations from the mean or + 3 standard deviations from the mean were considered within the normal range (Mertler, & Vannatta, 2002). Multivariate Assumption of Independence and Randomness were examined to ensure that the researcher obtained a random selection of participants from the population to conduct the survey, which was used as the basis for the data collection. Assumption of minimal multicollinearity was assessed to ensure there was minimal correlation amongst the predictor variables. Tolerance was assessed such that a tolerance close to 1 meant there was little multicollinearity, whereas a value close to 0 suggested that multicollinearity may be a threat. The Variance Inflation Factor (VIF) was

assessed to ensure values were not greater than 10. If they were greater than 10 this meant that the variance of the coefficient estimate was inflated by multicollinearity and had to be addressed.

### **3.5 Reliability of Scales**

Reliability was assessed at two levels, item reliability and construct reliability (Fornell & Larcker, 1981; Hair et al., 1998), and discriminate validity, which tests whether concepts or measurements that are supposed to be unrelated, are in fact, unrelated (Campbell & Fiske, 1959). The item reliability indicates the amount of variance in an item due to underlying construct rather than to error (Chau, 1997). As such, any item that has reliability greater than 0.70 was considered evidence of good item reliability. Construct reliability refers to the degree to which an observed instrument reflects an underlying factor. Any construct that had a reliability value of at least 0.7 was used in the analysis. Cronbach's alpha ( $\alpha$ ) is the most commonly used measure of reliability for determining the internal consistency or average correlation of items in a survey instrument with values ranging between 0 and 1.0, with higher values indicating higher reliability among the indicators. Researchers have suggested that Cronbach's alpha statistics for construct reliability be above .70 (Nunnally, 1978; Hair et al., 1998, Segars, 1997). Accordingly, reliability describes the extent to which a variable (or set of variables) is consistent in what it is intended to measure. If multiple measurements are taken, the reliable measures will all be very consistent in their values. Reliability becomes important because these variables were developed from summated scales and used in this research to predict some outcome such as objective career success.

Scales represent groups of interrelated items that are designed to measure the underlying constructs. Construct is the hypothetical variable that is being measured (Hatcher & Stepanski, 1994). The researcher determined if the same set of items would produce the same responses if the questions were re-administered to the same respondents. Scholars Hinkin, Tracey and Enz, (1997) have suggested that

variables derived from test instruments are declared to be reliable if they provide consistent responses over a repeated administration of the test.

Factor analysis was conducted to obtain a smaller set of uncorrelated variables from the larger sets of variables used. This was necessary to create conceptually variables that measured similar things. This produced Eigenvalues, which were sets of scalars associated with a linear system of equations (i.e. matrix equations) that were sometimes known as characteristic values (Hoffman & Kunze, 1971); "*proper values, or latent roots*" (Marcus & Minc 1988, p. 144), that assessed the overall scales used in the development of the survey. The purpose of factor analysis was to explore the underlying variance structure of the variables and verified if there were any patterns in the set of correlation coefficients. The factor with the largest eigenvalue (1.00 or higher) had the most variance and smaller or negative Eigenvalues were omitted from the solutions (Tabachnick & Fidell, 1996; Brown, 2001). This method usually required a large sample size of 200 or more. A guideline suggested by Tabachnick and Fidell (2001) was a minimum of 10 observations per variable to avoid computational difficulties. Due to the smaller sample size of 115, which was less than the minimum required and not practical to proceed with exploratory and confirmatory factor analysis for this research. However, factor analyses were conducted for sets of the independent variables: intrinsic motivation and socioemotional career satisfiers, socioemotional status based satisfaction and work centrality, willing to transfer and turnover intentions, individual differences, organizational sponsorship, and for the dependent variables: objective career success, subjective career success, and outcome of career success (OCB, OC and CC).



## **Chapter 4**

### **Results**

#### **4.1 Introduction**

As established in earlier chapters, there is a lack of research that investigates the career success of entry-level employees and supervisors in the hospitality industry. As a result, there is very little data on the populations' perceptions of career success needs and expectations of the various generations of workers. The purpose of this chapter is to present the analysis of the mixed methods investigation, from the qualitative data derived from answers to semi-structured interview questions, and, quantitative data derived from an online survey about what various lodging employees considered important for their career success.

#### **4.2 Qualitative Results**

In the first qualitative phase, the goal of collecting the qualitative data was to provide the researcher with information in greater depth about career success views that were collected through the semi-structured interviews. According to Bryman (2006), the semi-structured interviews in a mixed method investigation allow the researcher to enhance the development and findings of the quantitative online survey. This allowed the researcher to use a deductive approach in the qualitative method to obtain data without instilling prejudgments about career success on the participants (Moustakas, 1994). The study was tape-recorded, and included semi-structured, face-to-face, one-on-one interviews lasting between 40-60 minutes in duration with thirteen individuals representing various generational cohorts of Baby Boomers, Generation X, and Generation Y employed at upscale hotels in the Southeast United States. The researcher utilized a research guide during the interviews (Patton, 2002) that served to provide a framework for asking the interview questions and probing of specific areas related to the research questions.

In order to answer four of the seven research questions, the respondents were asked specific questions as shown in Table 4.1. These questions related to participants views about their success, in particular career success.

**Table 4.1**

**Research Questions and their Respective Interview Questions**

RESEARCH QUESTIONS	RELATED INTERVIEW QUESTIONS FROM INTERVIEW GUIDE
1. What does it mean to be successful?	How do you define success for yourself? Both personal and professional?
2. What are the underlying themes and contexts that account for this view of success?	<p>What was the first job that you had in the service industry and describe how you felt after getting the job?</p> <p>Do you have the same feelings in your current position? If no, then why not?</p> <p>What has been the difference in your attitude and perception of the industry when you first entered the industry and now?</p> <p>Can you describe a time when you felt totally satisfied in your career? If yes, can you explain what was going on in your life at that time? If no, what would make you satisfied in your career?</p> <p>Do you set goals for yourself? If yes, what are they? If no, why not?</p> <p>What are some work goals that you set?</p> <p>Have you encountered situations when your professional needs were not met in the organization? What were those needs?</p>
3. What are the universal structures that precipitate feelings and thoughts about success?	<p>How do you measure success in your career?</p> <p>Are you likely to remain at the hotel? and, likely to continue in the profession (industry)?</p> <p>Are there professional development on-the-job training programs that have helped you to be successful in your career? If no, what opportunities do you seek to help you become more successful in your career?</p> <p>Are there people who provide a support system for you? If yes, who are they? If no, how do you deal with the challenges associated with working in the hospitality industry?</p>
4. How does time affect changes in social goals of lodging employees?	<p>What has been the difference in your attitude and perception of the industry when you first entered the industry and now?</p> <p>Can you describe a time when you felt totally satisfied in your career? If yes, can you explain what was going on in your life at that time? If no, what would make you satisfied in your career?</p>

#### 4.2.1 Demographic profiles of the interviewees

The face-to-face interviews were conducted with thirteen respondents during the period of December 19-29<sup>th</sup>, 2014, (per Table 4.2). Of the three African American females interviewed, two were Generation X and one Millennial. Whereas, of the seven Caucasian females, three were Baby Boomers, one Generation X, and three Millennials. There were also three Caucasian males; one was a Baby Boomer, one a Generation X, and the other a Millennial. Of these individuals, there were three supervisors and ten line or entry-level associates.

**Table 4.2**

#### Demographic Profiles of Interviewees

Hotel	Demographics	Hotel Department
Hotel 1 Interview 1: (8:00 - 9:00am; 12/19/14) -	Female; black; Millennial	Room Attendant
Hotel 1 Interview 2: (9:00 -10:00am; 12/19/14)	Female; white; Baby Boomer	*F & B Server
Hotel 1 Interview 3: (2:30 - 3:30pm; 12-19-14)	Female ; white; Gen X	Front Office Associate
Hotel 1 Interview 4: (3:30 - 4:30pm; 12-19-14)	Male; white; Gen X	Front Office Supervisor
Hotel 2: Interview 1: (11 - 12:00pm; 12/26/14)	Female; black Gen X	Housekeeping Attendant
Hotel 2: Interview 2: (11 - 12:00pm; 12/26/14)	Female; black- Gen X	Villa Housekeeper
Hotel 2: Interview 3: (1:00 - 2:00pm; 12/26/14)-	Female; white Baby Boomer	Member Services/Villa Administration desk:
Hotel 2: Interview 4: (2:00 - 3:00pm; 12/26/14)	Male, white ; Millennial	* F&B Captain ( <i>Supervisor</i> )
Hotel 2: Interview 5: (3:00 - 4:00pm; 12/26/14)	Female, white; Millennial	* F&B server& host
Hotel 3: Interview 1: (11 - 12:00pm; 12/29/14)-	Female; white; baby boomer	Front desk & Accounts Receivable clerk
Hotel 3: Interview 2: (12:00-1:00pm; 12/29/14)-	Female; white; Millennial	* F/D & Reservation Associate
Hotel 3: Interview 3 : (11:30 am -12:30pm; 12/29/14)	Male; white; Baby Boomer	Restaurant Supervisor
Hotel 3: Interview 4: (12:30 – 1:30pm12/29/14)	Female; white; Millennial	Housekeeping & Café server

\* F/D indicate Front Desk

\* F&B indicate Food and Beverage

The researcher utilized Atlas.ti, Version 7.5.6 computer software to reduce the data and the first iteration in the analysis of the thirteen interviews produced 52 codes and 3,447 quotations. The codes are listed in Tables 4.3 and 4.4:

**Table 4.3 Codes from the First Iteration**

- |  |   |
|--|---|
| 1. Challenges of the industry                              | 27. Main career goal                          |
| 2. Changes in the industry                                 | 28. Measurement of success                    |
| 3. Conferring with managers                                | 29. Motivations for getting into the industry |
| 4. Custodian   | 30. Never too old to learn                    |
| 5. Definition of success                                   | 31. Organizational sponsorship                |
| 6. Differences in attitude about the industry              | 32. Outcomes of success                       |
| 7. Environment   | 33. Personal attributes                       |
| 8. Expectations  | 34. Personal care                             |
| 9. Factory   | 35. Personal needs                            |
| 10. Feelings about success                                 | 36. Personal success                          |
| 11. Feelings about first job                               | 37. Professional success                      |
| 12. Feelings in current job compared to first job          | 38. Promotion                                 |
| 13. First job in service industry                          | 39. Prompted entry into to industry           |
| 14. Generational differences in approach to career success | 40. Questions should have asked               |
| 15. Goal setting   | 41. Reason for remaining in the industry      |
| 16. Going back to school                                   | 42. Retail                                    |
| 17. Healthcare   | 43. Service careers                           |
| 18. Human capital  | 44. Showing emotions                          |
| 19. Individual differences                                 | 45. Support system                            |
| 20. Just kind of live life and make life happen            | 46. Tenure in industry                        |
| 21. Lack of organizational sponsorship                     | 47. Thoughts about success                    |
| 22. Leadership   | 48. Time and changes in social goals          |
| 23. Life event   | 49. Time spent at work                        |
| 24. Likely to remain in the industry                       | 50. Total satisfaction in one's career        |
| 25. Likely to remain in the job                            | 51. What it means to be successful            |
| 26. Live life  | 52. Work goals                                |

**Table 4.4 Primary Codes from each Interview**

CODES-PRIMARY-DOCUMENTS-TABLE														
Report created by Super - 05/30/2015 07:04:40 PM														
HU: [G:\ATLASTI\TLAS Workshop\Hotel All 052015 edt.hpr7]														
Code-Filter: All [52]														
PD-Filter: All [13]														
Quotation-Filter: All [995]														
	H1:P1	H1:P2	H1:P3	H1:P4	H2:P1	H2:P2	H2:P3	H2:P4	H2:P5	H3:P1	H3:P2	H3:P3	H3:P4	TOTALS:
Attitudes toward the industry today	18	9	27	12	8	40	11	7	11	13	9	6	5	178
Career attitudes	7	7	18	9	7	29	6	1	7	6	5	5	1	112
Career satisfaction	7	6	2	8	4	17	5	2	5	11	2	1	2	71
Challenges of the industry	4	2	11	3	11	16	6	11	8	3	7	4	2	88
Consequences of needs not met	5	1	5	1	4	13	2	2	3	3	4	1	10	46
Defining success for one's self - personally	27	14	18	13	14	29	5	4	6	26	16	13	5	195
Defining success for one's self - professionally	9	6	21	10	6	35	6	4	11	5	7	5	3	130
Education	4	8	4	6	9	45	5	11	11	9	5	4	4	124
Expectations	7	6	18	10	6	14	6	3	5	3	9	2	1	93
First job in service industry	0	1	2	4	1	5	1	1	2	1	2	1	12	22
Generational differences	29	16	25	16	16	42	7	8	13	28	20	14	4	246
Individual differences	19	12	11	8	9	47	11	13	13	18	8	3	6	176
Job attitudes	18	9	24	9	9	49	9	10	13	12	10	4	10	182
Job satisfaction	38	20	21	19	16	35	8	10	11	34	17	14	2	253
Leadership	2	6	4	5	12	44	7	7	4	10	7	5	6	115
Managing people's strengths	10	9	9	6	13	42	9	16	10	13	10	7	2	160
Measuring success	9	5	10	2	11	25	8	14	10	9	6	5	9	116
Motivation	27	16	16	13	12	18	5	4	5	25	16	12	9	178
Organizational commitment	16	11	8	8	19	84	11	19	10	24	10	10	3	239
Organizational sponsorship	3	5	2	3	4	35	7	4	2	7	4	4	9	83
Performance	22	10	15	7	17	67	11	19	14	21	13	8	7	233
Socioemotional indicators	61	32	33	29	22	58	19	15	21	60	26	15	16	407
TOTALS:	342	211	304	201	230	789	165	185	195	341	213	143	128	3447

Nb. H = Hotel ; P=Participant

The ten themes that emerged from the thematic coding were used as general units for interpreting the essence of the phenomenon of career success. These general units according to Hycner (1985) are the words, phrases, non-verbal or the vocalic communications that expresses a coherent and unique meaning or perspective. In the study, the researcher examined the words, phrases, and sentences of the transcripts to interpret the general unit of meaning. The resultant groupings produced the individual textural description for each participant. The researcher then cross-examined field notes with the data analysis for relevant themes that provided insight or revealed patterns related to the research questions, this added more depth to the analysis and these codes were linked to the original core codes. Table 4.5 shows the list of themes that emerged after combining interview data.

**Table 4.5 Themes from the Second Iteration**

1. Attitudes from the first job in the service industry
2. Defining success for one's self – personal & professional
3. Attitudes towards the industry today
4. Generational differences
5. Organizational commitment
6. Job satisfaction
7. Motivation
8. Individual differences
9. Socioemotional indicators
10. Performance

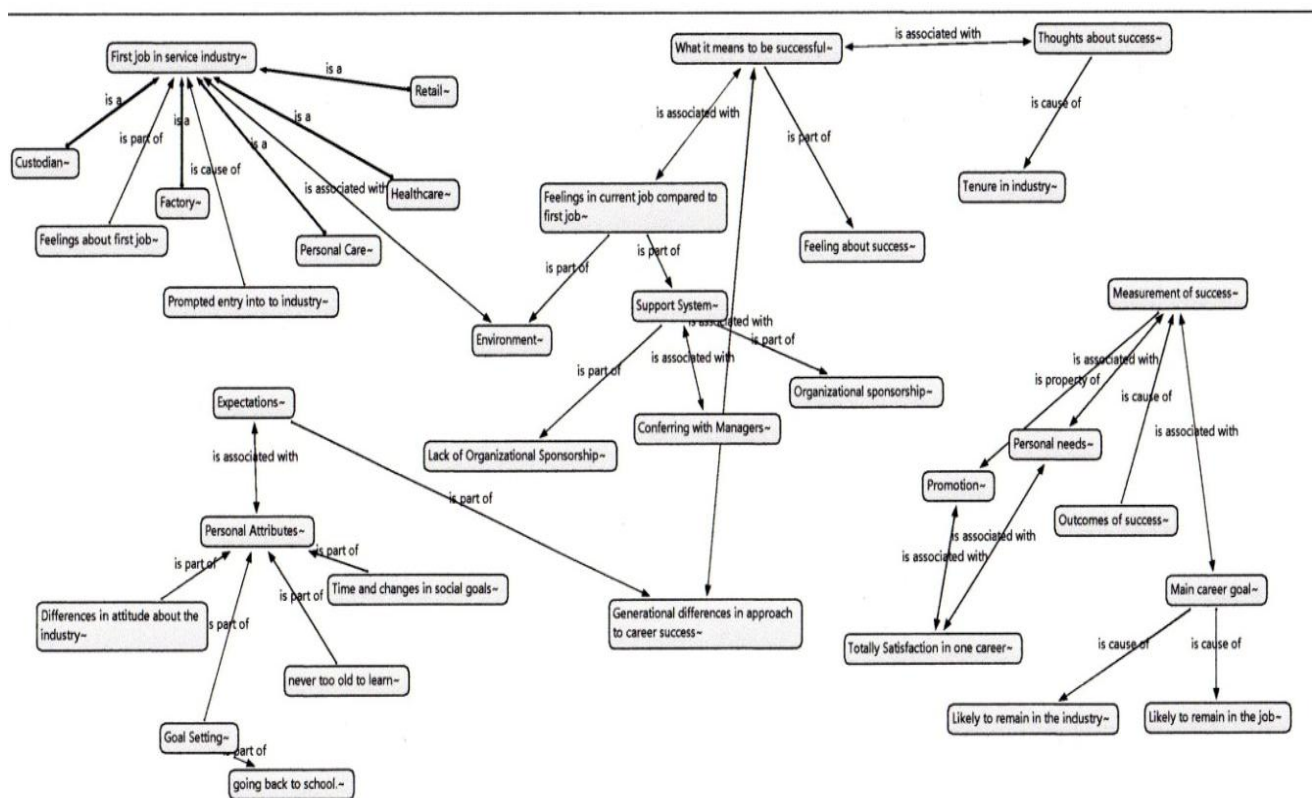
#### **4.2.2 Descriptions of the General and Unique Themes**

The researcher identified, on average, 80 codes and their code definitions during the first phase of coding. Each code was analyzed in terms of their relationship to the research questions. Some codes were collapsed into other similar codes and in some cases; a new code name was given. This step, referred to as reduction phase (Moustakas, 1994), produced a smaller number of 52 codes. During the second step of the computer-assisted coding process, the researcher clustered the data into general themes and cross-referenced each theme with each transcript (Moustakas, 1994). The researcher also examined each theme for relationships between the codes to produce code families comprised of higher-level codes with similar themes related to the research questions.

This generated the following code families (Appendix 1: Coding Guide). The first theme, *“attitude toward the industry,”* defined as respondents' views about careers, which was developed from a complex relationship of biological, historical, social and environmental influences. Super et al. (1996) suggests that

individuals' beliefs about their work life, particularly their career success, will usually reflect the social context in which they have developed. Therefore, individuals' first service jobs were influenced by the conditions that prompted them to get into the industry, as indicated by respondent H3:P2. "I just wanted a job." There were various first jobs, as indicated by Figure 4.1, custodian, concierge (personal care assistant), and these experiences generated different feelings about work and the industry.

**Figure 4.1 First Job in Service Industry with Linkages**



Accordingly, the work environment contributed to the emotions that these workers had about their first experience. The types of support systems, management's availability for leading and guiding further influenced this, and the types of organizational sponsorship provided. These ultimately affected the thoughts they had about success in general, and depending on their age and tenure in the industry, their priorities that were influenced by the major events in their lives, their goals, motivations, expectations, and eventually, how they measured their success.

#### **4.2.2. a Attitudes from the first job in the service industry**

The researcher described respondents' views about what success meant to them in reference to their first job experiences and managements support (or lack of). This family produced eight codes that included: [Changes in the industry] [Conferring with managers] [Definition of success] [Differences in attitude about the industry] [Feelings about success] [Feelings about first job] [Feelings in current job compared to first job] [First job in service industry]. There were 178 quotations. For example,

H1: P4: *"I wasn't sure, ha-ha; I had no hospitality experience what so ever; and I was looking for a unique experience and I knew that I would get to see different faces. Now, after 3 years into it, I get to develop relationships as well as, you know just seeing. We have pro guys standing there, like Charles Barkley, Frank Thomas, and Auburn faces too. And it's not just seeing them, you actually get to talk to them a little bit and get to know them. So, It's really, um, it's probably exceeds what you expected, it's not just a job."*

H2: P1: *"Well, my current position is much more better, more greater than my first job; I would define my success— professionally, pause...I'm much more comfortable;"*



H2: P2: *“Well, it’s good, it’s a job; but, you got to clean things. You got to make sure bathrooms, lamps, headboards, stuff like that are clean. You know, it’s a job and that is how I meet people, I greet them and stuff like that. It’s real nice. I like it.”*

H3: P1: *“Ahm I was excited, it was new, it was different and I had never been on the phone taking reservations, ever, in my life; it was a challenge, ah...but it was fun!*

Considering the complexity of sets of relationships the researcher analyzed each major theme and produced a network view of linkages and associations. These descriptions and significant statements provided textual descriptions of what the participants’ experienced and the setting that influenced how the participants experienced the phenomenon (Moustakas, 1994). In addition, they provided an understanding of how the participant experienced the phenomenon and through their eyes, developed clusters of significant statements that were grouped into themes. Figure 4.1 provides an example of the linkages that were extracted for the theme, *“First job in the industry.”*

#### 4.2.2. b Defining success for one's self – personal & professional

This theme described participants expressed feelings about their personal achievements and their job and career successes. There were five codes and 130 quotations for professional success and included: [Environment] [Feeling about success] [Feelings about first job] [Feelings in current job compared to first job] [Goal Setting]; Personal success had four codes and fifty-seven quotations and included [Definition of success] [Environment] [Feelings about success] [Generational differences in approach to career success]. This suggested that individuals should have a personal awareness of what personal and professional success looks like to them. For example,

H1:P1: *“Well, success for myself, is if I set a goal and I achieve that goal, then I’m ok with it. But if I don’t achieve it then I can figure out another way to achieve it. So, is like I want to be very successful but I have to help build it you know. That’s a difficult question because you don’t really think about it. “Personally, my fiancé, he is over the top. He tries to motivate me to try to achieve everything I ever wanted to do. So do my mom and my grandma. Without them I would not be the person I am today. They raised a strong woman. Even if my father wasn’t in the picture, that is ok with me. I do not dwell on it.”*

This might also include reviewing one’s education, determining the importance of family; examining personal motivations, personal attributes, personal values, personal skills, personal benefits to be derived, importance of mentorships, being open-minded, clearly articulating what is needed to be successful, personal needs, and not forgetting to celebrate successes. For example,

H1: P1: *“My mom, she encourages me a lot. They push me; because sometimes I tell myself I am good, so she push me to do better. Basically, they push me, sometimes I don’t even know where I’m going (laughter). They can get me out of my comfort zone,*

*because I can be in my comfort zone and I am OK with that; but they push and motivate me in a good way. They push me and encourage me to where I don't even know where I'm going. I have to learn this or that, but it's in a good way. They encourage me to be not only being a room attendant, but something else."*

H3:P2: *"Wow, I don't know if I can competently give a definition of success. Personally, I want to at the end of the day ahm... know that I tried, I cannot stand conflict whatsoever. (Laughter). I rarely turn my TV on when I get home. Because I've learned personally about myself over time that I, are you familiar with Myers Briggs? I am an "INSP," it took me a long time to realize that, ahm.. I love people it took me a long time to find out, from when I was in 8<sup>th</sup> grade that people always tell me to do what makes me happy. But making other people happy makes me happy. But, it is very easy for me to be drained at the end of the day. So I learned personally, and I guess for success, which is every day is ongoing, I don't think I will ever reach something and say, Ok, now I am successful! (Laughter). Ahm... but I know that I am highly sensitive to external stimuli. So I have to be hospitable, I have learned over time to recharge and take care of myself at the end of the day. So, at the end of the day, personally, if there are conflicts or any types, even if it is not anything to do with... any issues, condo or a unit; I have to deal with it and that would stress me out. So taking care of everything that is success at the end of the day and gear up to restart, at the end of the day."*

#### **4.2.2. c Attitudes towards the industry today**

This theme described what participants have observed or viewed about the changes in the industry and how this has affected their views about what success means to them in their careers. Additionally, the

code compared their feelings about their current position in relation to their first service job. There were eight codes and included [Changes in the industry] [Conferring with managers] [Definition of success] [Differences in attitude about the industry] [Feeling about success] [Feelings about first job] [Feelings in current job compared to first job] [First job in service industry], which produced 178 quotations. For example,

H2:P4: *“My first job was a restaurant in <East Alabama>; I was excited. It was something new and I was getting to meet new people and of course the money. That was always a big plus. Now, I guess, I was not as bright eyed as I used to be. Um, but the same motivation, money and moving on up at each step, as I can. So, to further to get more experience is my motivation now. I didn't really know much about the industry then. I kind of have a good feel for it now, about what people expect in hospitality. Part of it what they need, what the higher level of expectations as a customer would be where if you're a member. The customer is always right. You have to perceive it that way.”*

The data showed that attitudes towards the industry have changed. Line or entry-level associates are looking for opportunities to grow and be recognized for their efforts. Whereas, the current reality for managers and supervisors is that if they are to achieve professional success through performance and production goals, it is incumbent on upper management to establish standards and provide a culture of excellence so that they, the managers and supervisors, can learn and grow within the organization. For example,

H1:P4: *“Here at this hotel, we have at least one meeting a week with , <Executive Manager>, and we see our numbers as far as our guest satisfaction and all that throughout the entire hotel, and then we also see how we are financially and obviously you*

want the hotel to succeed so that I can keep getting paid (laughter), ah, just having the guests that are happy, Because if the guests aren't happy, then, not only am I not happy, but my managers and my owners aren't happy. And you're not going to be successful unless you have a good product. They have kind of paved roads for what a lot of hotels have done elsewhere and will probably will continue to do for years to come and so the product that they have here to be, you know, with <Hotel B> being just down the road, and , <Executive Manager>, speaks of them because they are our biggest completion, we're so far above what they're doing here in <City X>. I think that automatically says what kind of product we have, when we're so successful in a small little college town here in <City X>.

New employees are seeking opportunities to learn basic competencies and skills. Additionally, there are consequences when their needs are not met by the company. For example:

H1:P3: "Yes, that was back in 2010 and it was a Chinese restaurant, I don't know how long you have been here, but it was downtown, a place called <Restaurant X> and that was my first restaurant job and it was a horrible experience. The owners, I don't think were qualified to run a restaurant and to expand the restaurant, because he ended up going bankrupt; but I was gone before that happened. I just had a bad experience. They did not have a formal training program; they just kind of took me on and had me learn things as I went."

As shown, when needs are not met, employees are likely to leave the organization. Especially, when there are multiple conflicting priorities within the organization, with the existence of a hierarchal centralized decision making process that prevents guest needs from being met, and outdated policies and

procedures that prevent the use of employee's creativity to resolve problems. Hotel brands that provide training for their employees and hold debriefing meetings are more likely to produce a better product and more satisfied customer and employees. These training programs are important for orientation, teaching supervisors and line managers about leadership skills and assisting them to train their employees.

#### **4.2.2. d Generational Differences**

The researcher used this theme to describe situations when an interviewee mentioned their age in relation to an activity or task. There were five codes and included: [Definition of success] [Expectations] [Feeling about success] [Generational differences in approach to career success] and [Goal setting]. This produced 108 quotations. For example:

H1:P2 *"Of course, possibly since from the time I was 18 yes, ah..., I do think so, I didn't think that I was quite as important as I believe as we are now, with the guest, the guest, we are the first person basically and the people that they actually do the things they are asking for. So I feel more responsible and it gives me a sense of satisfaction than it did at one point. Actually, coming upon retirement has actually done that for me. Because I just realized how much I really enjoy my job, I mean for so many years I cursed it out. I just enjoy it more, of course, the more I get along with everybody and they get along with m. I enjoy the "socialness." I love seeing my friends, my guests throughout the years. I've had guests that I've had here and even places that I've worked before that come to me and request me, and it's fun to have that kind of friendship and it's even demanding I might say, I like it."*

H1:P2 *I felt more mature, and of course I felt like an adult, finally. At 18, and Ah, proud, and ah, I was socializing more, which was good for me, because I was a very kept in child (laughter). This was an escape for me.*

H3:P1 *“Yes, 2 years! Ahm... I was excited, it was new, it was different and I had never been on the phone taking reservations, ever, in my life; it was a challenge, ah...but it was fun! It was fun dealing with people, which was, I always have done in the past, but it was a more supervisory, role, because I actually managed 110 employees and 4 supervisors in my previous jobs. So, it was different, it was smaller, but it was fun! Later, I actually ask to get out of management and to go into a/c payable and a/c receivable. Ahm... hospitality can be stressful and my goal to move here was to enjoy my grandsons and I was kind of restricted to not take summer vacations, and my grandsons are to me was more important to me at this point in my age than my career.”*

H1:P2 *“Here, I have worked; I believe I started in 93. So I am going on 22 years end of March. (Pause... ) Long time! Well, like I said before, pretty much now, that I’m able to leave, I have more satisfaction now that I know I don’t want to leave.”*

#### **4.2.2. e Organizational Commitment**

This theme described employees’ attitudes and behavior in relation to how much effort they were willing to exert on behalf of the organization. Porter et al. (1974) defines organizational commitment as “a strong belief in and acceptance of the organization’s goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership.” This included eleven codes and 239 quotations that refers to participants [Definition of success] [Environment] [Expectations] [Feeling about success] [Leadership] [Life event] [Main career goal] [Measurement of

success] [Motivations for getting into the industry] [Organizational sponsorship] [Outcomes of success]. This also included how supervisors are viewed with respect to managing people's strength, showing respect for individuals, and providing opportunities for them to be respected, motivated, and enjoy working in the environment. An important need for all respondents was to be respected and valued, and for younger Gen X and Millennial employees, to be provided with opportunities for promotions and eventually moving into an upper level industry position. For example:

H1: P4      *"I wasn't sure, ha-ha; I had no hospitality experience what so ever. And I was looking for a unique experience and I knew that I would get to see different faces. Now, after 3 years into it, I get to develop relationships as well as, you know just seeing. We have pro guys standing there, like Charles Barkley, Frank Thomas, and Auburn faces too. And it's not just seeing them; you actually get to talk to them a little bit and get to know them. So, It's really, um, it's probably exceeds what you expected, it's not just a job. Actually, I'm really into sports management. I just kind of stayed in hospitality, um hoping one day I can move on towards the sports management stuff. I want to work in baseball operations or coach at the college level. It's a very, very specific field and for that reason you have to wait for the right opportunities obviously. Ultimately, my grandfather, and my mom and dad always said if you have goal, write them down. Ultimately, I would like to be vice president of operations for the Atlanta Braves. I think if you at least get close to what you ultimately want to do, then you're doing fine."*

On the other hand, Baby Boomers preferred to have a job with few managerial responsibilities so that they could spend precious time with family and loved ones, as indicated by one respondent:

H2:P3: *"I fill it, I have my job that I start early in the morning, too early in the morning I*



*would say. Of course, I have a multitude of pets because I do live alone, and that takes a lot of time, and I wouldn't have it any other way. I love coming home to creatures that need me."*

#### **4.2.2. f Job Satisfaction**

Job Satisfaction described how people feel about their jobs and the different aspects of their jobs. Therefore, it was a subjective evaluation of their work and included the following codes [Definition of success] [Personal care] [Personal success] [Promotion] [Prompted entry into the industry] [Support system]. This produced 115 quotations. For example:

*H2:P2 "Moving up is important and I am aiming for getting a higher position and just moving up as far as I can go. But my next project is after I finish my housekeeping degree I thought about going into hospitality management and I will give it a month and take the Hospitality plus business management degree."*

#### **4.2.2. g Motivation**

This included an understanding of what motivates each individual, mainly because as individuals, we have different motivations driving our career choices. This included nine codes and 271 quotations. Areas included are: [Conferring with managers] [Definition of success] [Environment] [Expectations] [Feeling about success] [Feelings about first job] [Generational differences] [Reason for remaining in the industry] [Showing emotions]. Operators should also examine employee motivation to get into the industry and what expectations they may have about the job, because low expectations can mar their attitudes and this can impact their satisfaction with their careers. The data suggested that to enhance one's career, it is important to keep one's focus and garner as much organizational knowledge as possible and identify one's personal development needs through the training that is provided. This will ultimately result in positive

views about their success, satisfaction with one's career, longevity in the industry, and promotion opportunities. The data suggested that workers' motivation to get into the industry vary according to each individual. For example:

H2:P2: *That's why I am so concerned about this job because I'm trying to get somewhere. Because since I am down here in school this is the place to do it; because I have been down here all these years and I can get my diploma. That's why I keep saying things, I am happy to be here and stuff like that. Back in the summer they were training me to be a manager down here. They already told me that when I finish school, they're going to put me as a housekeeping director and let me have my own villa, so that's why I feel so good and I concentrate more on my job than anything. "*

H1:P5: *"Personally, just you know, I feel like because I'm able to wake up every day and really be pleased with what I do and that I am doing something right and I feel successful in that matter. Ahm... professionally, and after being a college athlete, I expected a lot of competition, and I want to be the best and it's nice to work for a company that has done so well."*

H3:P3: *"Wow, well success is, well .I've had success as a man. I like to keep family and friends around; I left a lot of friends in New Orleans. Just having my own place and not having to rely on anybody to make it through. I'm comfortable and I could have retired but I don't want to retire because I don't know what to do. Working keeps me going and keeps me happy."*

An understanding of this motivation would allow organizations to target the right employees for the right jobs. Organizational knowledge was also important for individuals. It is important for decision makers

to have orientation programs to communicate the mission and values of the organization. These will allow new employees to align their personal goals with the organizational goals. Organizations should allow opportunities for employees to interact with each other because the perceptions of those that they work with are important to them. Training was also important to the success of employees, as well as opportunities for promotion. Many employees relish the idea of change, but workers who have been in the industry a long time might find this challenging. Operators should allow open dialogue so that employees can get and give advice about events in the work environment.

#### **4.2.2. h Individual Differences**

Individual differences are factors about a person that make them unique, examples of individual differences include cognitive abilities, personality factors, proactivity, agreeableness, and openness, as well as locus of control. (Pachulicz et al., (2008). There were thirteen codes and 176 quotations and included the following areas: [Custodian] [Definition of success] [Expectations] [Factory] [Goal setting] [Going back to school.] [Healthcare] [Individual differences] [Life event] [Live life] [Personal needs] [Reason for remaining in the industry] [Support system]. For example:

H2:P1: *"I just wanted for everybody to treat me nice and I treat them nice."*

H2:P2 *" Well I was kind of scared and nervous because it was the first time out there and stuff like that; As long as I got to know people, talked to them and stuff like that I fit right in.*

H1:P3 *"Just being there. I guess that is vague, just being, there communicating with me and asking me how I am; um I guess, a shoulder to cry on, or someone who listens, and it doesn't have to be, it can be about anything, like if I failed, or burnt dinner or something, or I had a bad day at work or had a fight with my husband, just being there to listen and offer advice and that sort of support."*

#### 4.2.2. i Socioemotional indicators

Socioemotional indicators are described as the quality of work relationships and emotional support that individuals derive from their careers in general and included their personal attributes and how they experienced life through their emotions. There were thirteen codes that included:[Definitions of success] [Expectations] [Feeling about success] [Life event] [Motivations for getting into the industry] [Personal attributes] [Personal needs] [Prompted entry into to industry] [Showing emotions] [Support system] [Time and changes in social goals] [Time spent at work] [Total satisfaction in one career]. These groupings generated 407 quotations. For example:

H2: P1 *"I just wanted for everybody to treat me nice and I treat them nice."*

As indicated by Kupperschmidt (2000) and Smola and Sutton (2002), during a person's life, the events in their lives will influence their growth, development, and their attitudes towards their careers. Therefore, the effects of these social and cultural life experiences will produce very distinct attitudes towards themselves, their organizations and, specifically about their careers success. For example,

H3:P2 *Well, (Laughter) I don't know if I am totally satisfied, but one thing that happened this summer, actually this past summer, it was recent, ah,. really, just like encouraged me greatly, ahm.. I was in the back of our office and I answered the phone and it was a lady enquiring about ahm, units down here to stay. Ahm.. I was trying to describe the different types of availability. It was going to be her, her husband and her son. Well, she was definitely not asking anything out of the ordinary, but she spoke up like mid conversation, and she was like, I just want to apologize for asking all these questions, and she was, like, we lost my oldest son. She did not say how, but the last family trip was to Pensacola, but they are from Arkansas and so, that just touched me and so, we found that she ended up*

*booking and everything. But her son, he hadn't been, they were doing it for him, because he needed a vacation, but they were not ready. And so ahm... it was east, no, it was summer, I guess, I just made a basket, but, ahm...I did not think anything of it. I just wanted it to be special for the little boy. I went and bought some random gifts for the pool, and like beach related things, and she just broke down crying and I was crying too. I ended up spending some time with them and I still talk to them and she, we've connected greatly and I speak the them all the time and they brought me this pretty necklace that has a heart and her little boy and that was definitely a life changing moment for me. Because I did it just because I knew that he missed his brother and I just got him a couple things."*

This experience radically affected this person's young life and made her more in tune to her intrinsic qualities in establishing goal building relationships and being totally satisfied. For example:

*H3:P2 "The boy that passed away was 17, but their other son he just had a birthday in October, and turned 10 I believe. I can honestly say because I give my time, and shared my emotions, I felt very satisfied, engaged, and I felt like it was ahm.. wasn't me, I felt like it was just a connection because likewise did a lot for me. Just to be able to say, that feeling they gave me, was incredible too. So it was almost like it was not arranged so much by us, that connection. And hearts, whenever they see a heart, ahm... they think of their soon and it's a sign that when they got here and checked in that night they are staying in the buildings that are under reconstruction on the outside and the pool in front of there the little boy ran to check out the poor and part of the concrete at the bottom of the pool there was a shape of heart and I saw the photo of that and every time I see hearts now, I snap a picture and send it to them. It's just really cool. So, they have given me so*

*much, they touched me in a very incredible way. I can't really define. But, I would say I was satisfied."*

#### **4.2.2. j Performance**

Performance was described as the extent to which employees perceived that their contributions to the organization are valued by the organization through the types of recognitions and rewards they received in return for their efforts. There were 12 codes and 233 quotations and include the following: [Definition of success] [Differences in attitude about the industry] [Environment] [Expectations] [Feelings about success] [Generational differences in approach to career success] [Goal setting] [Leadership] [Life event] [Main career goal] [Measurement of success] [Motivations for getting into the industry]. For example:

H2:P1: *"I don't know how to put this. I guess its achieving things that I want to do"*

H2:P2: *" I was excited about that too. But I didn't know anything about it. Everyone was asking me if I was coming to the Christmas party. At first I told them no, but I know something was going on because people kept asking me if you are coming to the Christmas party. (laughter) My sister went with me, and the next thing I knew they called my name and I said O, my God! And the manager said I would like to present this plaque to you as employee of the year. I said O, my God! This happened the first year I came down here. You see the first thing I did not know how to do was to pace myself and try get everything done before I leave. That was the first thing I learned all by myself. You had to turn the light on, then you have to go back in the foyer and the bar to sweep it and then I did my bathrooms. So it did not take me long to learn how to pace myself instead of working all day long without taking a break and I learned that. I got everything done and I*

*was not tired or anything. At 2 o' clock, I would go back and check to make sure everything was in order and I would empty the trash in the office. So, they would say, you are emptying the trash in the office again? Yes, I would go behind myself you have any trash, because if you leave trash sometimes in the mornings it has a bad odor. So, she said, you are the first one ever to empty the trash can in the office before you go home. So, I try to pace myself to get things done."*

Socioemotional Selectivity Theory (SST), suggested that older adults become more selective of their social relationships and activities, and their increased maturity and improved social skills allow them to manage their social interactions better than younger adults (Charles & Carstensen, 2009). As such, social relationships became increasingly more important as less time left in life becomes a factor. This was clearly seen in the experiences shared by the Baby Boomers from all the various departments. For example:

*H2: P3: "I've had success wherever I've been. Because, as my children are so quick to tell me, I'm so job oriented, I'm going to be on time to work, I'm not going to stay out of work unless there's an emergency, or I'm sick or one of the children is sick, I like to be at work early, I and I will stay late if I have to I'm just a workaholic. But now, I'm home alone, none of my children live here. This job is my lifeline really; I can't imagine what I would be doing if I wasn't working. There are just so many times, you can clean out closets. And this has been a great job for me because it supplements my retirement and I can do things that I would not have been able to do, if I didn't have this job. And here, I interact with all the employees and I like to think I have a good rapport with them and they'll tell me right quickly that I'm the most popular employee down here. But I treat everyone like I want to be treated. I will help them with a term paper, or if they need something typed, you know,*

*I'll go the extra mile for anybody, because I hope that if I ever need help someone would go the extra mile for me."*

H 3:P3: *"So, my job is important to me and also, to show my grandchildren how important it is to have a career and have a job and survive on their own."*

The theory posited that older adults have better social relationships and increased emotional well-being (Charles & Carstensen, 2009) because they truly want to establish these social relationships. As indicated by the participants above, older adults focus more on emotional regulation goals than do younger adults who focus on knowledge-seeking goals related to becoming successful such as returning to school, as indicted by a Generation Y participant:

H1:P4: *"Yes, um, let's see, about 2 years ago I met with my counselor and told him when I wanted to finish and what I wanted to do for the next semester and, like, I don't really set far future goals, I mean I want to run my own Bed & Breakfast, obviously that's a far future goal, but I haven't put a lot into it. It's really like near future goals. Like what position I want in this hotel after I graduate; that sort of stuff, and so yes, but not far, future goals. Yeah, I see myself as being a front office supervisor or manager when I graduate. I feel like that after my internship this semester I will have enough experience and after my internship I would have been here a year and I also like other positions like trainers and other stuff at the front office I feel like I would be qualified for those positions. I am going to bring that up."*

SST provided an understanding about how an individual prioritized goals and suggested that older adults are seeking more emotionally regulated goals. Some scholars have suggested that older adults will also employ more cognitive strategies to focus their emotions on positive thoughts and to suppress



negative thoughts, which resulted in increased well-being; concluding that cognition can moderate the effects of emotion (Oatley, Gerrod Parrott, Smith, & Watts, 2011). Within the hospitality workplace, there are many job demands placed on the individuals who work there. These job demands *being* referred to as the “physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs” (Bakker, Hakanen, Demerouti, & Xanthopoulou, (2007), (p. 312).

This was evident in the hospitality work environment, with the daily pressures placed on supervisors to meet performance and productivity goals or frontline associates required to deal with emotionally demanding work schedules and customers, as well as sometimes working in unfavorable environments, resulting in the industry being perceived as stressful and not a career of choice. Consequently, improving this perception involved examining the individual’s perceived cognitive interests to determine their motivations, and if realized, workers will be more likely to remain with the organization. This was not necessarily because of how much they were compensated, but because they were emotionally driven to remain with the organization. Older individuals, such as Baby Boomers will continue to do the things that they deemed important because they try to achieve more satisfying emotional relationships. On the other hand, younger workers, such as Generation X and Millennials expect that the organization will provide opportunities for them to achieve more knowledge related to their career goals and career building opportunities. Prior studies have suggested that there are significant differences in approaches of the various generations towards their work (Lancaster & Stillman, 2002; Chen & Choi, 2008). However, there were other variables in addition to age, such as individual attributes, personality, diversity, and the internal and external organizational properties that are important and should be examined and harnessed to produce desirable cognitive and affective states within workers, which ultimately enhances their work motivation (Boehm, Kunze, & Bruch, 2014; Kopelman, Brief, & Guzzo, 1990).

### 4.3 Discussion about the research questions

The first research question asks what it means to be successful. The researcher found that lodging employees defined success based upon their cognitive (which is linked to their emotions) understanding of the things that are truly important to them.

H1:P1 *“Well, success for me is if I set a goal and I achieve that goal, then I’m ok with it. But if I don’t achieve it then I can figure out another way to achieve it. So, is like I want to be very successful but I have to help build it you know. That s a difficult question because you don’t really think about it.”*

H3:P1 *“Ahm... success would be feeling good about yourself and your work ethics. And I have always had very high work ethics and to me that is success, in itself.”*

H1:P2 *“Of course the money I make, because if I wasn’t making the money for what I’m doing I would be really bad at doing what I’m doing. So, that helps me define if I’m doing a good job or not, besides my own opinion, which sometimes I think I’m too harsh on myself.”*

H3:P1 *“Ahm... you know, I don’t know. I feel that I have always been very successful, that it’s, now that I am older, I still feel like maybe as successful; But at a lower level, I was looking for different things then to be happier.”*

When employees reflected on their experiences in relation to their current career realities, they indicated that having support systems were crucial to maintaining emotionally stable lives, as indicated by one participant who experienced the death of both parents at an early age. Her views about success, even though she is a Millennial, were influenced by the tragedy that she experienced. Another young adult

became devastated after being involved in the lives of a family that stayed at her hotel, in which they lost the life of their young son. Through this event, her views about success are now based upon how happy she feels and how fulfilled she is by the interactions of the people that she comes in contact with; in her own words:

H3:P2 *“By giving of my time, myself, and sharing emotions, I felt totally satisfied. I can honestly say I felt very satisfied, engaging, and I felt like it was ahm wasn’t me, I felt like it was just a connection because likewise did a lot for me. Just to be able to say, that feeling they gave me, was incredible too. So, It was almost like it was not arranged so much by us, that connection; And hearts, whenever they see a heart, ahm... they think of their son, and it’s a sign that when they got here and checked in that night they are staying in the buildings that was under reconstruction on the outside and the pool in front of their room; the little boy ran to check out the a part of the concrete at the bottom of the pool and there was a shape of heart and I saw the photo of that, and every time I see hearts now, I snap a picture and send it to them. It’s just really cool. So, they have given me so much, they touched me in a very incredible way. I can’t really define. But, I would say I was satisfied.”*

Research Question 2 addressed the question relating to the underlying themes and contexts that accounted for the workers view of success. The researcher discovered a complex relationship that accounted for employees feelings of success. Employees experienced feelings of apprehensions, freedom, and excitement in getting the first job. Most did not know what to expect and therefore had no expectations about the job when they were hired. Although, most workers expected fair compensation for their efforts. In their current roles, compensation was still an important factor but to a lesser degree than when they started in the industry, especially for Baby Boomers. Now, factors such as maintaining family relationships have

made personal satisfaction much more important for their overall well-being. As such, one Baby Boomer, who was a manager in the industry, was content to take an entry-level positions so that, in her own words:

H3: P1 *“I strived for success; I did, my whole life was, but that job, up north was a little different because I could take time off, they still gave you time off. Ahm... so my son was still my number one priority, my job was second. Here, hospitality is just different, you have to give it your all and all your hours during peak season’ that’s when they make their money and I had to learn as that’s what was different, to understand and all of that I had to, ahm...now that I have gone into accounting. I don’t feel any less successful, I asked for that, because I wanted to get out of management (laughter) and enjoy life be able to attend my grandson’s baseball games during the summer.”*

Work goals for some entry-level workers were not always clear, especially if there were no property orientation or formalized training programs. As such, workers were left to deal with the stress of the new job, while not knowing exactly what to do and to what standards. Many relied on fellow employees and their own intuition to set goals and prioritize their time to achieve productive standards, such as cleaning guest rooms. It was interesting to hear from younger adults who expressed pleasure in being mentored by people who were casual acquaintances and not members of their property. These members saw their struggles at work and took an interest in their careers. For most employees when their needs were not met by the organization, they looked for ways to work smarter, such as the housekeeping associate who developed working patterns that made her more efficient at her duties. Others were not willing to continue in positions where they could not perceive a future and left the job for better opportunities.

With regard to training, some employees were unaware of formal training programs offered by their properties. Some indicated that they received an employee handbook and were told by upper management

they had to read it. Another organization in contrast, provided formalized orientation and training programs with daily and weekly meetings that reinforced standards and expectations of the organization. Supervisors working at this property were more excited to boast about their company's achievement and even though the hospitality industry was not his ultimately career choice he was content to stay with the company because he felt he was learning so much from the company and feels truly supported by management. Thus, this complex structure is intertwined with personal needs, and career goals, which are influenced by needs for emotionally meaningful goals, or, goals of knowledge creation, given the time left to do so. Therefore, by understanding individual differences the researcher was able to determine the underlying themes that accounted for views about career success, as well as identified factors that contribute to job and career satisfaction.

Research Question 3, sought to answer the question: "what are the universal structures that precipitate feelings and thoughts about success? In addition, it was important to examine the personal and professional career goals of workers. From the analysis, the researcher found that goal setting, defining success for one's self whether personally and/or professionally, being aware of the challenges of the Industry, and aware of individual differences, and job attitudes, in addition to generational differences were the core components of building a universal structure. From a supervisory perspective, it meant managing people's strengths, and measuring their success, and their performance. A housekeeper gives an example:

H2:P2: *"Yes I do. My goal is to ahm...make my life more different than what it is, my goal is to get an education and be what I can be. Without education, you aren't going to go anywhere. That's what I'm trying to tell my daughter, she's in 12<sup>th</sup> grade this year and she graduates this year. Her goal is go into nursing and her S.A.T. scores were good enough for her to get into college. I think she wants to get in to <Johnson University>. I'm proud*

*of her and she's more proud of me. I mean, my goal is to get all that I can get and try to make something of myself."*

A millennial line associate indicated that she wanted work schedules that allowed her to take time to attend her children's school events. Others indicated that they measured success based upon the opportunities provided by the organization for career development and advancement. Baby Boomers, measured success by the types of interactions and opportunities they had to socialize with guests and employees and they did not want to be promoted into management roles due to the stresses associated with being in management.

Research Question 4, asked, "How does time affect change in social goals of lodging employees?" This question was examined by exploring the differences in attitudes and perspectives of individuals from the first time that they entered the industry to their present time in their careers to determine if there was a time that they were very satisfied in their careers. Employees came from varied backgrounds, such as restaurants, hotels, and hospitality support industries including retail and healthcare. Baby Boomers were the pioneers in certain jobs, such as one person describing that she was the first woman to work at a <restaurant X> and the restaurant did not have uniforms for women at that time and she had to wear male uniforms. Today, this individual does not want the responsibilities of a management position, even though she has held various management positions in the past; this is because her time is important to her and she wanted the opportunity to spend time with her pets and family, as well as have time to do the things that are emotionally satisfying to her, such as traveling. Most respondents indicated that there was a definite change in their perception and attitude compared to their first job, for example:

H3:P2 *" Well, I really did not know what to expect (laughter). To be honest ahm...when I began working there it was slightly overwhelming to learn the computer system and*

*everything. Ahm... It took me awhile to feel fully competent. I know that I have always enjoyed people and trying, making people happy and things like that. It was really interesting because everybody was coming in from all kinds of different places, and it gave me just such an excitement, every day was something new and exciting (laughter). I have been hooked ever since and I stayed at that hotel for ahm...7 years.”*

Younger adults were more focused on building successful careers, however not at the expense of their own happiness. They were very keen on going back to school to enhance their education. However, when time was perceived as limited, such as a family crisis, both young and older adults focused more on meaningful and emotionally satisfying personal and professional goals. Based upon personal goals and personal attributes of individuals their total satisfaction was not always evident to them. Those who experienced some life altering events such as deaths of parents, spouses, or friends and sometimes an unplanned pregnancy, were likely to seek more meaningful goals and relied upon their intrinsic motivation and values for self-fulfillment, as well as the people around them who they considered important to their lives for support, rather than relying on the organization for personal satisfaction and fulfillment.

#### **4.3.1 Reflexivity**

At the start of this research, the researcher had assumptions about the study based on personal observations, knowledge about the topic, and over twenty years' experience working in the industry. Even though, given the researchers background, developing questions for the interviews was challenging to guard against leading the respondents. It was also difficult for the researcher to move from particular interpretations to general reasoning due to the big picture focus. The researcher also realized from this process that the lodging industry is made up of people who do not have hospitality as a main career

choice. In addition, they entered the industry because of the convenience of ease of entry into the industry and they had various needs that they needed to fill. Consequently, it was obvious that people had various reasons for getting into the industry, as indicated by a participant:

H2:P1: *“ Well, I just wanted to make my own money.”*

The researcher also realized that sometimes there were no initial expectations as indicated by another participant,

H2:P1: *“ I really did not expect too much.”*

Many workers in the industry have had to be self-motivated and are driven by personal desires to learn. Support for these desires were not always provided within the organization and therefore success meant more to them because they had to work so much harder to achieve it. Many looked forward to the opportunities of being able to work with other cultures and delighted in meeting new people, but desired respect from those they met, including guests or customers.

Personal goals and values are important contributors to successful behaviors especially for people who are approaching retirement, as indicated by this example:

H2: P3: *“ It came time for me to retire, I realized that I absolutely did not want to do that, because it is part of my life.”*

According to Kahn (1990), employees become more engaged both cognitively and emotionally when their basic needs are met. Professional success for supervisors came by being aware of the environment in which they worked, knowing the organization's standards, upper management's requirements, and knowing that their superiors supported them. They in turn, empowered their staff to perform their jobs, so that they did not have to be involved every time there was a problem. Success for



both line staff and supervisors was not always about money, as quoted from first interview, *“success in not about the money, but I enjoy doing these things.”* Workers in the industry today are concerned about quality of life issues; which sometimes are not viewed in the same way by senior industry leaders, and they wanted to be treated with respect. Quote from one worker:

H3: P3: *“Well, we went to one in Florida 2 or 3 years ago; and it taught me a few things. How to treat your employees, or the people under you; or when to shut up, and know when to say something. Because, especially in restaurants and bars, you can give somebody a title and they think they can do anything they want to do, just because they have the title doesn’t mean they don’t have to do anything. A lot of them think that. You have to learn, being boss doesn’t mean you don’t do anything, just learning how to treat people better. Employees and guests. Like I said, I can be a little blunt; I had one lady that hated me. I knocked too loudly on the door, and she said why do you have to knock so loudly, well, I said I just want to make sure she wasn’t on the toilet or on the balcony when I came in. I wouldn’t want someone to walk in on me, it would scare me to death.”*

## **4.4 Quantitative Data Analysis**

### **4.4.1. Analysis of Survey Findings**

A total of 130 surveys were attempted, with 115 completed responses. This represented a response rate of 31%. The response rate for the online survey was similar to Judge et al (1995) study, in which the researchers received a 39% response rate. The low response rate may have been due to the administration of the survey; which was distributed to owners/general managers and/or human resource manager for distribution to their employees. Two email communications were sent as reminders. Despite these shortcomings of online surveys, this study's use of this approach is due to cost effectiveness and the ability to reach respondents in a relatively short period of time.

Various statistical techniques were carried out to analyze the data collected such as multivariate analysis of variance (MANOVA), multiple regressions, and bivariate correlation (refer to Table 3.1 Hypotheses and Test Statistics).

The Statistical Package for the Social Science (SPSS 22) for Windows computer software was used for the data analysis.

## **4.5 Statement of the Results**

### **4.5.1 Socio-demographic Information**

The number of males and females in the research is shown in Table 4.6; the profiles of the respondents indicated there were 57 females (49.56%) and 58 (50.43%) males. The largest numbers of the respondents (26.09%) were over 50 years of age, followed by the 30-34 age groups (18.26%). The majority of respondents were married (52.22)% and with 45.21% describing themselves as single. Regarding race, 61.70% of respondents were Caucasian, 11.30% Blacks/African American, 8.70% Hispanics, 7.80% Asian

with 7.0% describing themselves as Multi-ethnic, and 1.70% other, this being Middle Eastern. The question regarding family structure showed that 47.80% of the families were married parents with a child/children, and 20.90% were from other family structures, which included, either separated parents and children; and single, divorced and living with one elderly parent with grown children living on their own.

**Table 4.6 Profiles of the Respondents (N=115)**

		Frequency	Percent
<b>Gender</b>	Male	58	50.43
	Female	57	49.56
<b>Race</b>	American Indian/Alaska	2	1.70
	Asian	9	7.80
	Black/African American	13	11.30
	Hispanic	10	8.70
	Multi Ethnic	8	7.0
	Caucasian	71	61.70
	Other	2	1.70
<b>Marital Status</b>	Single	52	45.20
	Married	60	52.20
	Other	3	2.60
<b>Age</b>	19-24 years old	9	7.80
	25-29 years old	14	12.20
	30-34 years old	21	18.26
	35-39 years old	14	12.2
	40-44 years old	12	10.4
	45-49 years old	15	13.04
	50 > years old	30	26.09
<b>Family Structure</b>	Two married parents and child/children	55	47.80
	Blended family with two parents	9	7.80
	A single-parent family	9	7.80
	Family with two biological elderly parents	3	2.60
	Other family structure	24	20.90

On average, individuals worked 48.17 hours per week over 5.50 days and most worked on average 1.44 nights per week. However, most desired approximately 42 hours per week (Table 4.7):

**Table 4.7**

**Hours/Days/Nights/ and Hours Desired per Week**

Statistics		Hours Worked/week.	Days Worked/week	Nights Worked/week	Hours Desired/week
N	Valid	102	106	105	104
	Missing	13	9	10	11
Mean		48.17	5.50	1.44	41.96
Std. Deviation		12.027	5.493	1.865	12.006
Variance		144.646	30.176	3.479	144.154

## 4.5.2 Human Capital Information

### 4.5.2. a Highest Education Levels & Work Departments

The results indicated that 49.6% of the participants had a bachelor's degree, with 19.1% having some college and 17.40% with a master's degree (Table 4.8). Most respondents were full time employees (88.00%) and 12.00 % part-time. There were 35.60% from the Rooms Division areas of the hotel and represented the front desk, reservation, housekeeping, concierge, uniformed staff, and security. There were 31.30% from the administrative and Human Resources (HR) departments, 13.04% from Food and Beverage Division, and 11.30% from Sales and Marketing. Other departments listed as other (4.35%), included owners and investors who completed the online survey.

**Table 4.8****Highest Educational Levels & Work Departments**

<b>Educational Levels</b>	<b>Frequency</b>	<b>Percent</b>
High school or GED	6	5.2
Some College	22	19.1
Associate Degree	9	7.8
Bachelor Degree	57	49.6
Master Degree	20	17.4
Other	1	0.9
<b>Total</b>	<b>115</b>	<b>100.0</b>
<b>Work Departments</b>		
Rooms Division: (front desk, reservation, housekeeping, concierge, bell, valet, security, etc.)	41	35.65%
Food & Beverage Division (restaurant, catering, etc.)	15	13.04%
Marketing & Sales	13	11.30%
Administrative/HR	36	31.30%
Finance/Accounting	5	4.35%
Other (list below)	5	4.35%
<b>Total</b>	<b>115</b>	<b>100%</b>

**4.5.2. b Property Locations**

The majority of the properties where respondents were located were in the South with 43.48%, with 26.96% in the North East, 18.26% from the Midwest, and 2.61% from the West, and 8.7% were from overseas (Table 4.9).

**Table 4.9 Property Locations**

	<b>Frequency</b>	<b>Percent</b>
WEST	3	2.61
MID WEST	21	18.26
NORTH EAST	31	26.96
SOUTH	50	43.48
INTERNATIONAL - OUTSIDE UNITED STATES	10	8.70
<b>Total</b>	<b>115</b>	<b>100.0</b>

#### 4.5.2. c Monthly Income

Participants reported monthly incomes were 24.3% earning over \$6,001 per month, 22.60% earning between \$1,001 and \$2,000, and 16.50% were earning between \$2,001 and \$3,000 per month (Table 4.10). This large monthly income represented participants who were managers from the various departments.

**Table 4.10**

#### Monthly Income

	Frequency	Percent
Less than \$ 1,001	8	6.1
\$ 1,001- \$ 2,000	28	22.6
\$ 2,001- \$ 3,000	19	16.5
\$ 3,001- \$ 4,000	12	8.7
\$ 4,001- \$ 5,000	10	8.7
\$ 5,001- \$ 6,001	10	8.7
Over \$ 6,001	28	24.3
Total	115	100.0

#### 4.5.2. d Hotel Brands

Participants were from full service upscale properties in the U.S. represented 63.27% of participants, 10.20% from mid-priced properties, 7.14% from luxury properties, and 18.37% representing properties listed as other, such as state parks, RV parks, and restaurants (Table 4.11).

**Table 4.11**

#### Hotel Brands Classified According to Price

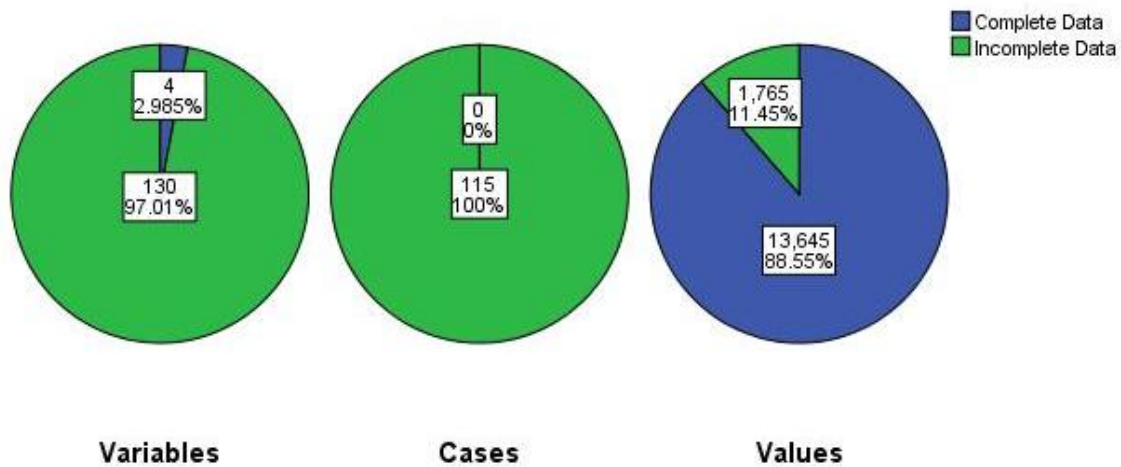
*Hotel Brands	Frequency	Percentage
Economy	1	.87
Mid-price	11	9.57
Upscale	78	67.83
Luxury	7	6.09
Other	18	15.65
Total	115	100%

\*Classification Source: Walker, John, R., (2013)

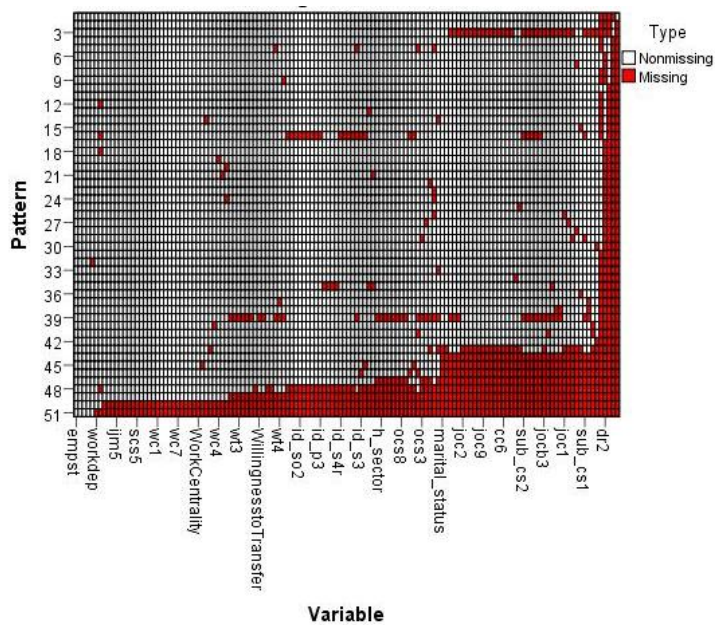
#### 4.6 Preliminary Analysis of the Data

The researcher conducted an analysis using the software SPSS Version 22. First, the researcher checked for missing values (refer to Section 3.3.1: Missing Data). This analysis revealed there were 130 variables (97.01 %) with missing values (Figure 4.2). In addition, 115 cases had missing data. Even though the missing data were less than 15.00% (Mertler & Vannatta, 2002), the missing value pattern graph, (Figure 4.3), suggested a non-random pattern, therefore, a multiple imputation analyses was conducted to ensure that missing values were replaced with reasonable assurance that values predicted will match the other data that is not missing.

Figure 4.2 Overall Summary of Missing Values:



**Figure 4.3 Missing Value Pattern**



#### 4.7 Checking Assumptions

The researcher conducted univariate examination for each dependent variable (objective, subjective career success, and for career and job satisfaction outcomes). Variables that were not normally distributed were transformed. The researcher then tested the assumptions of MANOVA; homoscedasticity using the Box's M statistics for the dependent variables for each group and produced the following results for the independent variables. The tests revealed non-significant F values and  $p$  statistics indicated equality of covariance matrices (Table 4.12.). Human Capital: F value (2926.386) = .867,  $\alpha = .025$ ,  $p = .781$ ; Organizational Sponsorship: F value (2926.386) = .867,  $\alpha = .025$ ,  $p = .328$ ; Sociodemographic: F value (1121.788) = .867,  $\alpha = .025$ ,  $p = .120$ ; Individual differences: F value (1848.186) = 1.152,  $\alpha = .025$ ,  $p = .211$ ; Motivation: F value (1159.529) = .927,  $\alpha = .025$ ,  $p = .593$ . The results also indicated that the covariance metrics for the dependent variables were fairly equivalent at the .025 level of significance.



**Table 4.12****Box's Test of Equality of Covariance Matrices for Grouped Independent Variables**

a. Human Capital	Box's M	80.894
	F	.867
	df1	72
	df2	2926.386
	Sig.	.781
b. Organizational Sponsorship	Box's M	56.078
	F	1.084
	df1	42
	df2	3095.017
	Sig.	.328
c. Socio-demographic	Box's M	68.427
	F	1.289
	df1	36
	df2	1121.788
	Sig.	.120
d. Individual Differences	Box's M	87.737
	F	1.152
	df1	54
	df2	1848.186
	Sig.	.211
e. Motivation	Box's M	52.269
	F	.927
	df1	36
	df2	1159.529
	Sig.	.593

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

- a. Design: Intercept + HumanCapitalAll
- b. Design: Intercept + OrgsponsorR\_LOG10
- c. Sociodemographic
- d. Individual Differences
- e. Motivation

**4.7.1 Multivariate Normality & Linearity**

The researcher screened the dependent variables (collectively) to ensure multivariate normality with groups. Based upon results from Q-Q plots, skewness and kurtosis analysis, outlier analysis (Mahalanobis distance statistical significance test at  $p < .001$ , as well as by observing Histograms). Data

were transformed that did not align with the straight line (Stephens 2002). Scatterplots were checked for elliptical shapes. Kolmogorov-Smirnova's tests of normality were checked for statistical significant values.

## 4.7.2 Reliability of the Measures

For measurement scales please refer to Table 4.13, and for questionnaire please refer to the Appendix 1.

**Table 4.13**

### Scale Reliability Findings of Survey Instrument

Scales		# of items	Scale Mean $\bar{X}$	SD	Reliability Cronbach Alpha	Reliability Score From Prior Research	Factor Analysis Eigen Value	% of Variance
Motivation	Intrinsic Motivation	5	3.90	.857	.807	$\alpha = .66$ a	5.147 1.684	46.79 15.56
	Socioemotional. Career Satisfiers. (SCS)	5	4.38	.705	.860	$\alpha = .72$ b		
	Socioemotional. Status based Satisfaction (SBS)	6	3.58	.789	.824	$\alpha = .79$ c	5.684 2.205 1.281	37.70 14.70 8.54
	Work Centrality	9	4.23	.533	.817	$\alpha = .80$ d		
	Willing to Transfer	4	3.05	.555	.757	$\alpha = .91$ e	2.652 1.942	44.20 32.38
	Turnover Intentions	2	2.43	1.22	.825	$\alpha = .78$ f		
Individual difference (Semantic Differential Scale)		12	4.59	.708	n/a	$\alpha = n/a$ g	3.341 1.948 1.389 1.236	27.84 16.23 11.57 10.30
Organizational Sponsorship		6	3.89	.857	.940	$\alpha = .87$ h	4.641	77.35
Objective Career Success		9	3.70	.639	.824	$\alpha = .84$ i	3.894 1.405	43.268 15.61
Subjective Career Success		6	3.94	.638	.851	$\alpha = .85$ (job) $\alpha = .88$ (career) j	3.487	58.12
Career Success Outcome	Job: Organizational Citizenship Behavior (JOCB)	2	3.92	.752	.710	$\alpha = .84$ k	7.259 2.958 1.739 1.117	36.295 14.792 8.697 5.586
	Organization Commitment	10	3.92	.752	.917	$\alpha = .86$ L		
	Career Commitment	8	3.59	.598	.787	$\alpha = .88$ m		

a. Janz, Wetherbe, Davis, & Noe (1997); b&c. Eddleston, Veiga, & Powell (2006); Johnson, (2002); d. Diefendorff, Brown, Kamin, and Lord (2002); e. Gould and Penley, (1984); Stage, (1989); f. Ng et al. (2005); g. Pachulicz, Schmitt, & Kuljanin, (2008); h. Judge et al. (1995); i. Silva (2006); j. Chen, Hui, and Sego (1998); k. Alge, Ballinger, Tangirala, and Oakley (2006); l. Mowday, Steers, and Porter (1979); m. Ellemers, de Gilder, and van den Heuvel (1998).

### 4.7.3 Reliability Tests of Scales

The reliability estimates of the variables met the minimum values and produced the following range of measures (Table 4.13 above). Objective career success, Cronbach alpha  $\alpha$  of .824 ( $\alpha$ ; Cronbach, 1951), indicating a strong total correlation, mean and standard deviation was 3.70 and .639 respectively, which was consistent with Janz et al. (1997). Subjective career success, Cronbach alpha of .851 indicating a high correlation, which was consistent to the findings of Chen, Hui, & Sego, (1998) of Cronbach of alpha for job satisfaction .85, and for career satisfaction .88. Individual differences were factor analyzed and produced an Eigenvalue for four factors, with values of 3.341, 1.948, 1.389, and 1.236. Socio-demographics consisted of categorical items such as age, race and gender that were not assessed for reliability. Additionally, Human Capital provided a list of information about participants such as type of education, tenure/experience, work department, number of professional certifications, monthly income, international experience (Judge et al 1995; Park, 2013). These items were dummy coded and used in the analysis and therefore were not assessed for reliability.

Motivation included intrinsic job motivation, Cronbach alpha of .857, with one item removed. The item had a mean of 3.90 and a standard deviation of .705. The Cronbach alpha was higher than the reliability statistic achieved in a prior study by Janz et al. (1997), which had a Cronbach alpha of only .66. Factor analysis produced Eigenvalues of two factors (includes intrinsic and socioemotional career satisfiers) of characteristics values 5.147 and 1.684, respectively; socioemotional career satisfiers, had a Cronbach alpha of .705, a mean of 4.38, and a standard deviation of .705. In prior studies, Cronbach alpha was .72. This could be because the scale was modified and adapted in the current research. Socioemotional status base satisfiers had a Cronbach alpha of .824, a mean of 3.58, and a standard deviation of .789. Prior study (Eddleston et al., 2006), Cronbach alpha was .79. This could be because not all the items from that original scale were used in the research. The Eigenvalues were 5.684, 2.205 and

1.281, which included work Centrality. Work Centrality, Cronbach alpha was .817, a mean of 4.23, and a standard deviation of 1.22. In a prior study the Cronbach alpha was .80. Willingness to transfer within the organization the Cronbach alpha was .825, a mean of 3.05, and a standard deviation of .555. Turnover intentions, Cronbach alpha was .825 and had two scale items removed. In prior study, Cronbach alpha was .78 (Ng et al. 2005). This was possibly due to the fact the scale was modified and not all the items were used for this study.

Organizational Sponsorship, Cronbach alpha was .940, a mean of 3.89, and a standard deviation of .857. Factor analysis produced one factor, Eigenvalue of 4.641. Outcomes of job and career satisfaction included: organizational citizenship behavior (OCB), Cronbach alpha of .752, mean of 3.92, and standard deviations of .752. The Cronbach alpha from a prior study was .84 (Alge et al. 2006); organizational commitment, Cronbach alpha was .917, a mean of 3.92, a standard deviation of 3.92; career commitment: Cronbach alpha was .787, a mean of 3.59, standard deviation of .598. Prior research, Cronbach alpha was .86 (Mowday et al., 1979). A factor analysis of all three scales produced four factors with Eigenvalues of 7.259, 2.958, 1.739, and 1.117.

## 4.8 Research Question and Associate Hypotheses

Each hypothesis used in this study was grouped according to the research questions. Tables and analysis are located under the research questions and hypotheses (Table 3.1 Hypotheses and Test Statistics) Summary tables are located at the end of Chapter 4 and conclusions are included in Chapter 5.

There were three main quantitative research questions for this study and are listed below:

1. What are the differences in generational approach to career success for lodging employees?
2. Which variables will be the most influential on objective and subjective career success of lodging employees?
3. What are the outcomes of success for employees?

Various statistical techniques were performed to answer these questions. Additionally, the researcher used multiple criterion variables that were regressed on a single set of predictors, as in the case of Multivariate Analysis of Variance (MANOVA) analyses, even though, according to Johnson and Wichern (1992), the error term associated with the multiple equations are often correlated. Accordingly, the correlations between the error terms are a violation of the assumption of ordinary least squares (OLS) regression (Greene 1993), and it was important to obtain the level of error correlation before proceeding with OLS regression. The researcher conducted the Bartlett test of sphericity, which estimated the degree to which the error terms were correlated; a significant coefficient suggested significant intercorrelations among the error terms (Johnson & Wichern, 1992). In the present study, the Bartlett coefficient was highly significant ( $p < .000$ ), (Table 4.14) indicating that the error terms were significantly correlated and therefore the variables did have a lot in common (Stevens, 2001).

Consequently, to control for the relationships among the error terms and to predict the set of criterion variables more accurately and efficiently the researcher used various types of Multivariate Analyses to include Multiple Regression and Multivariate Analysis of Variance (MANOVA) in SPSS to control for the relationships among the error terms of the dependent variables.

**Table 4.14**

**Bartlett's Test of Sphericity**

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.709
	Approx. Chi-Square	248.291
Bartlett's Test of Sphericity	df	28
	Sig.	.000

## 4.9 Testing the Hypotheses

### 4.9.1 Hypothesis 1: Human capital has a positive significant effect on career success outcomes.

Multiple regression analysis was conducted using backward elimination to remove the non-significant variables and produced a simpler model that predicted the variables that made the most contribution to the dependent variable job and career satisfaction. All seven variables were entered into the regression model as shown by the means and standard deviations in (Table 4.15) below.

**Table 4.15****Human Capital Variables Effect on Career Success Outcomes**

<b>Descriptive Statistics N=115</b>		
	Mean	Std. Deviation
Career Success Outcomes	.3350	.12457
Employment Status	1.1125	.04238
Educational Level	.2773	.02738
Tenure	.3265	.04409
Work Department	.2777	.00591
Professional Certifications	.2854	.04134
Monthly Income Before Taxes	.2405	.07362
International Experience	.2754	.12457

The F statistics indicated that  $R = .359$ ,  $R^2 = .129$  for the Full Model (Table 4.16) and was statistically significant. The Restricted Model produced three variables, education:  $R = .222$  and  $R^2 = .121$  at  $p < .05$  at  $p = .009$ , income:  $R = .259$ ,  $p < .05$  at  $p = .003$ , and employment status:  $F = -.164$ ,  $p < .05$  at  $.040$ . The F change for the Full Model was  $F(7, 107) = .2254$ ,  $p < .05$  at  $p = .035$  and for the Restricted Model  $F(4, 107) = .232$   $p > .05$  at  $.920$ . This suggested that the Restricted Model was not statistically significant and that the Full Model was statistically significant.

In the Full Model, the B coefficients that showed the biggest contributions to the dependent variable were education, and had a predictive power of  $.215$ , followed by income at  $.209$ . The t-test for education indicated  $t = -.2257$ ,  $p < .05$  at  $.026$  and therefore statistically significant, as well as for income,  $t = 2.329$ ,  $p < .05$  at  $.022$ . These results indicated that this did not occur by chance and the researcher was 95% confident because there were no zeroes in the confidence intervals. The F change critical value was



calculated at  $df(7,107) = 2.10$ ,  $\alpha < .05$ . The observed  $F = .3030$  did not exceed the critical value and therefore concluded that the variables together statistically contributed to job and career satisfaction and therefore the Full model was preferred. The ANOVA table also indicated that both models were statistically significant and did not occur by chance. However, the Restricted Model with the three independent variables was not statistically worse than the Full Model.

An examination of the semi partial correlation indicated that education contributed 4.92% to the  $R^2$  value. Consequently, to address Hypothesis 1: *Human capital has a positive significant effect on career success outcomes*. The researcher concluded that the Full Model was statistically significant and was the preferred model that predicted career success outcomes. Therefore, Hypothesis 1 was partially supported, with human capital particularly education, income and employment status having a positive significant effect on career success outcomes.

**Table 4.16**

**Summary of the Regression Output with Full and Restricted Model: Organizational Sponsorship Statistics**

	Full Model			Restricted Model		
<u>R Square</u>	.129*			.121*		
<u>Variables</u>	R	R sp	Beta	R	R sp	Beta
Employstatus2	-.164*	-.131	-.139	-.139	-.131	-.164
Education	.222*	.209	.215	.222*	.201	.202
Tenure	-.085	.005	.005			
Work Department	-.039	-.018	-.018			
Income	.254*	.199	.209	.254	.207	.211
Professional Certification	.051	.084	.087			
International Experience	.007	.023	.026			

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\*  $p < .05$  \*\*  $p < .01$ , \*\*\* $p < .001$  – standardized coefficient  
F change critical value at  $df(7,107) = 2.10$ ,  $\alpha < .05$ . The observed  $F = .3030$ .

**4.9.2. Hypothesis 2: Organizational sponsorship has a positive significant effect on career success outcomes**

The researcher conducted a multiple regression analysis with backward elimination. The results from the regression analysis found that the overall R<sup>2</sup> of the Full Model was .321 and the Restricted Model R<sup>2</sup> = .311 (Table 4.17) and revealed that organizational sponsorship training and support had the largest Beta value of .555 and was an important contributor to the dependent variable career success outcomes. The semi-partial value for organizational sponsorship training and support in the Full Model was .533 with R = .588, was statistically significant at  $F(5, 109) = 10.297, p < .001$  at .000 and for the Restricted Model,  $F = .381 (4,112), p = .384$ . The ANOVA results of the overall model suggested a statistical significant relationship for the Full Model and Restricted Model with,  $F(5, 109) = 10,000, p < .001$  at .000.

**Table 4.17**

**Organizational Sponsorship Statistics**

	Full Model			Restricted Model		
<u>R Squared</u>	.320			.311		
<u>Variables</u>	R	R sp	Beta	R	R sp	Beta
Hotel Type	.020	-.045	-.050			
Industry Sector	.097	.073	.074			
Orgsponsorr_LOG10	.558***	.533	.555	.588***	.588	.588
Property Location	.126	.031	.035			
Number Employees	-.076	-.006	-.006			

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\* p < .05 \*\* p < .01, \*\*\* p < .001

The Pearson Correlation values in the model indicated that the greatest correlation to the dependent variable of career success outcomes were organizational sponsorship training and support at  $R = .558, p = .001$  at .000, followed by the location of the property at  $R = -.126, p = < .05$  at .036. The R<sup>2</sup> value for

the Restricted Model that explained how much of the variance was explained by the model in relation to the independent variables indicated that the relationship was not statistically significant,  $R^2 = .311$ ,  $F(4, 109) = .381$  at  $p > .05$  at  $.822$ . This indicated that the model explained 31.10% of the variance in the dependent variable outcome of job and career satisfaction. The ANOVA table indicated that the Models were statistically significant and did not occur by chance. The Restricted Model produced one variable that was not statistically different to the Full Model. The variable that contributed the most to the standardized  $\beta$  values was training and support that employees received, at  $-.558$ . Additionally, organization training support was statistically significant at  $p = < .001$  at  $.000$ , and made a statistical significant contribution to the model. An examination of the semi partial correlation indicated that training and support contributed 34.57% to the  $R^2$  value. The F change value was calculated at 1.517 and the F critical value was 2.30 at degrees of freedom (df) 5 and 109, which suggested this did not happen by chance. To address Hypothesis 2: *Organizational sponsorship has a positive significant effect on career success outcomes*. Undoubtedly, The Full Model was preferred. Therefore, Hypothesis 2 was partially supported, with organizational sponsorship variables particularly training and employees support was statistically significant to career success outcomes.

#### **4.9.3 Hypothesis 3: Organizational sponsorship has a positive significant effect on objective career success**

The researcher conducted a multiple regression analysis using backward elimination to determine the independent variables that had the most impact on objective career success. The  $R^2$  value for the Full Model indicated a value of  $R = .375$ ,  $F(5, 109) = 13.320$  at  $p < .001$  at  $.000$  (Table 4.18). This indicated that the model explained 37.50% of the variance in the dependent variable, objective career success. The Restricted Model had a value of  $R = .370$ ,  $p > .005$  at  $.260$ . The ANOVA table indicated that both models were statistically significant and did not occur by chance. An examination of the standardized  $\beta$  values

indicated that the largest value was organizational sponsorship training and industry support at .609 and indicated that this did not occur by chance and the researcher was 95% confident because there were no zeroes in the confidence intervals.

Additionally, training and organizational support was statistically significant to objective career success. The t test for the Full model was  $t = 10.138, p < .001$  at .000 and for the Restricted Model,  $t = 8.154, p < .001$  at .000. The Pearson Correlation values in the model revealed that organizational sponsorship training and support = .609 and was statistically significant at  $p < .001$  at .000, property location at .168, which was also statistically significant at  $p < .05$  at .036.

**Table 4.18**

**Summary of Full Model and Restricted Model: Organizational Sponsorship and Objective Career Success Statistics**

	Full Model			Restricted Model		
<u>R Squared</u>	.375***			.370		
<u>Variables</u>	R	R sp	Beta	R	R sp	Beta
Hotel Type	.016	-.039	-.043			
Industry Sector	.041	.016	.016			
Orgsponsorship_LOG10	.609***	.580	.604	.609	.609	.609
Property Location	.168*	.064	.070			
Number Employees	-.074	.001	.001			

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\*  $p < .05$  \*\*  $p < .01$ , \*\*\* $p < .001$

Examination of the semi partial correlations indicated that organization sponsorship for training and support contributed 36.00% i.e.,  $(.601)^2$  to the  $R^2$  value and if removed the value would decrease. To access the overall model the F change = .343, and suggested that the observed F value did not exceed the F critical value of 2.46, which suggested this was not likely by chance. To address Hypothesis 3:

*Organizational sponsorship has a positive significant effect on object career success.* The researcher concluded that Hypothesis 3 was partially supported with organizational sponsorship particularly training and organizational support having a positive statistically significant relationship to objective career success.

**4.9.4 Hypothesis 4: Organizational sponsorship has a positive significant effect on subject career success.**

The researcher applied a multiple regression backward elimination approach to testing the hypothesis. An examination of the Full Regression Model revealed that  $R^2 = .303$  (Table 4.19) and the largest standardized  $\beta$  value was organizational sponsorship training and support at  $-.475$ . The Pearson Correlation values in the Full Model indicated that organizational sponsorship for training and support variables was statistically significant to subjective career success at  $R = -.475$ ,  $p < .001$  at  $.000$ , and industry sector  $R = -.219$ ,  $p < .01$  at  $.009$ , and also revealed that property location related more with organizational sponsorship for training and support.

**Table 4.19**

**Summary of Full Model and Restricted Model: Organizational Sponsorship and Subjective Career Success Statistics**

	Full Model			Restricted Model		
<u>R Squared</u>	.303 ***			.255		
<b>Variables</b>	R	R sp	Beta	R	R sp	Beta
Hotel Type	-.085	-.044	-.048			
Industry Sector	-.219*	-.196	-.197			
Property Location	-.151	-.102	-.112			
Number Employees	.054	-.014	-.014			
Orgsponsorship_LOG10	-.505***	-.456	-.475***	-.505	-.505	-.505

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\* p <.05 \*\* p<.01, \*\*\*p<.001

The Restrictive Model (4.19) indicated R<sup>2</sup> value of .255 F (4, 109) = 1.871, at p >.05 at .121. This indicated that the model explained 25.50% of the variance in the dependent variable, and was not statistically significant to subjective career success. The ANOVA table indicated that the models were statistically significant and did not occur by chance. Pearson Correlation values indicated that there was a statistically significant relationship between organizational sponsorship support and subjective career success. i.e., R=-.475, F (1,114) = 38.744 p<.001 at .000. The semi partial correlation indicated that organizational sponsorship for training and support contributed 22.56% to the R<sup>2</sup> value and if removed the value would decrease. The F change statistics was 7.09 and was larger than F critical with df 4 and 109, was 2.46. This indicated that this was likely due to chance. The Full Model was statistically significant and was preferred to the Restricted Model that was not statistically different than the Full Model.

To address Hypothesis 4: *Organizational sponsorship has a positive significant effect on subject career success.* The researcher found that there was a statistical significant relationship to subjective career success. The researcher concluded that Hypothesis 4 was partially supported with organizational sponsorship particularly training and organizational support having a negative statistically significant relationship to subjective career success. This suggested that subjective career success decreased in response to an increase in organizational training and support. There was also a unique relationship between the training and support, and, where the property was located as indicated by the Pearson coefficient correlation value of .162.

**4.9.5 Hypotheses 5 and 7: There is a significant difference between age groups and objective and subjective career success.**

The researcher used Multivariate Analysis of Variance (MONOVA). First, the researcher tested the univariate characteristics of both the dependent variable and the independent variables. The result showed that the assumptions were not violated; Histograms were normally distributed with small skewness and kurtosis and Q\_Q plots were aligned in a straight line suggesting a linear relationship. Leven’s test of Equality of Variances (Table 4.20) indicated homogeneity of variance and established that variances were equal between groups, i.e.,  $F(22) = 1.045, p = .421$  and  $F(22) = 1.421, p = .126$

**Table 4.20**

**Levene’s Test of Error Variances**

<u>Levene's Test of Equality of Error Variances<sup>a</sup></u>				
	F	df1	df2	Sig.
Objcareer_Log10	1.045	22	92	.421
Subjective Career Success	1.421	22	92	.126

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

The Box's test (Table 4.21) indicated that homogeneity of variance was fulfilled with  $F(18, 8705.518) = 18.466$ ,  $p = .528$ , and the Wilks' Lambda test statistics were used to interpret the MANOVA results.

**Table 4.21**

**Age and Objective and Subjective Career Success**

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**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

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Box's M	18.446
F	.940
df1	18
df2	8705.518
Sig.	.528

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

Design: Intercept + age<sub>a</sub>



The Multivariate tests are presented in Table 4.22; according to the Wilk's Lambda test statistics did not produce statistically significant values and suggested that there were no statistical significant differences between the age groups.

**Table 4.22**

**Multivariate Tests of Age to Objective and Subjective Career Success**

		Multivariate Tests <sup>a</sup>					
Effect		Value	F	Hypothesis		Sig.	Partial Eta Squared
				df	Error df		
Intercept	Pillai's Trace	.975	1793.959 <sup>b</sup>	2.000	91.000	.000	.975
	Wilks' Lambda	.025	1793.959 <sup>b</sup>	2.000	91.000	.000	.975
	Hotelling's Trace	39.428	1793.959 <sup>b</sup>	2.000	91.000	.000	.975
	Roy's Largest Root	39.428	1793.959 <sup>b</sup>	2.000	91.000	.000	.975
age	Pillai's Trace	.346	.876	44.000	184.000	.692	.173
	Wilks' Lambda	.680	.881 <sup>b</sup>	44.000	182.000	.683	.176
	Hotelling's Trace	.433	.886	44.000	180.000	.674	.178
	Roy's Largest Root	.310	1.298 <sup>c</sup>	22.000	92.000	.195	.237
	Root						

The researcher concluded that for Hypothesis 5: There is a significance difference between the *age groups and objective career success*; the results indicated that age was not statistically significant to objective career success. Likewise, for Hypothesis 7: *There is a significance difference between age groups and subject career success*; the results indicated that age was not statistically significant to subjective career success. The researcher concluded that Hypotheses 5 and 7 were not supported and that the differences between the objective and subject career success were likely due to chance and not likely due to age manipulation.

**4.9.6 Hypothesis 6: There is a positive relationship between objective career success and subjective career success**

To test the hypothesis the researcher conducted a bivariate correlation analysis. A Pearson product correlation coefficient was conducted to evaluate the null hypotheses that there were no relationship between objective career success and subjective career success of lodging employees, N=115. Preliminary analysis showed that there were no violations in the assumptions of normality, linearity, or homoscedasticity. There was significant evidence to reject the null hypotheses and conclude that there was a strong positive association between the perceived objective career success (M= 33.34, SD= 5.74), and perceived subjective career success (M= 23.66, SD=3.828),  $r(115) = .62, p < .001$  at .000. (Cohen, Cohen, West, & Aiken, (2013). This indicated that the correlation between objective career success and subjective career success were not likely due to chance and suggested that higher levels of objective career success are associated higher levels of perceived subjective career success. The researcher concluded that Hypothesis 6 was supported and accepted the alternative hypothesis that there was a positive relationship between objective career success and objective career success.

**4.9.7 Hypothesis 8: Individual differences have a positive significant effect on subjective career success.**

The researcher conducted a simple regression analysis to test Hypothesis 8. Results indicated that the mean and standard deviations were: Individual Difference\_ Success M=16.27, SD 5.767; Individual Difference\_ Social M=25.77, SD 3.901, and Individual Difference\_ Planful M=25.77, SD = 3.901 (Table 4.23). Additionally, the results showed that as a group, individual differences were not statistically significant,  $F(3) = 2.091, p > .05$  at .105. This was also confirmed by the AVOVA results and concluded that individual differences did not affect subject career success. However, the Pearson Correlation showed that

for Individual Differences\_ Success, this was statistically significant at  $p < .05$ ,  $p = .046$ . Therefore, the researcher concluded that Hypothesis 8 was not fully supported, but that individual differences\_success (self-efficacy) was significant to subjective career success.

**Table 4.23**

**Descriptive Statistics for Individual Differences and Subjective Career Success**

Descriptive Statistics N=115		
Imputation Number	Mean	Std. Deviation
Subjective Career Success	23.66	3.828
IndividualD_Success	16.27	5.767
IndividualD_Social	25.77	3.901
IndividualD_Planful	12.83	3.460

**4.9.8 Hypothesis 9: Objective career success has a positive significant effect on career success outcomes**

The researcher conducted a one way MANOVA and determined the effects of objective career success on the three dependent variables of career success outcomes: organizational citizenship behavior, organizational commitment, and career commitment. Organizational citizenship behavior was transformed to remove substantial positive skewness. Box's test (4.24) was not significant and indicated that homogeneity of variance was fulfilled with  $F(66, 2557.518) = 108.355, p = .140$ .

**Table 4.24**

**Box's Test of Equality of Covariance Matrices' of Objective Career Success by Career Success Outcomes**

**Box's Test of Equality of Covariance Matrices<sup>a</sup>**

Box's M	11.633
F	.450
df1	18
df2	728.853
Sig.	.976

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.  $P > .05$

Design: Intercept + Objcareer\_Log10<sub>a</sub>

The Wilks' Lambda test statistics were used to interpret the MANOVA results and to test whether there were differences between the means of objective career success and combinations of the dependent variables (Mertler, & Vannatta, 2002) (Table 4.25). The Wilks' Lambda test statistics indicated that the results were statistically significant across the three groups (organizational citizenship behavior, organizational commitment, and career commitment); Wilk's  $\lambda = .318, F(2, 78) = 1.467, p = .024, \eta^2 = .436$ .

**Table 4.25**

**Multivariate Tests of Objective Career Success and Career Success Outcome Statistics**

Multivariate Tests <sup>a</sup>							
	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.979	1746.516 <sup>b</sup>	2.000	74.000	.000	.979
	Wilks' Lambda	.021	1746.516 <sup>b</sup>	2.000	74.000	.000	.979
	Hotelling's Trace	47.203	1746.516 <sup>b</sup>	2.000	74.000	.000	.979
	Roy's Largest Root	47.203	1746.516 <sup>b</sup>	2.000	74.000	.000	.979
Objcareer_Log10	Pillai's Trace	.849	1.418	78.000	150.000	.035	.424
	Wilks' Lambda	.318	1.467 <sup>b</sup>	78.000	148.000	.024	.436
	Hotelling's Trace	1.619	1.515	78.000	146.000	.016	.447
	Roy's Largest Root	1.171	2.253 <sup>c</sup>	39.000	75.000	.001	.539

Design: Intercept + Objcareer\_Log10<sub>a</sub>

Exact statistic<sub>b</sub>

The statistic is an upper bound on F that yields a lower bound on the significance level.<sub>c</sub>

Computed using alpha = \*.05, alpha = \*\*.01, alpha = .001\*\*\*

ANOVA results indicated that organizational citizenship behavior,  $F(39) = 2.252$ ,  $p < .001$  at .000, and organizational commitment  $F(39) = 2,252$ ,  $p < .001$  at .000 were statistically significant and affected objective career success more than career commitment. In addition, the means and standard deviations are shown in Tables 4.26 and 4.27 and suggested that organization citizenship behavior had the largest effect on objective career success as indicated by the unadjusted mean,  $M=3.96$ . Therefore, the researcher concluded that Hypothesis 9 was supported and that there was a statistically significant relationship of objective career success to career success outcomes.

**Table 4.26****Grand Means for Objective Career Success and Career Success Outcomes**

Number = 115	Dependent Variable	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
	OrgCitizenBehav2All	3.866	.079	3.708	4.024
	JobOrgComm2_All	3.866	.079	3.708	4.024
	CareerComm2_All	3.567	.076	3.416	3.718

**Table 4.27****Adjusted Means and Standard Deviations for Objective Career Success and Career Success Outcomes**

Objective Career Success N=115			
Dependent Variable	Adjusted Mean	SD	Unadjusted Mean
Organizational Citizenship Behavior	3.92	.753	3.97
Organizational Commitment	3.96	.773	3.96
Career Commitment	3.59	.798	3.66

**4.9.9. Hypothesis 10: Motivation has a positive significant effect on subjective career success:**

The researcher conducted a regression analysis using backward elimination. The R<sup>2</sup> for the Full Model (Table) 4.28 indicated a value of R<sup>2</sup> = .247, F(10, 104) = 3.413 at p < .001 at .000 and the largest standardized  $\beta$  value was turnover intentions at -.227 indicated that this did not occur by chance and the researcher was 95% confident because there were no zeroes in the confidence intervals. The results suggested that the model explained 24.70% of the variance in the dependent variable, subjective career success and was statistically significant. The Pearson Correlation values in the Full Model found that intrinsic motivation R = .308, p < .001 at .000, turnover intentions R = .073, p < .001 at .000, work centrality

R=.072, p = 001 at 001, and days worked per week R= .130, p <.05 at were statistically significant to the subjective career success. The ANOVA table also indicated that both the model were statistically significant and did not occur by chance.

**Table 4.28**

**Summary of Full Model and Restricted Model: Motivation and Subjective Career Success**

	Full Model			Restricted Model		
	R	Rsp	Beta	R	Rsp	Beta
<b>R Squared</b>	.247***			.152		
<b>VARIABLES</b>	R	Rsp	Beta	R	Rsp	Beta
Hours Worked Per Week.	.130	.074	.087			
Days Worked Per Week	.167*	.123	.129			
Nights Worked Per Week	-.079	-.118	-.129			
Hours Desired Per Week	.049	-.042	-.047			
Intrinsic Motivation Total	.308***	.082	.103	.308	.249	.254
Socioemotional Career Satisfiers.	.370	.147	.200			
Socioemotional Status	.073	-.079	-.098			
Work Centrality	.288***	.074	.091			
Willingness To Transfer	.073	.141	.176			
Turnover Intentions All	-.302***	-.200	-.227	-.302	-.298	-.304

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\* p <.05 \*\* p<.01, \*\*\*p<.001

The Restrictive Model indicated R<sup>2</sup> value = .152, F (8, 104) = 1.357, at p >.05 at .121. This indicated that the Restricted Model was not statistically significant to subjective career success. Additionally, Pearson Correlation values indicated that there were several variables that were statistically significant to subjective career success. These were, intrinsic motivation, p <.001 at .000, work centrality p = 001, p<.001, turnover intentions R = .073, p = 001, p<.001, days worked per week p = .037, p<.05. The

semi partial correlation indicated that intrinsic motivation contributed 6.20% to the  $R^2$  value and if removed the value would decrease. The F change statistics was 1.00 and was smaller than F critical with df 8 and 104, was 2.03. This indicated the results were not likely due to chance. The researcher also found that socioemotional career satisfiers had the highest correlations with intrinsic motivation,  $R = .545$  and turnover intentions  $R = -.281$  as well as hours desired per week was statistically significant to hours worked per week,  $R = .407$ ,  $p < .000$  at .000. The researcher concluded that the Full Model was preferred at  $F(10, 104) = 3.413$  at  $p < .001$  at .001, because the Restricted Model was not statistically significant with the eight independent variables removed,  $F(8, 104) = 1.646$ ,  $p > .05$  at .248. Therefore, the researcher concluded that Hypotheses 10 was partially supported particularly for intrinsic motivation, turnover intentions, work centrality, and days worked per week, which were significant for subjective career success.

**4.9.10. Hypothesis 11: *Human capital has a positive significant effect on subjective career success***

The researcher conducted a regression analysis using backward elimination. The  $R^2$  for the Full Model (Table 4.29) indicated a value of  $R^2 = .205$ ,  $F(7, 107) = 3.936$  at  $p < .001$  at .001. This indicated that the model explained 20.50% of the variance in the dependent variable, subjective career success and was statistically significant. The Pearson Correlation values in the Full Model found that income  $R = -.363$ ,  $p < .001$  at .001, work department  $R = .249$ ,  $p < .01$  at .004, and employment status  $R = .177$ ,  $p < .05$  at .030 were statistically significant to the dependent variable. The ANOVA table also indicated that both models were statistically significant and did not occur by chance. Beta value for income  $\beta = -.363$ ,  $t = -4.124$ ,  $p < .001$  at .000 and suggested these results did not occur by chance and the researcher was 95% confident because there were no zeroes in the confidence intervals. Pearson Correlation values also indicated that professional certification was statistically significant to international experience  $R = .172$ ,  $p < .05$  at .033, income statistically significant to tenure  $R = -.214$ ,  $p < .01$  at .011. The researcher concluded that the Full Model was



preferred at  $F(7, 107) = 3.936$  at  $p < .001$  at  $.001$ , because the Restricted Model was not statistically significant and also the F critical value of 2.10 was smaller than the F change = 4.55. This suggested that this likely happened by chance and the Full Model was preferred to the Restricted Model. Therefore, the researcher concluded that Hypotheses 11 was partially supported and that there was a positive significant relationship between human capital particularly work department, and employment status with subjective career success and a negative statistical relationship of income to subjective career success with  $\beta = -.291$ . This suggested that subjective career success will decrease in response to increases in income.

**Table 4.29**

**Human Capital and Subjective Career Success N= 115**

	Full Model			Restricted Model		
<b>R Squared</b>	.205***			.132		
<b>VARIABLES</b>	R	Rsp	Beta	R	Rsp	Beta
Employment Status	.177*	.165	.175			
Professional Certifications	.000	.000	.000			
Education	-.086	-.029	-.030			
Tenure	.134	.028	.030			
Work Department	.249**	.228	.235			
Income	-.363***	-.277	-.291	.363	-.363	-.363
International Experience	-.039	-.070	-.076			

Note: R= Pearson product moment correlation coefficient

R sp – Semi-partial correlation

B (Beta) – standardized coefficient

\*  $p < .05$  \*\*  $p < .01$ , \*\*\* $p < .001$

**4.9.11. Hypothesis 12: Human capital has a positive significant effect on objective career success**

The researcher conducted a regression analysis using backward elimination. The  $R^2$  for the Full Model (Table: 4.30) indicated a value of  $R^2 = .175$ ,  $F(7, 107) = 3.034$  at  $p < .01$  at .006. This indicated that the model explained 17.50% of the variance in the dependent variable, objective career success and was statistically significant. The Pearson Correlation values in the Full Model found that income  $R = .349$ ,  $p < .001$  at 000, tenure  $R = .173$ ,  $p < .05$  at 033, and education  $R = .190$ ,  $p < .05$  at 021 were statistically significant to the dependent variable. The ANOVA table also indicated that both Model were statistically significant and did not occur by chance. The largest Beta value was income at  $\beta = .299$  suggested these results did not occur by chance and the researcher was 95% confident because there were no zeroes in the confidence intervals. The F critical value was ( $df$  7 and 107) = 2.10 and the F change = 4.32, which was larger than the critical value and therefore the Full Model was preferred to the Restricted Model. The researcher accepted the alternate hypothesis and concluded that Hypothesis 12 was partially supported for human capital particularly for significant relationships of income, tenure, and education to objective career success. The results revealed that there was a positive relationship between income, education, and objective career success, but a negative relationships between tenure  $\beta = -.098$  and objective career success.

**Table 4.30**

**Human Capital and Objective Career Success**

	Full Model			Restricted Model		
<b>R Squared</b>	.175***			.126		
<b>VARIABLES</b>	R	Rsp	Beta	R	Rsp	Beta
Employment Status	-.147	-.074	-.079			
Education	.190*	.147	.152			
Tenure	-.173*	-.092	-.098			
Work Department	-.050	-.005	-.005			
Income	.349***	.284	.299**	.299	.349	.349***
Professional Certifications	-.052	-.029	-.029			
International Experience	-.033	-.056	-.061			

Note: R= Pearson product moment correlation coefficient  
R sp – Semi-partial correlation  
B (Beta) – standardized coefficient  
\* p <.05 \*\* p<.01, \*\*\*p<.001

**4.9.12. Hypothesis 13: Subjective career success has a positive significant relationship to career success outcomes: organizational citizenship behavior (OCB), organizational commitment (OC), and career commitment (CC)**

The researcher conducted a one way multivariate analysis of variance (MANOVA) to assess subjective career success differences on career success outcomes: organizational citizenship behavior, organizational commitment, and career commitment. Box's test was found not to be significant and indicated that homogeneity of variance was fulfilled across the levels of career success outcomes with  $F(18, 493) = 1.446, p > .05$  at .105.

Levene's Test of Equality and Error Variance indicated a non-significant result and confirmed homogeneity of variance for all three dependent variables. The multivariate tests, Wilks Lamda was significant and suggested that subjective career success affected the combined dependent variables of career outcomes,  $F(51) = 1.627$ ,  $p < .05$  at .009, partial  $\eta^2 = .99$ . A comparison of the mean differences showed organizational citizenship behaviors ( $M = 3.93$ ,  $SD = .753$ ), and organizational commitment ( $M = 3.923$ ,  $SD = .753$ ) both had the highest mean scores over career commitment ( $M = 3.59$ ,  $SD = .598$ ).

**Table 4.31**

**Grand Means for Subjective Career Success by Organizational Citizenship Behavior, Organizational Commitment, and Career Commitment**

Number = 115	Dependent Variable	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
	OrgCitizenBehavior	3.987	.563	2.865	5.108
	OrgCommAll	4.195	.608	2.985	5.410
	CareerComm2_All	4.016	.507	3.010	5.025

The confidence intervals in Table 4.31 did not include zero indicating a 95% confidence in accepting the results that organizational commitment had a greater effect on subjective career success with the largest unadjusted mean of  $M=4.195$  (Table 4.32). The researcher concluded that all three dependent variables differed significantly in respect to subjective career success i.e., organizational citizenship behavior with  $F(17,98) = 2.389$   $p < .01$  at .005; organizational commitment with  $F(17,98)=2.389$ ,  $p < .01$  at .005, and career commitment  $F(17,98) = 2.277$ ,  $p < .01$  at .007. The smallest effect was on career commitment with  $\eta^2 = .326$  and the largest effects were on organizational citizenship behavior and organizational commitment  $\eta^2 = .337$ . Therefore, the researcher concluded that for Hypothesis 13 was supported and there was a positive significant relationship of subjective career success and career success outcomes.

**Table 4.32****Adjusted Means and Standard Deviations for Subjective Career Success by Organizational Citizenship Behavior, Organizational Commitment, and Career Commitment**

<b>Subject Career Success N=115</b>			
<b>Dependent Variable</b>	<b>Adjusted Mean</b>	<b>SD</b>	<b>Unadjusted Mean</b>
Organizational Citizenship Behavior	3.92	.753	3.987
Organizational Commitment	3.96	.752	4.195
Career Commitment	3.59	.598	3.66

#### **4.10 Evaluation of Findings**

This research investigated the attributes that contributed to career success of lodging employees, in particular, the antecedents and consequences of career success in light of the Socioemotional Selective Theory (SST). In prior research, scholars have argued that objective career success affected subjective career success (e.g., Poole, Langan-Fox, & Omodei, 1993). Subjective career success included job satisfaction and career satisfaction. The current study employed a qualitative and quantitative methodology that investigated these relationships for lodging employees working at upscale hotels throughout the U.S. and found strong statistically significant relationships between various constructs and objective and subject career success. In addition, the researcher also examined the consequences of objective and subject career success through the outcomes of job and career satisfaction: mainly organizational citizenship behavior, organizational commitment, and career commitment (Table: Summary of Results 4.33).

Lodging employees at all levels of the organization provided their self-reported perceptions and expectations about their career success and many were seeking opportunities to enhance their professional lives, as well as their personal lives. Scholars have proposed that low levels of job satisfaction can lead to role conflict and lack of promotional opportunity (Carbery et al., 2003; Lewig & Dollard, 2003).

Therefore, this evaluation examined the antecedents of career success, followed by a discussion of the consequences, and the motivation theory that explained the behaviors.

This research highlighted antecedents that were perceived as important to lodging employees for their career success. First, an analysis of the qualitative data were grouped around ten major themes about how workers described their overall career success. These were: attitudes about the first job, defining success for one's self both personally and professionally, attitudes towards the industry today, generational differences in perspectives, organizational commitment, job satisfaction, motivation, individual differences, socioemotional indicators, and performance.

The research revealed that feelings about workers first jobs in the industry provided a defining moment for them. An analysis of the interview data revealed that these experiences influenced their attitudes, behaviors, and future career expectations about their career success. In context of the first research questions, what does it mean to have career success in the lodging setting? An investigation revealed how workers defined success for them themselves based upon their personal and professional expectations. The researcher classified these experiences according to the external environment and situational circumstances that influenced their behaviors, as well as the internal, affective influences.

As such, respondents defined success for themselves based upon the context of the environment in which they worked. This produced either positive or negative feelings about their views in relation to career success. Most respondents were goal orientated and had specific goals about their personal and professional life, which did not always indicated that they would remain in the industry. When discussing their first work experience in the industry, many felt that this had a lasting impression on their views about the industry as a whole and about their career success and growth prospects in the industry. Some workers had no expectations when they started in the industry because they just needed a job. For supervisors,

they were seeking working environments that allowed them to develop their competencies and skills, while being supported by their superiors. There were three generations represented by the interviewees i.e. baby boomers, generational X and generational Y. Each group had distinct attitudes about their career success that supported the socioemotional selectivity theory, which posited that older workers sought more emotionally meaningful goals while younger adults focused on knowledge creation goals, especially when time was perceived as open-ended. However, when time was constrained all generational cohorts sought more meaningful social relationships and were attuned to making more emotionally satisfying goals. Some participating supporting statements about the environment and situational circumstances included:

H2:P2 *"You know a good place to work"*

H1:P1 *"I guess with management and with co-workers"*

H1:P2 *"if I set a goal and I achieve that goal"*

H2:P2 *"I don't know how to put this. I guess it's achieving things that I want to do"*

H2:P1 *"It was, it was kind of funny in some ways, you get to hear what some of the other generations had to say and you actually, when you take the surveys at the very end, in groups of four of the management or leadership teams, but it was weird how much different things were when you talk about only 15 to 20 years apart, and the organizational skills, or what's important in life, it was kind of eye opening, like maybe that's why my Mom and Dad think that way. (laughter) Oh, ok, light bulb, hahaha."*

Workers attitudes about the industry were influenced by the changes in the industry, such as downsizing, rightsizing, mergers and bankruptcy. Some workers who were managers in other industries and were affected by such changes, viewed their future with skepticism and their views about their role in

the organization as being a job versus a career. Thus they focused on goals that related to more intrinsic values, such as personal development, strengthening family relationships, and doing the things that made them happy and satisfied. Supervisors wanted opportunities to confer with managers about operational changes, as well as any changes taking place in the industry that would impact them. Workers also highlighted the importance of them being able to participate in the decisions making process within the working environment. This allowed them to build their confidence to define success for themselves, which ultimately influenced their feelings about what was important to their overall success.

The second research question examined underlying themes and contexts that accounted for lodging employees views about career success. First, there were obvious individual differences such as how individuals described themselves in terms of success (self-efficacy). This included their self-descriptions about the expectations that they had to execute behaviors that produced desired outcomes. Each generational cohort wanted opportunities that produced desired outcomes within the work environment. Many were given promotions and recognitions for their performance, which motivated them to remain with the company, while seeking to enhance their skills. Many workers also emphasized the importance of teamwork, important of trust and being and sometimes, unfair management practices in regards with regards to promotions and scheduling. Other areas of individual differences were social, which included peer relations, social competence, and popularity, and planful:, which were the differences in people's ability to choose roles that were well suited to their interests and talents, and to pursue these roles effectively and with perseverance.

Socioemotional indicators included the socioemotional career satisfiers (SCS), defined by Eddleston et al. (2006) as the satisfaction derived from the quality of work relationships and emotional support afforded by an individual's career; and socioemotional status-base satisfiers (SSBS), being described as the career advancement and financial success derived from one's career (Gattiker, 1988).



These motivational needs were influenced by the amount of time spent at work in terms of the number of hours, days, nights and overtime worked on average per week, as well as the average number of hours of work desired, workers expectations, time and changes in their social goals, major life events, and their motivations for getting into the industry. Lodging employees were not totally satisfied in their careers because many Generational X and generational Y were undecided about what they wanted from their careers. However, they did emphasized that the work environment must be dynamic and provide many opportunities for them to socialize and achieve both personal and professional goals.

The data revealed that all generational cohorts wanted to achieve job satisfaction and were motivated to do so. However, when work tasks were in conflict with what they perceived as important, the motivation to continue the task was greatly reduced. This resulted in workers either changing jobs or changing roles within the organization so that they could achieve these goals. Workers commitment to the organization was influenced by the type of leadership, their expectations, their feelings about success, the major life events that were impacting their lives, such as returning to college, getting married, starting a family, helping to care for elderly parents, or retirement. Additionally, workers used their age as measurement of the things they needed to achieve, when time was perceived as either open-ended constricted.

To address the third research question, about the universal structures that precipitated the feelings and thoughts about career success, the researcher examined how workers measured success in your careers. Workers who were meeting perceived emotional and financial goals were more likely to likely to remain at the hotel. Some supervisors indicated that even though they had long term career goals to move into other industries they would remain in their jobs because of the support of upper management and the reputation of their companies. They also indicated that their companies provided them with professional development on-the-job training programs that have helped them develop their management skills.

Participants had people in their lives that provided support for them, which allowed them to deal with some of the challenges of working in the industry, such as long working hours, inflexible schedules, and various the interpersonal communications issues that they faced. Participants also pointed out that time were extremely important to them. For example, Generation X and Generation Y indicated that they were looking forward to returning to school to complete degrees or take a new career path, such as nursing. Thus, their current lodging job provided this financial support for them to be able to do so.

Workers described that they have seen differences in their attitudes and perceptions about the industry as compared to when they first entered the industry. Some have expressed concern for the fact that some companies did not provide a formalized training program but expected them to be productive employees. Many have relied on fellow associates to teach them the skills required to do their jobs.

The quantitative data analysis revealed that human capital, which described the cumulative educational, personal, and professional experiences that enhanced employees' value to an employer was important for lodging employees. From an individualistic approach, the data revealed that education, income, and employment status were important to lodging employee career success outcomes, such as: organizational citizenship behavior, organizational commitment, and career commitment. In addition, human capital was found to be significant to objective career success in particular, income, work departments, and worker's employment status. Human capital was also significant to subjective career success in terms of income, tenure, and education. These were important for employees' overall career success.

The research found that human capital had a significant impact on lodging employees and predicted their job and career satisfaction outcomes. Accordingly, based upon face to face interviews and online survey results, the researcher found that most workers in the study had a bachelor's degree, worked

full time for their organizations and lived in the Southern United States. Approximately, 63.27% were from upscale properties and earned over \$6, 000 per month. The current study found that there were large numbers of things, both within and without the organization that contributed to an employee's job and career satisfaction.

Organizational sponsorship was found to be statistically significant to objective career success, in terms of the type of training and organizational support that were provided to employees. The data analysis revealed that organizational sponsorship predictors were statistically significant to career success outcomes. These consequences were statistically significant to organizational sponsorship, in particular training and development. The results also revealed that training and organizational support was correlated with the property' location and the industry sector in which the property was located.

The researcher did not find age statistically significant to objective or subjective career success. This was contrary to findings by Judge et al. (1995) and other scholars who found that demographic variables explained more variance in career success for executives and managers than other constructs. (Gattiker & Larwood, 1989; Gould & Penley, 1984; Jaskolka, Beyer, & Trice, 1985). An explanation of this anomaly might be due to generational cohorts viewing careers as boundaryless (Arthur et al. 2005) and because extrinsic outcomes are accrued over time, this would not impact objective or subjective career success outcomes.

Additionally, based upon the face-to-face interviews with supervisors and line associates, many entered the industry having no expectations and just needed a job. Consequently, many do not stay in the industry because they have either moved on to a more fulfilling career role, or others were returning to college for an education with the hope of being promoted. For those who remained in the industry, or, have joined the industry later in their careers; they were seeking flexible work environments that supported and

encouraged them to become self-actualized. Sadly, this was not the case. Many have indicated that they were seeking training opportunities for growth and development. However, many organizations, including top brands, sometimes did not provide training and organizational support on a consistent basis. Employees indicated they were provided with an employee handbook and were told to read it. For those who have retired and have returned to the workforce, they were seeking flexibility and time to be able to visit their grandchildren or take elderly parents to the doctor. Whatever the reasons, emotions were the driving force behind many of these workers decisions about their careers. Consequently, things that were important to them influenced the decisions that they made and how they prioritized their time.

According to Dries et al. (2008) “the traditional public symbols of career (i.e. job titles referring to hierarchical positions, continuity and pace of promotions, salary) are losing relevance today (pp.24). New points of reference are sought by industry workers about what constitutes success for them (Greenhaus, 2003; Heslin, 2003). In light of this, this research found a very strong statistically significant relationship between objective career success and outcome of career and job satisfaction. The researcher found that higher levels of objective career success are associated with higher levels of perceived job and career satisfaction. Therefore, the research question that sought to answer what were the outcomes of career success of lodging workers, the answer was, strong organizational support and training. This might be indicative of the fact that as people age, they perceive time as being more finite, and therefore, they have greater importance to the types of goals that are emotionally meaningful to them (Carstensen, 1993). Younger workers were seeking more knowledge and growth opportunities. As these younger workers enter the hospitality industry, organizations must provide them with the necessary training and support needed. The research provided evidence that supported Judge et al. (1995) research, in which the researchers found that those things that predicted job satisfaction were different from those that predicted career

satisfaction. This study also found that organization's internal variables, such as training and other human resources support, equipped workers to be more successful on the job, as well as in their careers.

The study did not find statistical significance in the relationship between individual differences and subjective career success. Except for individual differences that focused on success, which indicated that a statistical significant relationship existed with subjective career success. The results revealed that self-efficacy; which described the individual's general expectations about their ability to produce desired outcomes. This self-awareness influenced their behaviors and was important to their subjective career success. Accordingly, some scholars have suggested that goal congruence was important for individuals to feel anchored in their careers and to achieve positive career outcomes (Schein, 1990; Feldman, & Bolino, (1996). Based upon the current study, more discussions needed to take place with the current workforce about their career needs so that accommodations and remodeling of current organizational structures can be carried out to meet those needs.

The study found that objective career success affected the outcomes of career success in particular; organizational citizenship behavior and organizational commitment were statistically significant to objective career success. This suggested that organizational citizenship behaviors and organizational commitment were affected by objective career success variables, such as promotions and compensation in how willing employees would be exert effort, put up with minor inconveniences, and tolerate less than ideal circumstances for the good of the organization.

Motivation, in particular intrinsic motivation and turnover intentions were statistically significant to subjective career success. Intrinsic motivation was found to be important to hospitality workers subjective career success. This included their willingness to exert high levels of effort to achieve personal goals. Workers desired to feel a sense of personal satisfaction when they do their jobs well and they desired to be

happy when their work is up to standards. . Workers also valued working and socializing with friendly and congenial associates, while learning from them. Additionally, they were seeking schedules that had less hours and days to allow them more time to do the things that are important to them.

Both objective and subjective career success were found to be statistically significant to career success outcomes in the areas of organizational citizenship behavior, organizational commitment, and career commitment. However, organizational commitment had the largest unadjusted mean and the largest overall effect on career success outcomes of lodging workers. This commitment to the organization is based upon the employee's needs and values, their beliefs about the organization's goals and values, and their willingness to exert effort on behalf of the organization.

**Table 4.33**

**Summary Table of Quantitative Results**

<b>Research Question</b>	<b>Hypotheses</b>	<b>Independent Variable (IV)</b>	<b>Dependent Variable (DV)</b>	<b>Results</b>
What are the outcomes of success for lodging employees?	Hypothesis 1: Human capital has a positive significant effect on career success outcomes	Human capital	Career success outcomes: Organizational citizenship behavior; Organizational commitment; Career commitment	Human capital predictors were found to be statistically significant, particularly education, income, and employment status to career success outcomes
	Hypothesis 2: Organizational sponsorship has a positive significant effect on career success outcomes	Organizational Sponsorship	Career success Outcomes	Organizational Sponsorship predictors were statistically significant to career success outcomes. In Particular training and employee support.
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 3: Organizational sponsorship has a positive significant effect on objective career success	Organizational Sponsorship	Objective Career Success	Organizational sponsorship predictors were statistically significant to objective career success and the type of training and organizational support that were provided.
	Hypothesis 4: Organizational sponsorship has a positive significant effect on subjective career success	Organizational Sponsorship	Subjective Career Success	Organizational sponsorship predictors were statistically significant to subjective career success.

**Table 4.33**

**Summary Table of Quantitative Results cont.**

<b>Research Question</b>	<b>Hypotheses</b>	<b>Independent Variable (IV)</b>	<b>Dependent Variable (DV)</b>	<b>Results</b>
What are the differences in generational approach to career success for lodging employees?	Hypothesis 5: There is a significant difference between age groups and objective career success & Hypothesis 7 There is a significant difference between age groups and subject career success	Age	5.Objective Career success & 7.Subjective Career Success	Age was not statistically significant to objective career success or subjective career success.
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 6: There is a positive relationship between objective career success and subjective career success	Objective Career success	Subjective career success	Statically significant relationship of objective career success to subjective career success and suggested that higher levels of objective career success are associated with higher levels of perceived career success.
	Hypothesis 8 Individual differences have a positive significant effect on subjective career success	Individual differences	Subjective Career Success	Individual Differences as a group did not have a statistical relationship to subjective career success. However, there was a statistical significant relationship of Individual_success (self-efficacy) to subjective career success
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 9: Objective career success has a positive significant effect on career success outcomes	Objective career	Career Success Outcomes	Statistically significance were found for career success outcomes: organizational citizenship behavior and organizational commitment outcome variables. Means and SD showed that organizational citizenship behavior had the greatest impact on objective career success.
	Hypothesis 10: Motivation has a positive significant effect on subjective career success	Motivation	Subjective Career Success	Statistically significant relationships between six of ten variables of motivation to subjective career success. Particularly, intrinsic motivation, work centrality, turnover intentions, and days worked per week were statistically significant to subjective careers success



**Table 4.33**

**Summary Table of Quantitative Results cont.**

<b>Research Question</b>	<b>Hypotheses</b>	<b>Independent Variable (IV)</b>	<b>Dependent Variable (DV)</b>	<b>Results</b>
Which variables will be the most influential on objective and subjective career success of lodging employees?	Hypothesis 11: Human Capital has a significant effect on objective career success	Human Capital	Subject Career Success	Human capital had a statistical significant relationship to subject career success. Particularly, income, work department, and employment status were statistically significant.
	Hypothesis 12: Human Capital has a significant effect on subjective career success	Human Capital	Objective Career Success	Human capital had a statistical significant relationship to objective career success. Particularly, income, tenure and education
	Hypothesis 13: Subjective career success has a significant effect on career success outcomes	Subjective Career Success	Career Success Outcomes	Statistical significant relationship for career success outcomes of all three dependent variables with the largest effect from organizational citizenship behavior and organizational commitment. Overall, organizational commitment had the largest unadjusted mean and the largest overall effect.

## **Chapter 5**

### **Discussion**

#### **5.1. Introduction**

The present study aimed to advance the understanding of the antecedents and consequences of lodging employees' career success. The study examined the factors that influenced career success outcomes of workers in regard to their organizational citizenship behavior, organizational commitment, and career commitment based upon the Socioemotional Selectivity Theory that explained the motivation of the employees. This mixed method study provided both qualitative and empirical evidence that the hospitality industry had changed both in the ways workers perceived themselves and in the way they perceived the work environment. This chapter discussed a brief review of the study's problem statement, purpose, method, and results with respect to the Socioemotional Selectivity Theory, and the limitations, implications and recommendations for managers and suggestions for future research.

This research began with the premise that there were many changes taking place within the lodging industry that were impacting the way employees perceived their careers and the organization. These changes were reflected also in the generational cohorts working together and suggested a paradigm shift in the organizational hierarchy. Of interest to the research were the motivations of workers towards their career success. Accordingly, the theoretical assumptions about employees' behaviors were discussed in relations to the Socioemotional Selectivity Theory. Everyday people make evaluations and choices about events that take place at some point in time. According to this theory, such decisions were based upon the individual's understanding about time remaining to complete the activity. This theory focused on understanding human emotions in relation to social interactions and the selections of goals. The central tenets of the theory suggested that people sought more emotionally meaningful relationships when time

was perceived as limited. However, when time was perceived as open-ended, individuals sought opportunities that enhanced their knowledge and abilities. Support of this theory has been demonstrated in other industries, but very little research in the hospitality industry. This was perceived as important to the industry given the very diverse groups of individuals working in the industry and the high levels of social interactions required by customers. However, due to the high turnover in the industry there were obvious problems with workers achieving goal congruence and remaining committed to the organization and to their careers. As such, this warranted further investigation about the motivational drivers of lodging employees' career success.

This sequential data collection process began with the qualitative research that informed the development of the survey used in the quantitative research about the phenomenon. The qualitative study was based upon a phenomenological approach and examined the lived experiences of workers (Moustakas, 1994) and captured their views about career success. The researcher interviewed thirteen hospitality line associates and supervisors who were employed at upscale hotels in the Southeast U.S. This group of employees was selected because according to Hinkin and Tracey (2010), upscale hotels such as the Four Seasons, Kimpton, and Marriott hotels operated in a culture where people were valued, managers incorporated innovative human resources practices into their operations, and included training programs, flexible schedules, and creative staffing practices in order to achieve high standards within their operations.

The quantitative method assessed the relationships between the dependent variables (outcomes of career success) and the independent variables (there were five constructs), multivariate analyses that included multivariate analysis of variance (MANOVA), multiple regression, and bivariate correlation analysis were conducted to analyze the data.

The lodging industry was regarded as unique when compared to other industries because the production and consumption of services were inseparable and there were high degrees of customer-employee interactions (Parasuraman et al., 1985; Kusluvan et al., 2010), and, where job satisfaction and organizational commitment have been shown to be related to turnover intentions (DeGieter et al., 2011). Hotels are also operated 24/7 and managers are required to have employees scheduled to cover various shifts. This resulted in employees working long hours with irregular and inflexible shifts in order to meet and exceed customer expectations (Poulson, 2008; Karatepe, 2011), while maintaining the standards of the operations. According to Greenwell et al. (2002), success for the organization meant having satisfied customers who were loyal to the company and more likely to return. Therefore, depending on the caliber of employees and how effectively and efficiently they provided service determined the organizations overall success. The current study examined lodging employees' attitudes and perceptions about their career success in light of the dynamic environment in which they worked.

The researcher examined different theoretical frameworks about hospitality workers career success. The framework adapted for this study was proposed by Judge et al. (1995), in which the researchers examined executives' career success. Career success outcomes were conceptualized in terms of both objective (extrinsic) and subjective (intrinsic-affective) measures (Greenhaus et al., 1990; Ng et al., 2005). This research differed from prior research in terms of identifying the outcomes career success. In other words, the contributions of this research to the present body of knowledge were to identify and explain the consequences of career success (i.e. organizational citizenship behaviors, organizational commitment, and career commitment) of lodging employees.

## **5.2 Overall Findings**

### **5.2.1 Qualitative Study**

The qualitative study revealed that career success of lodging workers was a complex phenomenon that could not be defined by a single concept. Line associates and supervisors evaluations of their career success were defined by the values they ascribed to, things that were important in their personal and professional lives. This allowed the researcher an investigation into the assumptions that employees held about their career success (Yauch & Steudel, 2002). According to Roehling et al. (2005), these assumptions influenced job outcomes of employees. As such, the data analysis revealed that success for workers were based upon their attitudes, which were influenced by their first service job experience. Participants revealed that they entered the industry with no expectations, or very little expectations and were like blank slates, upon which the industry placed its' mark. Participants also shared that it was easy to get jobs in the industry, and with its' ease of entry, also allowed them to leave the organization if their needs were not met. Whatever the initial motivation for working in the industry, participants defined career success based upon the differences between that first job experience and their jobs today. Accordingly, this supported research by Tomporowski (2003), who postulated that individuals developed all aspects of behavior through experiences related to the connection between environmental stimuli and responses to those stimuli. Such responses included cognitive elements that were unobservable and influenced their behaviors.

The effects of time on individuals' perceptions influenced the importance placed on career choices and were revealed by the data collected from the interviews. From this information, ten general themes emerged that were intertwined throughout all the interviews. Employees provided an explanation of their definition of what success meant to them. For example, success for one individual meant being more

mature and being able to show that she contributed to society. This individual began working in the industry at age 18 and at age 24, she wanted to acquire as much knowledge as possible so that she could move up the organizational hierarchy and into top management. However, she did not want the responsibilities of top management if the responsibilities did not allow her to be happy, as she exclaimed, “*my happiness means more to me.*” For another individual who had transitioned into the industry from being a manager in another industry to being a manager in the lodging industry, she indicated that success for her was being able to spend time with her family and having a supportive work environment that allowed her the time off when she required it. Unfortunately, she was not able to find this flexibility as a manager and eventually took another job with fewer responsibilities as an entry level associate so that she could find the balance between work and her personal life. These behaviors were consistent with the Socioemotional Selectivity Theory (SST), in which social and communicative behaviors were largely motivated by the attainment of expansive and emotional rewards and the feeling for emotionally balanced or regulated goals. Therefore, individuals pursued goals that provided the most emotional rewards.

The researcher realized that career success was not only based upon one’s attitudes, but also on the life stage of an individual in their cognitive appraisals about their personal and professional lives. SST postulated that motivation to engage in behaviors resulted in expansive and emotional rewards, which shifted throughout adulthood. Specifically, perceived time limitations led to motivational shifts toward increasingly emotionally salient experiences (Carstensen et al., 2003). This was observed by the researcher with the various generational cohorts who saw job satisfaction as more than a paycheck. Their motivation was based upon their emotions and cognitive resonance that drove them to either acquire knowledge or be more socially focused on relationships with those whom they perceived as important to them.

Additionally, time became salient in the ways people evaluated their career success. If an individual perceived that his/her time was limited in terms of retirement, family responsibilities, personal passions, or endings, such as the death of loved ones; then they focused their energies on experiencing more emotionally meaningful goals. One individual shared that she was profoundly affected by the death of a guest, who was a young teenager. Consequently, her outlook on life shifted drastically because her interactions were more emotionally significant; she stated, *“if I am not happy, I will not do this job, my happiness comes first.”* Additionally, when individuals viewed their future as open and adaptable, they carefully planned to pursue the goals that would maximize long-range outcomes. This was evident by the male supervisor who worked in lodging operations, but hoped to transition into another industry where he would be able to pursue his love of sports. He wanted to learn from the best companies so that his skills as a manager could be enhanced. Even though he hated the fact that the hospitality industry was a 24/7 operation, he was motivated to remain in the environment because of all the new things he was learning from his company.

Another worker who moved to the resort community because she wanted to be closer to the beach indicated that career success for her was having time to visit her friends and to be able to travel. These examples confirmed that the SST explained the motivations of these employees. The theory suggested that people who were older (Baby Boomers) or who were otherwise in situations that placed constraints on their time, attached greater importance to emotionally meaningful goals relative to those who were younger (Generation X or Generation Y) and/or perceived time as relatively open-ended.

Other themes that lodging employees associated with having career success were: recognizing generational and individual differences amongst workers who also had diverse expectations; recognizing that the level of organizational commitment, which defined how much effort they exerted on behalf of the organization, was determined by employees' behavior and attitudes towards their jobs; determining job

satisfaction by identifying what success meant to individuals and the level of support they needed from the organization to achieve this success; identifying the intrinsic motivations and the socioemotional indicators i.e., those things that were important for the work relationships and the emotional support that employees derived from those around them; and performance factors that indicated how employees perceived their contributions to the organization and the value that the organization placed on such contributions.

### **5.2.2 Quantitative Study**

The quantitative data analysis highlighted the relationships between various constructs to the dependent variables of career success. Multiple regression analysis was adopted (Glicken 2003) that explored the factors that had the greatest impact on the career success outcomes. A discussion of the relations of the constructs are shown below:

#### **a) Human Capital**

Human capital was regarded as the cumulative educational, personal, and professional experiences that enhanced an employee's value to an employer. To assess this construct Hypotheses 1, 11, and 12 were proposed that tested the relationship between human capital on career success outcomes, human capital on subjective career success, and human capital on objective career success. The results indicated that there was a positive significant relationship to, 1. career success outcomes, specifically to education, income, and employment; 2. statistical significant negative relationships to subjective career success, specifically to income, work department, and employment status; and 3. significant positive relationships to objective career success, specifically to income, tenure, and education. These positive and negative relationships were indicated by the standardized Beta ( $\beta$ ) in which high levels of the antecedents, for example, education, income, and full-time employment, resulted in employees increased career success outcomes, or, in the case of subjective career success, a negative significant relationship suggested that



decreased levels of career success occurred in response to an increase in income, work department and employee status. This suggested that increased compensation might require employees to work longer hours, especially in the rooms division areas from which most of the participants came. Results for objective career success found that income, tenure and education positively affected objective career success, i.e., increases in income resulted in increased objective career success and outcomes such as organizational citizenship behaviors, organizational commitment and career commitment. These findings were consistent with other scholars who found that education and experience were found to be strong determinants of career success (Dalton, 1951; Pfeffer, 1977; Gould & Penley, 1984), and Melamed (1996) and Howard (1986) who found positive relationships between education and career success.

The personal characteristics of employees such as education was regarded by some scholars as an investment in human capital by the employee and explained up to 30% of the variance in career advancement (Johnsrud, 1991). According to Myers, Griffith, Daugherty and Lusch (2004), organizations that provided competitive wages usually attracted and hired better-educated employees who were likely to continue with the organization if there were opportunities for advancement. Many organizations also offered tuition reimbursement to employees to help them acquire educational degrees and/or additional training. In light of the SST, this suggested that people of different ages prioritized different types of goals. Consequently, initiatives such as training and professional development benefited younger employees who viewed time as open-ended and desired goals that optimized their future through the acquisition of new knowledge. The return on investments (ROI) to the organizations would be difficult to identify and measure (Benson, Finegold, & Mohrman, 2004). The results of the current study supported research by Kirchmeyer (1998) in which the researcher found that work experience and tenure were strongly correlated with subjective and objective career success.

## b) Socio-demographics

Socio-demographics described the general characteristics of the population. The study revealed that males (50.43 %) slightly outnumbered females (49.56%) of the respondents. Most of these employees, 49.60% had a bachelor's degree. Twenty-three percent had over 10 years' tenure and experience, 22% had 1-2 years' experience, and 18%, had less than one-year experience. Employees who participated in the study, 26% were over 50 years old, 18.26% were between 30-34 years old, and 13.04% were between 45-49 years old. Hypotheses 5 and 6 examined the differences between age and objective and subjective career success. The results indicated most employees that reported higher salaries of \$6,000 per month were Caucasian males who were married, and over 50 years old. The researcher did not find age statistically significant to objective or subjective career success. This was contrary to findings by Judge et al. (1995) and other scholars who found that demographic variables explained more variance in career success for executives and managers than other constructs (Gattiker & Larwood, 1989; Gould & Penley, 1984; Jaskolka et al., 1985). Other empirical evidence have supported that socio-demographic characteristics were strong predictors of career success (Ng et al., 2005; Kirchmeyer, 1998). However, in the study by Ng et al. (2005), age was only partially supported for career success. In a more current research by Guo, Xiao, and Yang (2012), they found a significant correlation between human capital to internal and external competitiveness of career success, particularly with age, working tenure, and work position. However, they did not find significance of age to career satisfaction. Other research has suggested that a combination of human capital variables had greater significant impact on career success and explained a large proportion of the variations, especially in salaries (Chenevert & Tremblay, 2002; Cannings, 1988; Jaskolka et al., 1985), but not always in relation to age and career success.

### c) Organizational Sponsorship

Organizational sponsorship included the influence of both industry and organizational characteristics, on individual outcomes such as performance, turnover, and salaries (Pfeffer 1991). To test these relationships Hypotheses 2, 3 and 4 examined organizational sponsorship with regard to career success outcomes, objective career success, and subjective career success respectively. The results indicated that there was a positive significant relationship to career success outcomes, in particular to training and employee support. Employees indicated that supervisors supported and encouraged them and provided the necessary help and resources, including technologies, which enabled them to do better jobs. Additionally, supervisors were aware of the benefits that were achieved through the on-the-job training that they provided to their employees. The results suggested that employees were seeking stable employment with comparable income that reflected their value to the organization. This resulted in their commitment to the organization.

The results also found that organizational sponsorship, in particular training and support, was statistically significant to subjective career success. This suggested that training and support opportunities to employees provided positive career success outcomes and implied that a company's training and skill development support for employees enhanced their affective job satisfaction as well as their career satisfaction. Warr (1999) suggested that an employee's quality of life and performance originated with the behavioral, cognitive, and health benefits derived from positive feelings and perceptions. This implied that the presence of positive emotional stimuli, such as enhancing their competencies and supervisors providing timely positive feedback, enhanced an employee's performance and ultimately their job satisfaction and career satisfaction. In Judge et al. (1995) study, the researchers found that the variables that predicted job satisfaction were different from the variables that predicted objective success and career satisfaction. They found that for executives' job satisfaction, demographic and human capital variables explained more for

objective career success and career satisfaction than for any other set of variables. This current study found that for lodging employees' line associates and supervisors, organizational sponsorship support variable explained more for objective and subjective career success. Job satisfaction, according to Judge, et al. (1995), found a unique relationship with organizational variables, and explained more variance in job satisfaction than in any of the other equations. They suggested this was because job and career satisfaction were viewed as distinct attitudes that changed according to varying psychological changes. They further suggested that extrinsic success for executives predicted career success, but not job satisfaction. Their explanations for this was that executives' career satisfaction were based more upon outcomes of their achievements and job satisfaction, and that their accomplishments were more relevant to executives' career satisfaction, while the current organizational characteristics were found to be more important for their job satisfaction.

Participants in the quantitative study (67.83%) were from the rooms' division areas of upscale hotels and the results suggested they received organizational support and training, as well as opportunities for personal growth and development. In the qualitative study, one individual indicated that she attributed her success to having a great manager in her first job, who taught her how to set goals. Today, she described herself as being confident in her work environment and in her personal life because she became goal oriented and took time to celebrate milestones. Ultimately, even influencing those around her to become goal oriented.

Yeo and Li (2011) suggested that there were eight factors that influenced employees quality of work life; namely, organizational culture, leadership, communication, teamwork, job identity, performance, rewards and recognition, and training and development. This current research confirmed that training and development, as well as rewards and recognition were still relevant today based upon the things that were statistically significant to lodging employee's career success. According to Waterman (1993), employees

grew, became engaged and were more productive within the workplace when they were provided with organizational support.

d) Career Success Outcomes

Career success outcomes were conceptualized and included: organizational citizenship behavior, organizational commitment, and career commitment. Hypotheses 13 tested the relationship between subjective career success and career success outcomes. The results indicated that there were positive significant relationships for all three dependent variables with the largest effect from organizational citizenship behavior and organizational commitment. Overall, organizational commitment had the largest effect on subjective career success. Organizational citizenship behavior was described as the willingness on the part of people to put up with minor inconveniences and tolerate less than ideal circumstances (Alge, 2006). Organizational commitment was described as the enduring feelings people had about shared norms and the individuals' willingness to exert effort on behalf of the organization (Bozeman et al., 2001), and, career commitment was described as commitment to the individual goal of advancing in their personal careers (Ellemers et al., 1998).

Scholars have proposed three types of commitment, affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1991; Dunham, Grube, & Castaneda, 1994). Affective commitment was defined as the emotional attachment, identification and involvement that an employee shared with the organization to achieve goals (Mowday et al., 1979). Continuance commitment was described as the willingness by employees to remain with the organization because of their personal investments such as tenure and relationships with others in the organization (Reichers, 1985). Normative commitment was described as the psychological commitment or obligations that employees have to the organization (Bolon, 1993). Meyer et al. (1993) have suggested that employees with strong affective commitments would remain with the organization because they wanted to, those with continuance

commitment would remain because they had to, and those with stronger normative commitment would remain with the organization because they felt a sense of obligation and had to do so.

Hypotheses 6 and 9 examined the relationship of objective career success to subjective career success and objective career success to career success outcomes respectively. The results revealed that there were positive significant relationships between objective career success and subjective career success and suggested that higher levels of perceived objective career success resulted in higher levels of perceived career success. The relationship between objective career success and career success outcomes was found to be statistically significant to organizational citizenship behaviors and organizational commitment. Organizational citizenship behavior had the greatest impact on objective career success.

Research was inconclusive about the relationship between organizational citizenship behavior and organizational commitment. In a Meyer et al. (1993) study, they reported a positive relationship between commitment and citizenship behavior. However, Van Dyne and Ang (1998) found no significance between the relationships. Early studies on organizational commitment suggested that employee's characteristics predicted organizational commitment. For example, tenure and the extent of an employee's ego with their jobs were each positively related to organizational commitment and the number of years that employees stayed in the same position, and, the extent to which they were favorably disposed to change were found to be negatively associated with commitment (Stevens, Beyer, & Trice, 1978). Recent studies have posited that generational differences existed in relations to career success and to job commitment. For example, scholars have proposed that Millennials have expectations to be well paid and be promoted quickly (Ng et al., 2005). This suggested they might not be as committed to the organization if these expectations are not met. Other studies, have suggested that Generation X placed greater emphasis on being promoted quickly and Baby Boomers placed more emphasis on the centrality of work to their identity and may be more inclined to remain with the organization (Smola & Sutton, 2002).

#### e) Individual Differences

Individual differences were conceptualized to include how individuals described themselves in terms of their success (self-efficacy), which included self-descriptions that measured the general expectations that individuals could execute behaviors that produced desired outcomes, social descriptions in terms of peer relations, social competence, and popularity, and planful, which described people's ability to choose roles that were suited to their interests and talents, and to pursue these roles effectively and with perseverance. Hypothesis 8 examined the relationship between individual differences and subjective career success. The results indicated that individual differences as a group did not have a statistical relationship to subjective career success. However, there was a significant relationship between individual success, described as self-efficacy, (self-descriptions about individual's expectations that they were able to execute behaviors that produced desired outcomes) and job and career satisfaction.

#### f) Motivation

Motivation described the willingness by an individual to exert high levels of effort to in order to achieve personal goals. This included both internal and external influences. Hypothesis 10 tested the relationship between motivation and subjective career success. The researcher found that there were positive statistical relationships between motivation and subjective career success, particularly with intrinsic motivation, turnover intentions, work centrality, and days worked per week. Intrinsic motivation had the greatest effect on subjective career success and described the willingness by an individual to exert high levels of effort to achieve personal goals. This included both internal and external influences. According to Locke (1997), setting goals is at the heart of motivation and a person's ability to achieve goals affected the level of satisfaction experienced, which, when combined with organizational commitment, impacted their behavior. Additionally, SST posited motivation was primarily concerned with perceived time left in life and was a strong influence on the types of goals that were prioritized. As such, older adults in our study (over

50's) would be more inclined to achieve emotionally meaningful goals than younger people (Carstensen et al., 1999).

### **5.3 Theoretical Contributions**

The basic tenet of the Socioemotional Selectivity Theory was that the perception of time influenced an individual's goals and their needs to actively seek social interactions (Carstensen et al., 1999). As such, in the lodging work environment workers will have multiple concurrent goals that may be categorized into goals based upon knowledge and goals based upon emotion, with time influencing each of the categories.

The pursuits of both categories constantly shifts through the developmental stage from early childhood to adulthood. As such, young adults were more likely to focus on knowledge-related goals in anticipation of preparing for the future time events. During this time, less emphasis were placed on the regulations of emotions. As adults become older the individual's awareness of the time remaining will be more salient and they will seek emotionally meaningful close social friends and family in order to maximize the remaining time in a positive way. To this end, older adults redirected their attention to things that they found emotionally pleasant, while ignoring the things they found unpleasant (Gross, 2008).

This mixed method approach provided new perspectives about the variables that predicted career success outcomes for lodging employees. The Socioemotional Selectivity Theory provided a unique way of thinking about the relationships between career success constructs. This theory followed a variable-centered approach to analyze the relationships between the constructs (Jaccard & Jacoby, 2010), which were human capital, socio-demographics, individual differences, motivation and external organizational sponsorship factors. These variables influenced objective and subjective career success, which ultimately influenced career success outcomes.



This approach allowed the researcher to consider the variations in how employees behaved within the work environment. Additionally, this theoretical approach was relevant given the idea that the lodging industry relied on the interactions of workers for the success of the organization. Such interactions are based upon emotions, which exert a strong influence on cognition and behavior. Emotions have been defined by Fox (2008) as “a relatively brief episode of coordinated brain, autonomic, and behavioral changes that facilitate a response to an external or internal event of significance for the organism.” This suggested that the components of emotion are subjective experiences, expressions, and physiological responses to a given stimuli (Carstensen et al., 2006).

Thirteen hypotheses tested the relationships between the dependent and independent variables. Three variable were fully supported, eight partially supported, and two not supported. However, this did not imply that the relationships that were partially supported or not supported were not important to career success outcomes of lodging employees. On the contrary, given that human emotions influenced their motivations various factors may have impacted the participants’ responses during the face to face interviews or during the time that they completed the surveys. Thus, by using both qualitative and quantitative methods, this approach provided the best opportunities for generating new and creative ideas and for identifying the factors that influenced workers commitment to their jobs and their careers.

Due to the changing workforce environments, time played a crucial role in the types of goals that were prioritized, both for the organization, as well as for employees. SST suggested that employees who perceived time as open-ended demanded training and organizational support from the organization to enhance their knowledge. Whereas, those employees who prioritized goals based upon emotional rewards required the flexibility of the organization to do the things that were important to them. Organ and Ryan (1995) have suggested that employee’s thoughts, cognition and feelings influenced their work behaviors.

Therefore workers thoughts about themselves, such as their ambition influenced their behaviors. Howard and Bray (1990) suggested that an individual's ambition, as well as work centrality were predictors of objective career success (Jaskolka et al. 1985). This idea was supported by other scholars (Judge et al.,1995; Aryee et al, 1994) who posited that ambition and work centrality were important to subjective career success and that these variables acted as a form of reference for evaluating career success outcomes. In the present research, work centrality was found to have a statistical significant relationship to subjective career success. This suggested that employees were seeking jobs that were interesting; where they can be creative, learn new things, and new skills.

This research examined the antecedent of objective and subjective career success and introduced the idea that both objective and subjective career success produced overall career success, and if career success needs were not met, this resulted in consequences for the organization. In light of the Socioemotional Selectivity Theory that posited that the greatest motivation was time, and, when time was perceived as limited, people were more selective in their social networks and the goals that were prioritized. (Carstensen et al.,1997).

The researcher acknowledges that future work would be to conduct a longitudinal study about career success to evaluate time in relation to the SST. In addition, more research is needed in the areas of career satisfaction. As with the Judge et al. (1995) study, prudent interpretation of these results were necessary because the researcher had only begun to examine the relationship of the variables of career success and realized that there were some related predictors of career success that may not have been sufficiently explored.

The discussions about generational cohorts included future discussions about Generation Z, born after 1990. According to Geck (2015), Generation Z was born into a digital world at the onset of the World

Wide Web, which was introduced by Tim Berners-Lee in 1991. They are adept at multi-tasking and utilize resources and internet tools such as graphical web browsers; laptops; cell phones; instant messenger services; broadband; wireless and video games to communicate and collaborate in real-time; regardless of physical location. They are able to access information instantaneously and with ease. They are connected to the Internet and socialize with internet friends and others. Therefore, privacy concerns and internet security remained an issue for practitioners.

The traditional format for communicating within the hospitality business environment will be a difficult transition for this generation. New innovative approaches will be required to train and develop this new workforce (Davidson, McPhail, & Barry, 2011).

#### **5.4. Managerial Implications & Recommendations**

This research was conducted to better understand hospitality employee's career success perceptions, attitudes and the motivation that affected their career success goals. Prior studies have shown that hospitality managers placed more importance on intrinsic attributes for overall success (Kay & Moncarz, 2004). Research has shown that workers who perceived their careers and their jobs as successful were intrinsically motivated and likely to be more committed to remain with the organization. In addition, these findings suggest that external, and well as, internal factors were important for entry-level and line supervisors career success. The following are recommendations for practitioners:

- a) **Vision and Value Statements:** Organizations should provide explicit guiding principles of clear policies of employee commitment and value to their organizations.
- b) **Professional Development Opportunities:** Training and skill development were essential to meeting the objective and subjective career success needs of workers. Workers were also seeking flexible schedules and opportunities where they were recognized by the

organization. Their organizational citizenship behavior would be enhanced and they would be more committed and willing to put up with minor inconveniences and tolerate less than ideal situations for the success of the organization. Such behaviors would be important to lodging establishments given the long working hours, irregular schedules, and inflexible shifts (Poulston, 2008; Karatepe, 2011).

- c) **Motivated Workforce:** Offer competitive wages and organizational support systems for learning new skills and connecting with employees because younger employees (Generation X and Generation Y), according to the Socioemotional Selectivity Theory, become motivated when they acquire knowledge and learn new things. The researcher found that older workers (over 50's) were seeking more flexible schedules that allowed them to do the things that were emotionally important to them. Practitioners should examine more creative ways, such as "job sharing" that might provide this flexibility. By identifying these needs and incorporating solutions into strategic plans, can ultimately improve their workers performance and that of the organization. To create a win-win scenario, practitioners should create work environments that workers perceive as great places to work, provide opportunities for workers to enhance their competencies, and to socialize with fellow employees. In addition, individual perceptions about the network resources that are available will be associated with their organizational commitment and to their career success (Ibarra, 1993). Resulting in workers being more successful in their jobs, as well as in their careers. Consequently, customers and the hotels would benefit.
- d) **Goals Setting:** Goals were the most powerful cognitive determinant of past behaviors (Locke, 1968) and goals have been found to be an effective motivator that ultimately influenced behaviors. It is important for managers to articulate organizational goals, identify personal goals of employees and ensure that they create an environment for

building trust, nurturing supervisory supportiveness; developing group interactions, and providing rewards and incentives programs.

The findings from the individual face-to-face interviews suggested that even though the hospitality industry may not be their career of choice, workers could be motivated to remain in the industry if the internal and external work environments were meeting their needs. Baby Boomers who have retired and were seeking to work in the industry would be more satisfied if they have opportunities to form meaningful relationships. As such, practitioners could allow them to mentor younger workers. Career success was not only about the money, as quoted by an interviewee, “success is not about the money, but I enjoy doing these things.” Workers in the industry today are concerned about their quality of life issues, and sometimes this was not viewed in the same way by senior industry leaders. In order to contribute to workers positive feelings about their career success it may be necessary to carefully screen and select employees so that both the employee and the organization will be successful.

This study is important because it provided information that focused on the hospitality employee’s journey to being successful in their jobs and careers. Scholars have argued that workers are products of their political, historical and social environments. Consequently, workers today view their work lives in relation to these influences and measured their career success based upon their perceptions about their personal career achievements and future goals (Aryee et al., 1994; Judge, et al., 1995; Melamed, 1996; Nabi, 1999). Training was important to career success outcomes, as well as opportunities for promotion. Many employees relish the idea of change, some workers who have been in the industry for a long time however, may find this challenging if such changes impacted the things that were meaningful to them. Operators should therefore allow open dialogue with employees to get and give advice about what is going on in the work environment and to provide opportunities for allowing workers to find goal congruence between their goals and that of the organization.

## 5.5 Assumptions & Limitations

This study had several assumptions and limitations. First, the researcher assumed that the respondents answered all the questions truthfully and to the best of their knowledge on the survey. The researcher also assumed that each construct was measurable and the instrument developed based on prior studies was adequate to assess each construct. Second, a limitation for the study was that the researcher relied on personal connections via professional and personal database, such as LinkedIn account. The use of LinkedIn as a research data source in its infancy and a limitation of using this web-based data collection site did not allow the researcher to interact with the respondents during the survey and to oversee the data being collected. Another limitation is that owners/general managers/human resources managers were required to forward the link to the survey, as well as, provide access to employees during the qualitative process. This might have caused a bias during the selection process of employees for the research. Additionally, due to the small response rate and the sample size of 115, the researcher was not able to conduct a more robust data analysis, such as structural equation modeling that might have reduced the sampling error, highlight interaction effects, and provided more direct and indirect effects. Since the correlational analysis was used, the researcher cannot infer causality when examining the relationship between objective career success to subject career success.

Another limitation was that since chronological age was not the best predictor of success, but time was. The researcher should have assessed time longitudinally. The research also depended on employees' perceptions to appraise their objective and subjective career success. Additionally, the interviews were conducted in only three hotels in the Southeast, U.S. and therefore, may not be reflective of everyone in the population. Even though the survey was distributed to hoteliers throughout the U.S, the samplings were based upon HR providing access to employees. In addition, workers completed the surveys while at work and therefore the researcher had to limit the length of the survey to 10-15 minutes.

Such limitations on the survey length did not allow the researcher to explore other attributes, such as mentoring and personality. Although, according to Dreher and Ash (1990), they found little biasing effects from excluding mentoring. Future studies should examine motivational constructs in relation to personality (the Big Five) of hospitality workers. Additionally, longitudinal studies should be conducted to examine the Socioemotional Selectivity Theory in relation to various cultures. Especially, since time may be perceived differently by various cultures. Future studies should also examine the influence of social media, such as Twitter, Facebook etc., and word-of-mouth intentions to career success outcomes. Finally, future study should examine all the constructs together using structural equations modeling technique to simultaneously assess the overall good fit of the variables in the module. To predict the variables that are important to career success outcomes.

## **5.6 Conclusions**

Hospitality workers defined their success in various ways. However, the attitudes they form about their careers were attributed to their first job experience in the industry. Therefore, it was important for individuals to define what success meant to them in order for them to be successful. People wanted to measure success by how the organization recognized their value to the organization. Additionally, HR managers should examine potential workers motivations for entering the industry and the expectations they may have about the job because low expectations can mar their attitudes and affect their satisfaction with their careers.

The data suggested that to enhance worker's careers, they have to remain engaged in their work environments through training and other professional development opportunities. This will ultimately result in positive views about their success, satisfaction with their jobs and careers, and perhaps longevity in the industry. The hospitality industry is global with employees moving and working in several positions and

locations throughout their careers. This can provide a rich knowledge base from which leaders can tap for innovative and creative solutions to workplace challenges. However, there may be challenges with working in the industry. With the ease of entry into the industry, sometimes workers have various expectations, and some with low expectations, which contributed to the perception of an industry with an image problem. Consequently, the hospitality industry may fail to attract the best employees. The reality about the industry is that things have changed. Many people in the industry are really not satisfied with their careers and are looking for opportunities to continue their careers in the industry through professional development programs.

Worker's attitudes towards the industry today have changed. Line associates are looking for opportunities to grow and be recognized for their efforts. Whereas, supervisors are required to achieve performance and production goals, and must ensure that new workers are given the basic competencies and skills that are required. The data analysis suggested that when employees' needs were not met by the company, there was a decrease in their subjective career success and an increase in turnover intentions. Turnover intentions will also increase when there are multiple conflicting priorities within the organization, hierarchal centralized decision-making processes, which prevented guest needs from being met, and outdated policies and procedures that prevented employees from using their creativity to resolve problems. Participants who worked at large brand named companies who provided training for their employees and valued these programs, which were important for orientating them into the property, teaching supervisors management and leadership skills, as well as assisting them to train their employees were more likely to experience positive career success outcomes.

Practitioners should create forums for experienced workers to communicate with new recruits so that their values to the organization will be enhanced, and, new employees will become more self-motivated and be willing to work with others to be successful.



New employees should take time to celebrate their successes and define success for themselves, both personally and professionally. They should seek opportunities to enhance their education, and develop mentorships relationships. However, they need to understand their hotel's expectations while acknowledging their personal attributes.

Unfortunately, the industry has a poor image problem that precipitated workers feelings and thoughts about success and it has not done enough to articulate the positive career paths that are available. Consequently, the industry should communicate that it is willing to provide workers opportunities for job and career success.

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## Appendices

Appendix 1: Coding Guide

Appendix 2: Survey Questionnaire

**APPENDIX A: CODING GUIDE**

**Antecedents and Consequences of Lodging Employees' Career Success: An Application of Motivational Theories**

Jennifer Calhoun

June 1, 2015

The purpose of the information in this guide is to describe the codes used in the research. These codes will be used to explain the emergent themes derived from what hospitality workers deem as important for them to achieve success in their careers. The researcher collected data via individual face-to-face semi- structured interviews. The researcher used a framework analysis approach of four stages (Bryman, Alan, 1980) to sift and sort the data and code it for analysis.

Interview Transcripts	Description	Themes	Final Codes
<p>H1: P4: <i>"I wasn't sure, ha-ha; I had no hospitality experience what so ever; and I was looking for a unique experience and I knew that I would get to see different faces. Now, after 3 years into it, I get to develop relationships as well as, you know just seeing. We have pro guys standing there, like Charles Barkley, Frank Thomas, and Auburn faces too. And it's not just seeing them, you actually get to talk to them a little bit and get to know them. So, It's really, um, it's probably exceeds what you expected, it's not just a job."</i></p> <p>H2: P1: <i>"Well, my current position is much more better, more greater than my first job; I would define my success– professionally, pause...I'm much more comfortable;"</i></p> <p>H2: P2: <i>"Well, it's good, it's a job; but, you got to clean things. You got to make sure bathrooms, lamps, headboards, stuff like that are clean. You know, it's a job and that is how I meet people, I greet them and stuff like that. It's real nice. I like it."</i></p> <p>H3: P1: <i>"Ahm I was excited, it was new, it was different and I had never been on the phone taking reservations, ever, in my life; it was a challenge, ah...but it was fun!"</i></p>	<p>Respondents' views about what success means to them in reference to their first job experiences and management support (or lack of).</p>	<p>Changes in the industry Conferring with managers Definition of success Differences in attitude about the industry Feelings about success Feelings about first job Feelings in current job compared to first job First job in service industry</p>	<p>Attitudes from the first job</p>
<p>H1:P1: <i>"Well, success for myself, is if I set a goal and I achieve that goal, then I'm ok with it. But if I don't achieve it then I can figure out another way to achieve it. So, is like I want to be very successful but I have to help build it you know. That's a difficult question because you don't really think about it. "Personally, my fiancé, he is over the top. He tries to motivate me to try to achieve everything I ever wanted to do. So do my mom and my grandma. Without them I would not be the person I am today. They raised a strong woman. Even if my father wasn't in the picture, that is ok with me. I do not dwell on it." H1: P1: "My mom, she encourages me a lot. They push me; because sometimes I tell myself I am</i></p>	<p>Describes participants expressed feelings about their personal achievements, their jobs successes, and their career success.</p>	<p>[Environment] [Feeling about success] [Feelings about first job] [Feelings in current job compared to first job] [Goal Setting];</p>	<p>Defining success for one's self – personal &amp; professional</p>

<p>good, so she push me to do better. Basically, they push me, sometimes I don't even know where I'm going (laughter). They can get me out of my comfort zone, because I can be in my comfort zone and I an OK with that; but they push and motivate me in a good way. They push me and encourage me to where I don't even know where I'm going. I have to learn this or that, but it's in a good way. They encourage me to be not only being a room attendant, but something else.”</p> <p>H3:P2: “Wow, I don't know if I can competently give a definition of success. Personally, I want to at the end of the day ahm... know that I tried, I cannot stand conflict whatsoever. (Laughter). I rarely turn my TV on when I get home. Because I've learn personally about myself over time that I, are you familiar with Myers Briggs? I am an “INSP,” it took me a long time to realize that, ahm.. I love people it took me a long time to find out, from when I was in 8<sup>th</sup> grade that people always tell me to do what makes me happy. But making other people happy makes me happy. But, it is very easy for me to be drained at the end of the day. So I learned personally, and I guess for success, which is every day is ongoing, I don't think I will ever reach something and say, Ok, now I am successful! (Laughter). Ahm... but I know that I am highly sensitive to external stimuli. So I have to be hospitable, I have learned over time to recharge and take care of myself at the end of the day. So, at the end of the day, personally, if there are conflicts or any types, even if it is not anything to do with... any issues, condo or a unit; I have to deal with it and that would stress me out. So taking care of everything that is success at the end of the day and gear up to restart, at the end of the day.”</p>			
<p>H2:P4: “My first job was a restaurant in &lt;East Alabama&gt;; I was excited. It was something new and I was getting to meet new people and of course the money. That was always a big plus. Now, I guess, I was not as bright eyed as I used to be. Um, but the same motivation, money and moving on up at each step, as I can. So, to further to get more experience is my motivation now. I didn't really know much about the industry then. I kind of have a good feel for it now, about what people expect in hospitality. Part of it what they need, what the higher level of expectations as a customer would be where if</p>	<p>Described what participants have observed or viewed about the changes in the industry and how this has affected their views about what success means to them in their careers. Additionally, the code compared their feelings about their current position in relation to their first service job.</p>	<p>Changes in the industry Conferring with managers Definition of success Differences in attitude about the industry Feelings about success Feelings about first job Feelings in current job compared to first job</p>	<p>Attitudes towards the industry today</p>



<p><i>you're a member. The customer is always right. You have to perceive it that way."</i></p> <p><i>H1:P4: "Here at this hotel, we have at least one meeting a week with , &lt;Executive Manager&gt;, and we see our numbers as far as our guest satisfaction and all that throughout the entire hotel, and then we also see how we are financially and obviously you want the hotel to succeed so that I can keep getting paid (laughter), ah, just having the guests that are happy, Because if the guests aren't happy, then, not only am I not happy, but my managers and my owners aren't happy. And you're not going to be successful unless you have a good product. They have kind of paved roads for what a lot of hotels have done elsewhere and will probably will continue to do for years to come and so the product that they have here to be, you know, with &lt;Hotel B&gt; being just down the road, and , &lt;Executive Manager&gt;, speaks of them because they are our biggest competition, we're so far above what they're doing here in &lt;City X&gt;. I think that automatically says what kind of product we have, when we're so successful in a small little college town here in &lt;City X&gt;."</i></p>		<p>First job in service industry</p>	
<p><i>. H1:P3: "Yes, that was back in 2010 and it was a Chinese restaurant, I don't know how long you have been here, but it was downtown, a place called &lt;Restaurant X&gt; and that was my first restaurant job and it was a horrible experience. The owners, I don't think they were qualified to run a restaurant and to expand the restaurant, because he ended up going bankrupt; but I was gone before that happened. I just had a bad experience. They did not have a formal training program; they just kind of took me on and had me learn things as I went."</i></p>			

Appendix A: Coding Guide  
Jennifer Calhoun

Interview Transcripts	Description	Themes	Final Codes
<p>H1:P2 <i>"Of course, possibly since from the time I was 18 yes, ah..., I do think so, I didn't think that I was quite as important as I believe as we are now, with the guest, the guest, we are the first person basically and the people that they actually do the things they are asking for. So I feel more responsible and it gives me a sense of satisfaction than it did at one point. Actually, coming upon retirement has actually done that for me. Because I just realized how much I really enjoy my job, I mean for so many years I cursed it out. I just enjoy it more, of course, the more I get along with everybody and they get along with m. I enjoy the "socialness." I love seeing my friends, my guests throughout the years. I've had guests that I've had here and even places that I've worked before that come to me and request me, and it's fun to have that kind of friendship and it's even demanding I might say, I like it."</i></p> <p>H1:P2 <i>I felt more mature, and of course I felt like an adult, finally. At 18, and Ah, proud, and ah, I was socializing more, which was good for me, because I was a very kept in child (laughter). This was an escape for me.</i></p> <p>H3:P1 <i>"Yes, 2 years! Ahm... I was excited, it was new, it was different and I had never been on the phone taking reservations, ever, in my life; it was a challenge, ah...but it was fun! It was fun dealing with people, which was, I always have done in the past, but it was a more supervisory, role, because I actually managed 110 employees and 4 supervisors in my previous jobs. So, it was different, it was smaller, but it was fun! Later, I actually ask to get out of management and to go into a/c payable and a/c receivable. Ahm... hospitality can be stressful and my goal to move here was to enjoy my grandsons and I was kind of restricted to not take summer vacations, and my grandsons are to me was more important to me at this point in my age than my career."</i></p> <p>H1:P2 <i>"Here, I have worked; I believe I started in 93. So I am going on 22 years end of March. (Pause...) Long time! Well, like I said before, pretty much now, that I'm able to leave, I have more</i></p>	<p>Described situations when someone mentioned their age in relation to an activity or task.</p>	<p>Definition of success Expectations Feeling about success Generational differences in approach to career success Goal Setting</p>	<p>Generational Differences</p>

<p>satisfaction now that I know I don't want to leave."</p>			
<p>H1: P4 <i>"I wasn't sure, ha-ha; I had no hospitality experience what so ever. And I was looking for a unique experience and I knew that I would get to see different faces. Now, after 3 years into it, I get to develop relationships as well as, you know just seeing. We have pro guys standing there, like Charles Barkley, Frank Thomas, and Auburn faces too. And it's not just seeing them; you actually get to talk to them a little bit and get to know them. So, It's really, um, it's probably exceeds what you expected, it's not just a job. Actually, I'm really into sports management. I just kind of stayed in hospitality, um hoping one day I can move on towards the sports management stuff. I want to work in baseball operations or coach at the college level. It's a very, very specific field and for that reason you have to wait for the right opportunities obviously. Ultimately, my grandfather, and my mom and dad always said if you have goal, write them down. Ultimately, I would like to be vice president of operations for the Atlanta Braves. I think if you at least get close to what you ultimately want to do, then you're doing fine."</i></p>	<p>Described an employee's attitudes and behavior in relation to how much effort they are willing to exert on behalf of the organization. Porter et al. (1974) described this as "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership."</p>	<p>Definition of success Environment Expectations Feeling about success Leadership Life event] Main career goal Measurement of success Motivations for getting into the industry Organizational sponsorship Outcomes of success</p>	<p>Organizational Commitment</p>
<p>H2:P2 <i>"Moving up is important and I am aiming for getting a higher position and just moving up as far as I can go. But my next project is after I finish my housekeeping degree I thought about going into hospitality management and I will give it a month and take the Hospitality plus business management degree."</i></p>	<p>Job Satisfaction described how people feel about their jobs and the different aspects of their jobs. Therefore it was a subjective evaluation of their work</p>	<p>Definition of success Personal Care Personal success Promotion Prompted entry into the industry Support System</p>	<p>Job Satisfaction</p>

<p>. H2:P2: <i>That's why I am so concerned about this job because I'm trying to get somewhere. Because since I am down here in school this is the place to do it; because I have been down here all these years and I can get my diploma. That's why I keep saying things, I am happy to be here and stuff like that. Back in the summer, they were training me to be a manager down here. They already told me that when I finish school, they're going</i></p> <p>H1:P5: <i>"Personally, just you know, I feel like because I'm able to wake up every day and really be pleased with what I do and that I am doing something right and I feel successful in that matter. Ahm... professionally, and after being a college athlete, I expected a lot of competition, and I want to be the best and it's nice to work for a company that has done so well."</i></p> <p>H3:P3: <i>"Wow, well success is, well .I've had success as a man. I like to keep family and friends around; I left a lot of friends in New Orleans. Just having my own place and not having to rely on anybody to make it through. I'm comfortable and I could have retired but I don't want to retire because I don't know what to do. Working keeps me going and keeps me happy."</i></p> <p><i>g to put me as a housekeeping director and let me have my own villa, so that's why I feel so good and I concentrate more on my job than anything. "</i></p>	<p>This included an understanding of what motivates each individual, mainly because as individuals, we have different motivations about our career choices.</p>	<p>Conferring with manager Definition of success Environment Expectations Feeling about success Feelings about first job Generational differences Reason for remaining in the industry Showing emotions</p>	<p>Motivation</p>
<p>H2:P1: <i>"I just wanted for everybody to treat me nice and I treat them nice."</i></p> <p>H2:P2 <i>" Well I was kind of scared and nervous because it was the first time out there and stuff like that; As long as I got to know people, talked to them and stuff like that I fit right in.</i></p> <p>H1:P3 <i>"Just being there. I guess that is vague, just being there communicating with me and asking me how I am; um I guess, a shoulder to cry on, or someone who listens, and it doesn't have to be, it can be about anything, like if I failed, or burnt dinner or something, or I had a bad day at work or had a fight with my husband, just being there to listen and offer advice and that sort of support."</i></p>	<p>Defined as factors about a person that makes them unique, example: cognitive abilities, personality factors, proactivity, agreeableness, and openness, as well as locus of control.</p>	<p>Custodian Definition of success Expectations Factory Goal Setting Going back to school Healthcare Individual Differences Life event Live life Personal needs Reason for remaining in the industry Support System</p>	<p>Individual Differences</p>

<p><i>H3:P2 Well, (Laughter) I don't know if I am totally satisfied, but one thing that happened this summer, actually this past summer, it was recent, ah,. really, just like encouraged me greatly, ahm.. I was in the back of our office and I answered the phone and it was a lady enquiring about ahm, units down here to stay. Ahm.. I was trying to describe the different types of availability. It was going to be her, her husband and her son. Well, she was definitely not asking anything out of the ordinary, but she spoke up like mid conversation, and she was like, I just want to apologize for asking all these questions, and she was, like, we lost my oldest son. She did not say how, but the last family trip was to Pensacola, but they are from Arkansas and so, that just touched me and so, we found that she ended up booking and everything. But her son, he hadn't been, they were doing it for him, because he needed a vacation, but they were not ready. And so ahm... it was east, no, it was summer, I guess, I just made a basket, but, ahm...I did not think anything of it. I just wanted it to be special for the little boy. I went and bought some random gifts for the pool, and like beach related things, and she just broke down crying and I was crying too. I ended up spending some time with them and I still talk to them and she, we've connected greatly and I speak the them all the time and they brought me this pretty necklace that has a heart and her little boy and that was definitely a life changing moment for me. Because I did it just because I knew that he missed his brother and I just got him a couple things.</i></p> <p><i>H3:P2 "The boy that passed away was 17, but their other son he just had a birthday in October, and turned 10 I believe. I can honestly say because I give my time, and shared my emotions, I felt very satisfied, engaged, and I felt like it was ahm.. wasn't me, I felt like it was just a connection because likewise did a lot for me. Just to be able to say, that feeling they gave me, was incredible too. So it was almost like it was not arranged so much by us, that connection. And hearts, whenever they see a heart, ahm... they think of their soon and it's a sign that when they got here and checked in that night they are staying in the buildings that are under reconstruction on the outside and the pool in front of there the little boy ran to check out the pool and part of the concrete at the bottom of the pool there was a shape of heart and I saw the photo of that and every time I see hearts now, I snap a picture and send it to them. It's just really cool. So, they have given me so much, they touched me I a very incredible way. I can't really define. But, I would say I was satisfied."</i></p>	<p>Described as the quality of work relationships and emotional support that individuals derive from their careers in general and includes their personal attributes and how they experience life through their emotions.</p>	<p>Definitions of success  Expectations  Feeling about success  Life event  Motivations for getting into the industry  Personal Attributes  Personal needs  Prompted entry into to industry  Showing Emotions  Support System  Time and changes in social goals  Time spent at work  Total Satisfaction in one career</p>	<p>Socioemotional indicators</p>
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<p>H2:P1: "I don't know how to put this. I guess its achieving things that I want to do"</p> <p>H2:P2: " I was excited about that too. But I didn't know anything about it. Everyone was asking me if I was coming to the Christmas party. At first I told them no, but I know something was going on because people kept asking me if you are coming to the Christmas party. (laughter) My sister went with me, and the next thing I knew they called my name and I said O, my God! And the manager said I would like to present this plaque to you as employee of the year. I said O, my God! This happened the first year I came down here. You see the first thing I did not know how to do was to pace myself and try get everything done before I leave. That was the first thing I learned all by myself. You had to turn the light on, then you have to go back in the foyer and the bar to sweep it and then I did my bathrooms. So it did not take me long to learn how to pace myself instead of working all day long without taking a break and I learned that. I got everything done and I was not tired or anything. At 2 o'clock, I would go back and check to make sure everything was in order and I would empty the trash in the office. .So, they would say, you are emptying the trash in the office again? Yes, I would go behind myself you have any trash, because if you leave trash sometimes in the mornings it has a bad odor. So, she said, you are the first one ever to empty the trash can in the office before you go home. So, I try to pace myself to get things done."</p>	<p>Performance was described as the extent to which employees perceive that their contributions to the organization are valued by the organization through the types of recognitions and rewards they receive in return for their efforts.</p>	<p>Definition of success  Differences in attitude about the industry  Environment  Expectations  Feeling about success  Generational differences in approach to career success  Goal Setting  Leadership  Life event  Main career goal  Measurement of success  Motivations for getting into the industry</p>	<p>Performance</p>
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## Appendix B Survey Questionnaire



COLLEGE OF HUMAN SCIENCES  
Department of Nutrition, Dietetics, and Hospitality Management  
328 Spidle Hall  
Auburn, AL 36849-5605  
**INFORMATION LETTER**

The Auburn University Institutional Review Board has approved this document for use from March 12, 2015 to March 11, 2018. Protocol #15-103 EX 1503

### **Title: Antecedents and Consequences of Lodging Employees' Career Success: An Application of Motivational Theories**

Dear Lodging Employee:

I am a doctoral student conducting research in the area of lodging employees' career success. You were contacted because as an employee in the industry your career success is critical to the success of your organization. You often have personal and professional career goals that are unexpressed and are important to ensuring your commitment to the organization and positive employee-guest interactions.

The goal of this study is to determine the attributes that contribute to an employee's overall career success goals, how and why these goals are selected and prioritized, the consequences that are expected when these goals are achieved or not achieved, and the underlying motivations that precedes the selection and prioritizing of career success goals.

The findings of this study will provide insight about what specifically constitutes career success for lodging employees and could have implications for reducing high turnover levels while improving organizational performance. If you agree to participate in this study, please be aware that there will be no gifts (financial or otherwise) or payments to you as a participant. Thank you for your time and knowledge in this important area of research.

**Your participation is voluntary** and your responses will remain **completely anonymous**. Your individual answers will be used for research purposes only and will be kept **strictly confidential** by the researcher. **Under no circumstances** will your individual responses be reported to anyone inside or outside your organization. Your responses will remain **confidential at all times** and you can withdraw from the study at any time.

It will take 10 to 15 minutes to complete this online survey. Upon completion of the questionnaire, please click the submit button to send the questionnaire to the distributor. If you have any questions or concerns please discuss your concerns with the distributor of this survey questionnaire; I along with Dr. Alecia Douglas, should be able to answer any of your questions. We would prefer to talk with you about your concerns rather than miss the opportunity to collect your contributions. Your responses are important to us. Contact information: [Jrc0045@auburn.edu](mailto:Jrc0045@auburn.edu); Ph. 334:844-4273 and [acdouglas@auburn.edu](mailto:acdouglas@auburn.edu); Ph. 334-844-1434.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at [hsubjec@auburn.edu](mailto:hsubjec@auburn.edu) or [IRBChair@auburn.edu](mailto:IRBChair@auburn.edu)

### **Giving of Consent**

I have been given the opportunity to ask questions about this study. I have read this consent form and I understand what is being requested of me as a participant in this study. I certify that I am at least 19 years of age. By clicking on the link below and completing and submitting this anonymous survey, I am consenting to participate in this research.

<link>

Thank you for your help. Please contact us at 334-844-3264 (US) if you have questions regarding this study.  
Sincerely,

Primary investigator  
Jennifer Calhoun, MBA, CHE  
Doctoral Candidate  
Jrc0045@auburn.edu

Alecia C. Douglas Ph.D., CHE  
Associate Professor  
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## Survey of Hotel Employees' Opinions

This is a survey about your industry career success. The following statements are about the cumulative educational, personal, and professional experiences that you have experienced. Please answer each question as best as you can. All answers will be kept strictly confidential and will be used by the researchers only for statistical purposes.

**1 1:** What is your current employment status?

- a. Standard work (full-time)
- b. Nonstandard work (part-time, internship, contract workers, contingent workers, etc.)

**1 2:** What is your highest educational level? <drop down>

- a. High school or GED
- b. Bachelor's degree
- h. Other ?
- i. Some college
- j. Master Degree
- k. Associate degree
- l. Doctoral degree (PhD, EdD, etc)

**1 3:** How long have you worked at this hotel? \_\_\_\_\_(Years)\_\_\_\_\_ (months)

**1 4:** Please write down your job title. \_\_\_\_\_

**1 5:** What is your work department?

- a. Rooms Division (front desk, reservation, housekeeping, concierge, bell, valet, security, etc.)
- b. Food & Beverage Division
- c. Administrative Department (HR, Sales, Marketing, Finance, General affairs, etc.)
- d. Others \_\_\_\_\_

**1 6** Do you have any professional certifications? Yes\_\_\_\_ No\_\_\_\_

If yes, how many? \_\_\_\_\_

**1 7:** What is your approximate monthly income before tax?

- ① Less than \$ 1,001
- ② \$ 1,001- \$ 2,000
- ③ \$ 2,001- \$ 3,000
- ④ \$ 3,001- \$ 4,000
- ⑤ \$ 4,001- \$ 5,000
- ⑥ \$ 5,001- \$ 6,001
- ⑦ Over \$ 6,001

**1 8** International Experience: Have you ever worked outside the US? Yes\_\_\_\_ No\_\_\_\_

If yes, which country (ies)? \_\_\_\_\_

2.1 The following statements are about the level of effort that you exert to achieve personal goals. Please indicate the extent to which each of the following are **important for you to do well in your job and your career** in achieving your personal goals.

*[i.e. 1—Not important, 2—Somewhat Important, 3—Moderately Important 4—Important, and 5— Very important]*

	Not Important	Somewhat Important	Moderately Important	Important	Very Important
a. To feel a sense of personal satisfaction when I do this job well	1	2	3	4	5
b. To take pride in doing my job as well as I can	1	2	3	4	5
c. To look back on the day's work with a sense of a job well done	1	2	3	4	5
d. To think of ways of doing my job effectively	1	2	3	4	5
e. To have a positive opinion of myself when I am doing my job well	1	2	3	4	5
f. To be happy when my work is up to my usual standard	1	2	3	4	5
g. Having supportive coworkers	1	2	3	4	5
h. Working as part of a team	1	2	3	4	5
i. Helping others at work	1	2	3	4	5
j. Working for a company that puts people first	1	2	3	4	5
k. Working and socializing with friendly and congenial associates	1	2	3	4	5
l. Learning from others at work	1	2	3	4	5

**2 2:** The following statements are about **your career advancement, financial success and the importance of work in your life**. Please indicate the extent to which each of the following is important to you in achieving your professional goals.

[i.e. 1—Not important, 2—Somewhat Important, 3—Moderately Important 4—Important, and 5— Very important)

	Not Important	Somewhat Important	Moderately Important	Important	Very Important
a. Earning a high salary	1	2	3	4	5
b. Having a job that has high prestige and social status	1	2	3	4	5
c. Being in a leadership or supervisory role.	1	2	3	4	5
d. Being highly regarded in my field	1	2	3	4	5
e. Getting promoted faster than my peers	1	2	3	4	5
f. Rapidly advancing to higher organizational levels	1	2	3	4	5
g. A job which is interesting to do	1	2	3	4	5
h. A job which uses my skills and abilities — lets you do things you can do best	1	2	3	4	5
i. A job where I can see the results of what I do	1	2	3	4	5
j. A job where the skills I learn will not go out of date	1	2	3	4	5
k. A job where I can learn new things and learn new skills	1	2	3	4	5
l. A job where I have the chance to be creative	1	2	3	4	5
m. A. job where the chances for advancement and promotion are good	1	2	3	4	5
n. A job which provides me with a chance to earn a good deal of money	1	2	3	4	5
o. A job that most people look up to and respect	1	2	3	4	5

The following statements are about the days and numbers of hours worked per week.

**2 3: Number of Hours/ Days/Nights Worked**

- a. In the past week how many **hours** did you work? \_\_\_\_\_
- b. In the past week how many **days** on average did you work? \_\_\_\_\_
- c. In the past week how many **nights** on average did you work? \_\_\_\_\_

**2 4: Hours of Work Desired**

- a. In the past week how many **hours would you have desired to work?** \_\_\_\_\_

2.5 The following statements are about the extent to which you are likely to be **transferred, stay, or to leave your current organization**. Please indicate the extent to which each of the following is likely or unlikely to you.

[1— Not at all Likely, 2 — Slightly Likely, 3 — Moderately Likely, 4—Very Likely, 5—Completely likely]

	Not at all Likely	Slightly Likely	Moderately Likely	Very Likely	Completely likely
a. I seriously intend to seek a transfer to another job in the future	1	2	3	4	5
b. My non-work interactions with fellow employees will influence my personal growth, values and attitudes	1	2	3	4	5
c. My non-work interactions with management will influence my career goals and aspirations	1	2	3	4	5
d. The steps in the career ladder are clearly specified in this organization and will influence my future career decisions	1	2	3	4	5
e. I often think of leaving the organization	1	2	3	4	5
f. It is very possible that I will look for a new job next year	1	2	3	4	5
g. If I may choose again, I will choose to work for the current organization	1	2	3	4	5
h. I intend to remain with my current employer	1	2	3	4	5
i. If I had my way, I would be working for this employer three years from now	1	2	3	4	5

3. Below are pairs of adjectives, select a number closer to the one that **best describes you** at this time. Please select **Only One for Each Item.**

a.	Active	1	2	3	4	5	6	Inactive
b.	Incompetent	1	2	3	4	5	6	Competent
c.	Successful	1	2	3	4	5	6	Unsuccessful
d.	Strong	1	2	3	4	5	6	Weak
e.	Cold	1	2	3	4	5	6	Warm
f.	Interested in self	1	2	3	4	5	6	Interested in others
g.	Open	1	2	3	4	5	6	Closed
h.	Solitary	1	2	3	4	5	6	Social
i.	Unhappy	1	2	3	4	5	6	Happy
j.	Conventional	1	2	3	4	5	6	Unconventional
k.	Dreamer	1	2	3	4	5	6	Practical
l.	Impulsive	1	2	3	4	5	6	Deliberate

4. The following statements are about how the **organization provides assistance** to employees to facilitate their organizational success. Please indicate the extent to which you agree or disagree with each statement.

[1—Strongly Disagree, 2— Disagree, 3 — Neither Agree nor Disagree, 4 —Agree, 5— Strongly Agree]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. My supervisor always supports and encourages me on the job	1	2	3	4	5
b. My supervisor provides most of the necessary help and resources to enable people to do a good job	1	2	3	4	5
c. My supervisor is really keen to see that people are happy on the job	1	2	3	4	5
d. My supervisor provides good access to additional resources when people need them	1	2	3	4	5
e. My supervisor provides good access to various technologies when people need them	1	2	3	4	5
f. My supervisor is aware of the benefits that can be achieved through on the job training	1	2	3	4	5

**Please tell us about your organization**

- h.* What is the total number of employees working at the hotel? \_\_\_\_\_
- i.* What is your hotel brand? \_\_\_\_\_
- j.* Select from the list the type of Organization <chain, independently owned, other, etc.>
- k.* Select from the list the industry sector that you currently work < Lodging, Foodservice, Conventions, other>
- l.* Select from the list where you are located eg. AL,FL, etc.

5. The following statements are about **perceived compensation, incentives and promotions**. Please indicate the extent to which you agree or disagree with each statement.

[1—Strongly Disagree, 2— Disagree, 3 — Neither Agree nor Disagree, 4 —Agree, 5— Strongly Agree]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. I am satisfied with the progress I have made toward meeting my goals for income	1	2	3	4	5
b. I am satisfied with the progress I have made toward meeting my goals for advancement	1	2	3	4	5
c. My organization provides reasonable compensation	1	2	3	4	5
d. My organization provides incentive programs	1	2	3	4	5
e. My organization provides recognition programs	1	2	3	4	5
f. The creativity I exhibit on the job (that is, the extent to which I come up with new and useful ideas) has a major impact on pay raises and promotions	1	2	3	4	5
g. Training opportunities are provided to aid employee development and promotions	1	2	3	4	5
h. My coworkers would recommend to my superiors that I should receive a promotion	1	2	3	4	5

6. The following statements are about your job and career satisfaction. Please indicate the extent to which **you are satisfied** with each statement.

[1—Very Dissatisfied, 2— Somewhat Satisfied, 3 — Both Satisfied and Dissatisfied, 4 —Satisfied, 5— Very Satisfied]

	Very Dissatisfied	Somewhat Satisfied	Both Satisfied and Dissatisfied	Satisfied	Very Satisfied
a. The success I have achieved in my career	1	2	3	4	5
b. The way I feel about my job as a whole	1	2	3	4	5
c. The opportunities to use my abilities on the job	1	2	3	4	5
d. The progress I have made towards meeting my goals for my overall daily life	1	2	3	4	5
e. The progress I have made towards meeting my goals for the development of new skills	1	2	3	4	5
f. The support I receive from my superiors	1	2	3	4	5



7.1 The following statements are about your **job involvement** in your organization. Please indicate how often **you carry out** each statement.

[1—Never, 2— Rarely, 3 — Sometimes, 4 —Frequently, 5— Always]

	Never	Rarely	Sometimes	Frequently	Always
a. My attendance at work is above the norm	1	2	3	4	5
b. I am conscientious and do not take unnecessary breaks	1	2	3	4	5
c. I obey company rules and regulations even when no one is watching	1	2	3	4	5
d. I give an honest day's work for an honest day's pay	1	2	3	4	5
e. I consume a lot of time complaining about trivial matters	1	2	3	4	5
f. I see my teammates focusing on what was wrong with the present situation rather than the positive side	1	2	3	4	5
g. I attend meetings that are not mandatory, but considered important	1	2	3	4	5
h. I keep abreast of changes in the organization	1	2	3	4	5
i. I take steps to prevent problems with other coworkers	1	2	3	4	5

**7.2** The following statements are about your commitment to your job and the organization. Please indicate the extent to which **you are committed to your job**

[1—Very Dissatisfied, 2— Somewhat Satisfied, 3 — Both Satisfied and Dissatisfied, 4 —Satisfied, 5— Very Satisfied]

	Very Dissatisfied	Somewhat Satisfied	Both Satisfied and Dissatisfied	Satisfied	Very Satisfied
a. I am willing to put in a great deal of effort beyond what normally is expected in order for the company to be successful	1	2	3	4	5
b. I talk up (brag about) this company to my friends as a great organization to work for	1	2	3	4	5
c. I would accept almost any type of job assignment in order to keep working with this company	1	2	3	4	5
d. My values and the company's values are very similar	1	2	3	4	5
e. My company really inspires the very best in me in the way of job performance	1	2	3	4	5
f. I am extremely glad that I chose this company to work with over others that I was considering working with when I joined	1	2	3	4	5
g. I really care about the fate of this company	1	2	3	4	5
h. For me this is the best of all possible companies for which to work	1	2	3	4	5
i. I am willing to make serious personal sacrifices to contribute to the success of this organization	1	2	3	4	5
j. I contribute to this organization 100% of my ability	1	2	3	4	5

**7.3** : The following statements are about **your commitment to your career**. Please indicate the extent to which you agree or disagree with each statement.

[1—Strongly Disagree, 2— Disagree, 3 — Neither Agree nor Disagree, 4 —Agree, 5— Strongly Agree]

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. My career is one of the most important things in my life	1	2	3	4	5
b. I regularly consider what I could do to get ahead at work	1	2	3	4	5
c. The ambitions in my life mainly have to do with my career	1	2	3	4	5
d. My career plays a central role in my life	1	2	3	4	5
e. I think that I should have a successful career	1	2	3	4	5
f. I am prepared to do additional tasks, when this benefits my career	1	2	3	4	5
g. I am willing to sacrifice my immediate happiness or well-being in order to achieve future career outcomes	1	2	3	4	5
h. I regret having entered the profession that I did	1	2	3	4	5

8.1 This section is designed to obtain demographic information about you.

a. What is your age? <pull down>

① 19-24 ① 25-29 ① 30-34 ① 35-39 ① 40-44 ① 45-49 ① 50 and Over

b. What is your Race?

① American Indian/Alaska Native ② Asian ③ Black ④ Hispanic/Latino ⑤ Multi-Ethnic ⑥ White ⑦ Other

c. What is your gender?

① Male \_\_\_\_\_ ② female \_\_\_\_\_

d. What is your marital status?

① Single ② Married ③ Others \_\_\_\_\_

e. Please select the best statement that describes your current family structure <pull down >

- I. Two married parents and children
- II. Blended family with two parents,
- III. A single-parent family
- IV. Family with two biological elderly parents
- V. Other family structure \_\_\_\_\_

8.2 Please answer the statements that describes your dependent responsibilities

- a. I have a working spouse yes \_\_\_\_\_ no \_\_\_\_\_.
- b. I have a nonworking spouse or significant other yes \_\_\_\_\_ no \_\_\_\_\_.
- c. I have child/children under six living at home yes \_\_\_\_\_ no \_\_\_\_\_.
- d. I am a single parent household with child/children six or older yes \_\_\_\_\_ no \_\_\_\_\_.
- e. I am a single parent household with primary responsibility for child/children yes \_\_\_\_\_ no \_\_\_\_\_
- f. What is the number of hours you spend on child care per week? \_\_\_\_\_
- g. What is the number of hours you spend on household chores per week? \_\_\_\_\_

**Thank you for completing the survey. Please go back and check that you have responded to all survey questions.**